

Level 1 Award in Preparing to Work in Express Logistics
603/6314/9

Entering Work Suite - Assessment Principles

Introduction

ETA qualifications are developed in conjunction with the industries and employers they service. They are designed to add value and deliver multidimensional outputs that provide impact for both learners and employers.

It is therefore important that the assessment requirements of ETA qualifications are robust whilst not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact. These assessment principles are prepared with that in mind and are applicable to the ever increasing *Entering Work Suite* of qualifications

Principles

There are four key principles to underpin assessment delivery:

1. Assessment should contribute to developing a learners' knowledge and/or skills and provide relevant and current development the related industry requires.
2. Systems for capturing evidence of competence should be integrated and efficient. Assessment practices for both competence-based and knowledge-based aspects of qualifications should, where possible, be integrated with industry driven standards and requirements.
3. Assessment methods must be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment principles must be accommodating and flexible, whilst remaining appropriate for both the level being assessed and industry expectations of learners at that level.
4. Evidence of knowledge and understanding must be recorded and be clearly attributable to the learner. This can be delivered using task based activity with questions and answer sessions, supported by assessor observation.

The choice and application of assessment methods must be consistent with these principles and will generally include:

- Direct Observation
- Written evidence (portfolio/workbook)
- Centre set assignment
- Centre set coursework
- Oral examination
- Professional/open discussion

Delivery Team Requirements

Tutors / Assessors

- Tutors / Assessors should have an detailed knowledge of, and be competent in, the occupational requirements of the units
- Tutors / Assessors should hold or be working towards the related professional qualifications for delivery and assessment as required
- This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- It is unlikely that occupational competence will have been achieved in less than twelve months of employment but individuals with less experience could be considered as assessors if sufficiently occupationally competent

Internal Quality Assurers (IQAs)

- IQAs must have a thorough understanding of the structure, content and occupational requirements of the units that they are internally quality assuring. This understanding will have been acquired while either working directly within or delivering within the relevant occupational area in either an operational or a support function
- The level of understanding must be sufficient to allow the IQA to judge whether the assessor has fully assessed learners against all the principles within the unit
- It is unlikely that a person could have gained this level of understanding in less than twelve months of being employed but individuals with less experience could be considered as IQAs if they have the required level of experience, knowledge and understanding

Technical / Expert Witness

Expert witnesses can be drawn from a wide range of people who can observe, 'measure and examine performance against the industry and qualification principles. These can include; line managers and experienced individuals within a related sector-based organisation. The Technical Expert Witnesses should have proven practical experience and knowledge relating to the content of the principles being assessed.

It is unlikely that someone could become an expert in their entire job role in less than twelve months of being employed in their industry. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential Technical Expert Witness and, where necessary, this should be confirmed with the awarding organisation.

Assessment Materials

ETC Awards Ltd. (ETA) Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of the assessment of ETA learners.

Instructions for Conducting Assessment

the Approved Centre must either:

- Secure approval of in house assessment material by ETA's External Quality Assurance team prior to use
- Use ETA Assessment Materials
- We recognise that reasonable adjustments may be considered at the time of assessment, please refer to the ETA Reasonable adjustments and considerations policy

All approved centres must then handle and store securely all Assessment Materials in accordance with the following:

- Assessment Material must be accessible to learners only during their programme
- The Approved Centre must not make public in any format the contents of any materials either in part or in full.
- Materials must be securely handled and under no circumstances shared with third party organisations or individuals
- The Approved Centre must seek permission from ETA through the External Quality Assurance team if they want to convert Material for alternative storage, retrieval and delivery in electronic formats.

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Level 1 Unit – Health and Safety

Unit aim

This unit introduces learners to health and safety in a workplace relating to themselves and others. It aims to develop learners' awareness of potential hazards to which they may be exposed, how to identify and assess risk, along with how risks may be managed and controlled.

Unit introduction

This unit develops learners understanding of health and safety considerations in the workplace. The unit also develops learner understanding of the causes of accidents and hazards in the workplace. The will know how to identify risk and competently undertake risk assessments. Learners will also develop the skills to suggest measures to minimise the identified risk.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		K/617/1564
Qualification Framework		RQF
Title		Health and Safety
Unit Level		Level 1
Guided Learning Hours		40 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the responsibilities for health and safety at work	1.1	Describe the responsibilities in a working environment	This should include, Employer, others and self
		1.2	State the importance of reporting accidents and near misses	
		1.3	Understand a typical accident reporting procedure	
		1.4	State who is responsible for making accident reports.	
		1.5	Identify safety and warning signs	
2	Understand the causes of accidents at work	2.1	Describe the causes of accidents in the workplace	This should include at least four potential accidents in the chosen work area
		2.2	Associate potential causes of accidents at work	List one possible reason for each of the above causes
		2.3	Describe the safety triangle and its importance	
3	Be able to identify and select personal protective equipment	3.1	Identify the correct PPE for tasks within the workplace	This must include at least four items of PPE

	(PPE) required to complete a task in the workplace			
		3.2	Examine PPE to confirm its integrity for continued use	
		3.3	Explain the reasons why the identified PPE is required	
4	Know the importance of working safely at height in the workplace	4.1	Define the term "working at height"	List at least four examples of working at height
		4.2	State the employee's responsibility under current legislation and official guidance whilst working at height	
		4.3	List hazards/ risks in the workplace associated with working at height	
		4.4	State how hazards/ risks associated with working at height can be controlled	
		4.5	State the regulation that controls the use of suitable equipment for working at height	
5	Know the principles of risk assessment and their importance to health and safety at work	5.1	State the purpose of Risk Assessments and Method Statements	
		5.2	Be able to read, understand and follow a risk assessment	
		5.3	State the legal requirements for Risk Assessments and Method Statements	
		5.4	State common causes of work-related fatalities and injuries	
		5.5	State the implications of not preventing accidents and ill health at work	
6	Understand the causes of fire and when fire extinguishers should be used	6.1	List the major causes of fires in the workplace	This must include the fire triangle

		6.2	Identify the different types of fire extinguishers	
		6.3	Describe when the different types of fire extinguisher should be used and by whom	
7	Know the potential risks to health of substances in the working environment	7.1	List the main points of the Control of Substances Hazardous to Health (COSHH) Regulations and why is it important to correctly store them	
		7.2	List possible substances hazardous to health under current legislation.	This must include at least four substances
		7.3	List common risks to health that these substances could affect	
		7.4	State the type of hazards/ risks that may occur in the workplace linked with the use of drugs and alcohol	
		7.5	State the importance of hygiene at work both the environment and personal	

A large, stylized version of the 'eta' logo. The 'e' is gold, the 't' is black, and the 'a' is grey. The letters are thick and rounded, with a slight shadow effect.

Level 1 Unit – Introduction to Express Delivery

Unit aim

This unit introduces learners to the concept of Express Delivery and how best to meet the requirements of it.

Unit introduction

The unit will develop a learner's understanding, skills and knowledge of the specific requirements of express delivery, the consequences of failure and potential issues that may arise. A learner will be able to apply the learning to progress in the express delivery environment.

Assessment

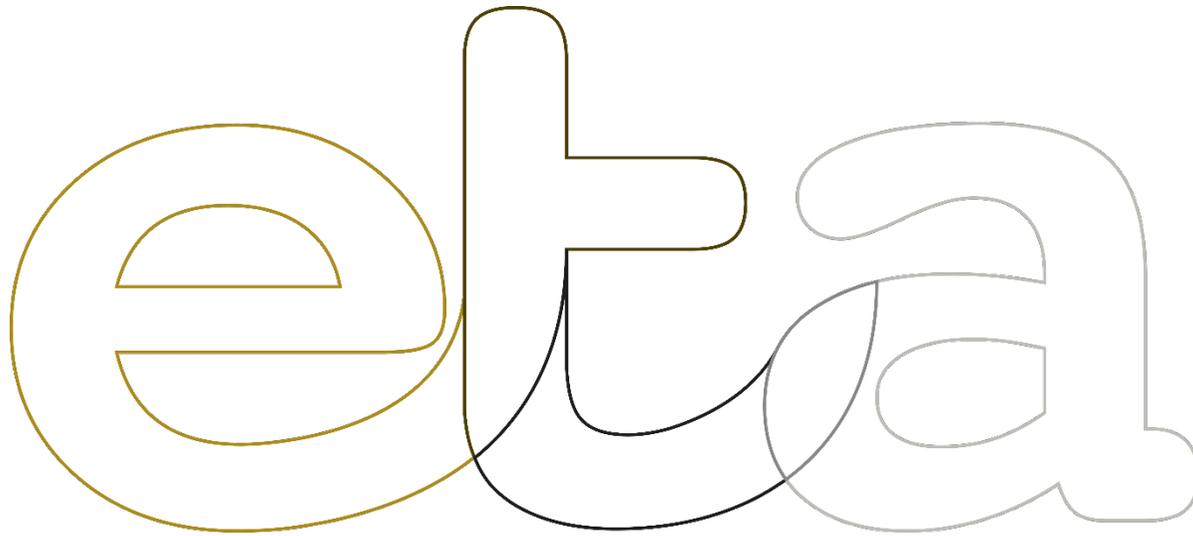
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		T/617/6217
Qualification Framework		RQF
Title		Introduction to Express Delivery
Unit Level		Level 1
Guided Learning Hours		35 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the range of express delivery services offered	1.1	Define the term 'Express Delivery'	
		1.2	Identify the ranges of express delivery services offered to business customers	
		1.3	Identify the ranges of express delivery services offered to domestic customers	
		1.4	Explain the term 'the first mile'	
		1.5	Explain the term 'the last mile'	
2	Understand the laws and regulations applying to traffic	2.1	Explain the consequences of failing to abide by the laws and regulations applying to traffic	Minimum of two each for personal and work-related
		2.2	Explain the nature of goods/dangerous goods	Give at least three examples of each
		2.3	Define what ADR in transport means	

3	Understand the safety impacts with the goods and components being carried and delivered	3.1	Outline health and safety and specific regulations related to goods carried and how these impact on duties	Examples could include COSHH, Chilled foods, two man lift items etc
		3.2	Identify initial risk assessment of load prior to commencing duties	Include dynamic risk assessment during deliveries
		3.3	Explain how personal health and lifestyle can impact on the ability to work safely and efficiently	
4	Understand safeguarding policy whenever deliveries involve young persons or vulnerable adults	4.4	Identify any potential safeguarding issues to self that could arise during delivery or collection point	
		4.5	Identify young or vulnerable people at delivery or collection point	
5	Understand the health, safety and security of self, colleagues and customers during deliveries	5.1	Outline potential dangers to self, colleagues and customers	Minimum of one danger for each category
		5.2	Identify delivery zones prone to attack from animals	Use of pictorial evidence can be used
6	Know how to plan and track progress against a schedule	6.1	Identify the equipment that could be used to track progress	
		6.2	Identify the different ways to verify successful delivery or collection of goods and components	Both manual and electronic
		6.3	Explain why it is important to follow instructions relating to collections and deliveries	
		6.4	Explain why it is important to follow instructions relating to failed deliveries and returns	

7	Know how to deliver goods to customer premises; load and unload goods in a safe way that ensures the safety and condition of the goods and correctly relates to the delivery schedule	7.1	Demonstrate how to load and unload the correct goods and components in a safe way according to the schedule	Could involve role simulation
		7.2	Demonstrate how to load and unload the correct goods and components maintaining the condition of goods and components	Could involve role simulation
		7.3	Demonstrate getting proof of collection or delivery, use paper or ICT	Could involve role simulation



Level 1 Unit – Introduction to Express Sortation Hub

Unit aim

This unit introduces learners to the concept of Express Sortation and how best to meet the requirements of it as well as understand the challenges.

Unit introduction

The unit will develop a learner's understanding, skills and knowledge of the specific requirements of express sortation, the consequences of failure and potential issues that may arise. A learner will be able to apply the learning to progress in the express delivery environment.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		A/617/6218
Qualification Framework		RQF
Title		Introduction to Express Sortation Hub
Unit Level		Level 1
Guided Learning Hours		35 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the range of 'Express Sortation Hub' services offered	1.1	Define the term 'Express Sortation Hub'	
		1.2	Identify the ranges of "Express Sortation Hub' services offered to business customers	
		1.3	Identify the ranges of 'Express Sortation Hub' services offered to domestic customers	
		1.4	Explain the term 'the first mile'	
		1.5	Explain the term 'the last mile'	
2	Understand the laws and regulations applying to goods and components	2.1	Explain the consequences of failing to abide by the laws and regulations applying to goods and components	Give at least three examples of each
		2.2	Explain the nature of goods/dangerous goods	Give at least three examples of each
		2.3	Define what ADR in transport means	

3	Understand the safety impacts with the goods and components being handled and stored	3.1	Outline health and safety and specific regulations related to goods being handled and stored	Examples could include COSHH, Chilled foods, two man lift items etc
		3.2	Identify initial risk assessment of load prior to commencing duties	Include dynamic risk assessment during deliveries
		3.3	Explain how personal health and lifestyle can impact on the ability to work safely and efficiently	
4	Understand the importance of data protection regulation and confidentiality	4.1	Identify the regulation governing data protection	
		4.2	List the types of information that would be available but needed to be kept confidential	Minimum of at least three
		4.3	State how you would dispose of old or misprinted labels containing customer information	
		4.4	Explain what is meant by working with integrity	
5	Understand the use of automated systems	5.1	List the types of automation found in an 'Express Sortation Hub'	
		5.2	Explain the difference between high and low volume sorting speeds	
		5.3	Identify any health and safety dangers/needs specific to sortation equipment	Identify a minimum of three automation systems and the related health and safety dangers/needs
		5.4	Outline sortation equipment cycles and basic maintenance protocols including cleaning	
		5.5	Explain the importance of following operating instructions and principles of sortation equipment	
6	Know how to sort from various locations	6.1	Demonstrate how to load and sort from cage, bag or boom to and from belts and chutes	Could involve role simulation

		6.2	Demonstrate manual sorting – techniques and how to handle packages to avoid damage	Could involve role simulation
		6.3	Demonstrate how to identify correct labelling – service chosen and route	Could involve role simulation