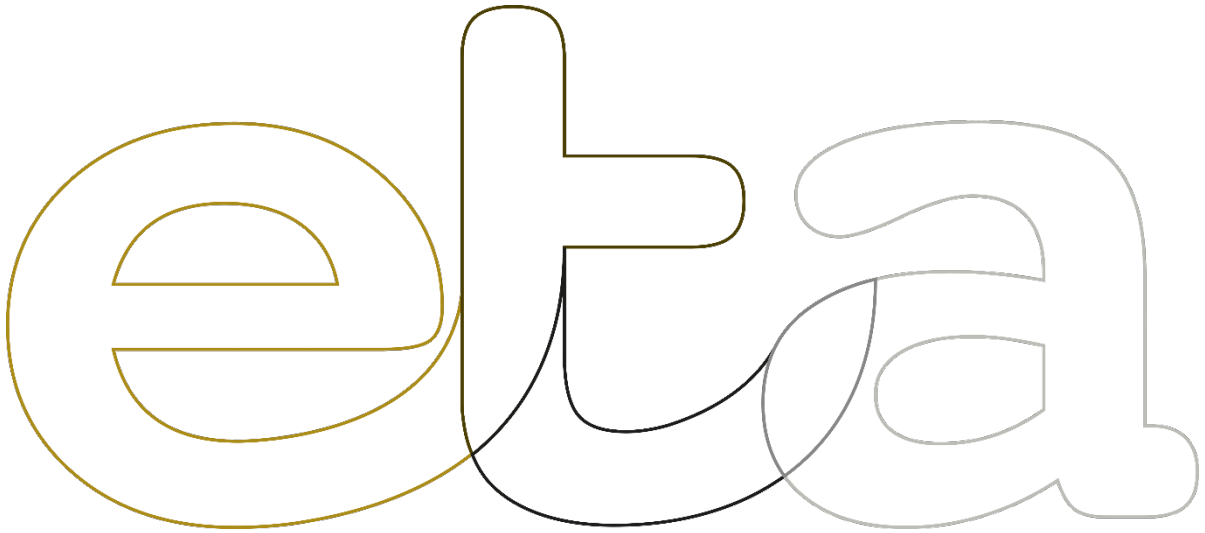


Level 1 Certificate of Introduction to Rail Track Operations 603/5697/2

Assessment Guide

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 *Entering Work Suite* of qualifications detailed below:

Level 1 Award – Securing Progression
Level 1 Certificate - Securing Employment
Level 1 Certificate – Securing Progression
Level 1 Certification - Introduction to Construction
Level 1 Certificate – Introduction to Lean Techniques
Level 1 Certificate – Customer Service
Level 1 Certificate - Welding
Level 1 Certificate – Logistics and Supply Chain
Level 1 Certificate – Digital Skills
Level 1 Diploma – Logistics and Supply Chain
Level 1 Diploma – Digital Skills
Level 2 Award – Military Services
Level 2 Certificate - Military Service
Level 2 Certificate – Digital Skills
Level 2 Diploma – Military Services
Level 2 Diploma – Digital Skills

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 a 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

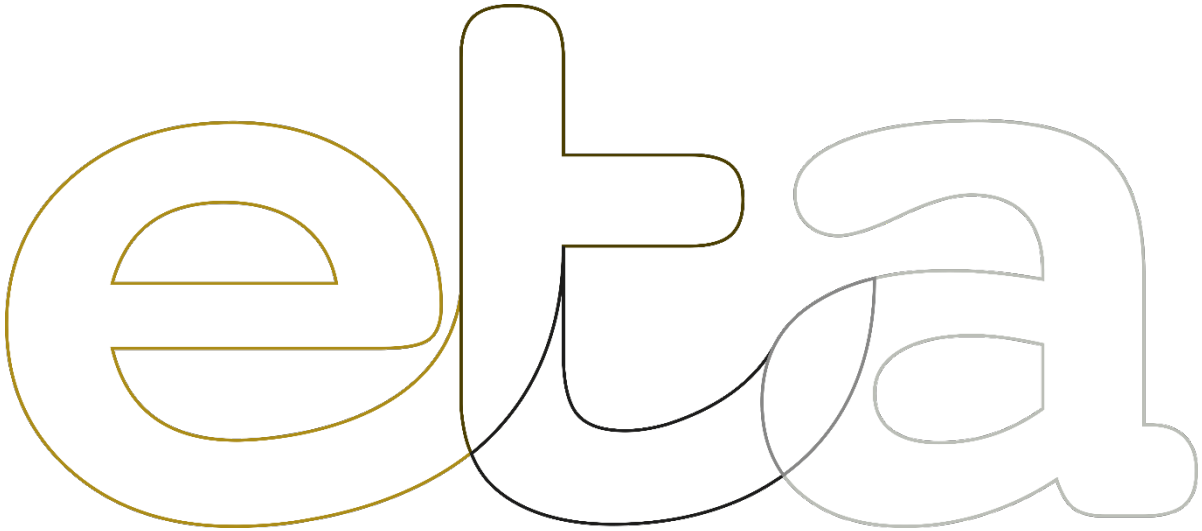
the Approved Centre must either:

- secure approval of in house assessment material by ETA's External Quality Assurance team prior to use

- use ETA Assessment Materials

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.



Level 1 Unit – Understanding the industry

Unit aim

This unit introduces learners to the various job roles and the skills required for employment in the learner's particular sector. The unit will enable learners to produce a personal career plan for their chosen sector.

Unit introduction

Learners will develop an understanding of the skills required to work within their chosen sector, including the core sector-related skills, the skills required to work sustainably, and the transferable skills valued by employers, for example having the right attitude and demonstrating appropriate behaviour in line with the legal and ethical issues. Learners will produce an outline career plan that will help them to make decisions on career choices, they will also reflect on the effect of these choices on their lifestyle.

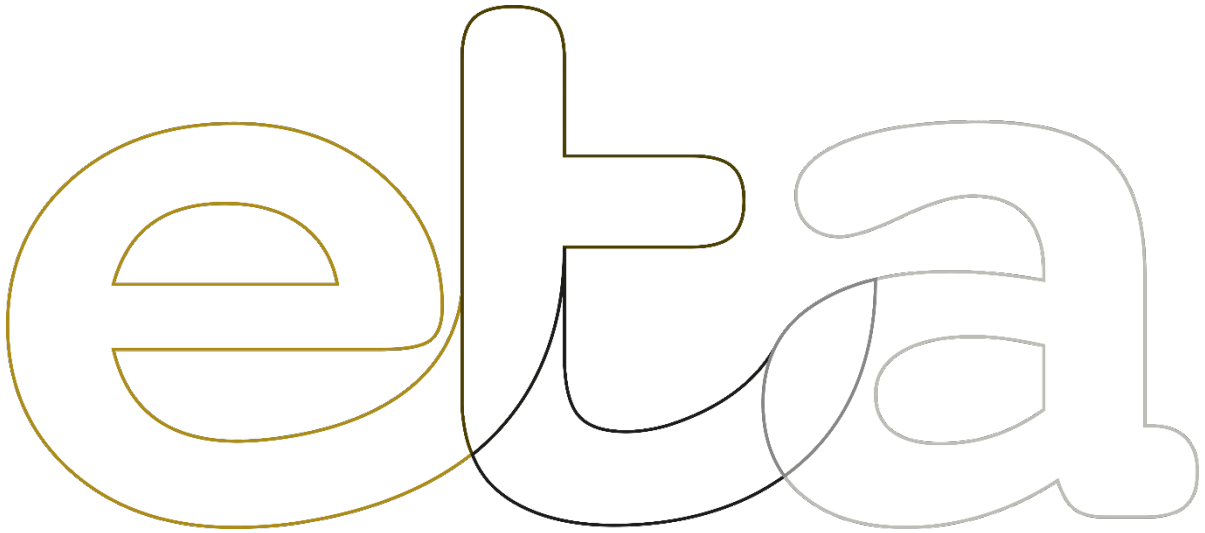
Assessment

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		M/617/1565
Qualification Framework		RQF
Title		Understanding the Industry
Unit Level		Level 1
Guided Learning Hours		30 GLH
Total Qualification Time		35 TQT
Unit Credit Value		3 Credits
Unit Grading Structure		Pass

	Learning Outcome		**Assessment Criteria - The learner can**	**Criteria expansion**
1	Understand the identified industry / sector	1.1	Describe potential levels and job roles within a chosen industry / sector	This must include examples of both levels and roles
		1.2	Describe types of business that offer employment opportunities within it	This must include at least three examples
2	Understand the different types of career opportunities available in the sector	2.1	Identify the possible status of job roles within a chosen sector	This must include full time, part time, contracted and agency
		2.2	Identify the common skills required for employment within a chosen sector	A minimum of three skills must be identified
		2.3	Evaluate these requirements against personal circumstances	
		2.4	Describe different types of career progression opportunities	
3	Know about different types of organisation offering career opportunities	3.1	Describe different types of organisation that offer career opportunities in terms of their size and the nature of the work they undertake	This must include at least three examples

4	Understand how career choices can impact upon an individual's lifestyle	4.1	Explain how an individual's lifestyle may be influenced by the career choices they make	
		4.2	Describe how realistic career choices can be made that support individuals circumstances	
5	Be able to work in a sustainable manner within the chosen sector	5.1	Describe the behaviours required to work in a sustainable manner	This must include at least three positive and three negative behaviours
	Be able to seek and respond to guidance when working as part of a team	5.2	Work effectively as a team member	
6	Be able to make informed career choices	6.1	Produce an outline career objective	
		6.2	Explain the opportunities to progress their career	



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. They 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		45 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass

	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	Identify and select personal protective equipment (PPE) required to complete task in the workplace	3.1	Identify the correct PPE for tasks within the workplace	This must include at least four items of PPE
		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 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 important of hygiene at work both the environment and personal	

Level 1 Unit – Fundamentals of Continuous Improvement

Unit aim

This unit introduces learners to the knowledge and basic skills required to understand and contribute towards continuous improvement techniques in the workplace.

Unit introduction

This unit develops the skills in continuous improvement that contribute to efficient operating within a workplace. The unit will help learners to identify the variety of ways a business can be improved and made more efficient. Learners will have the opportunity to explore the transferable nature of these skills and their impact in life as well as in the workplace. This includes the opportunity to undertake practical activities demonstrating the implementation of the key elements.

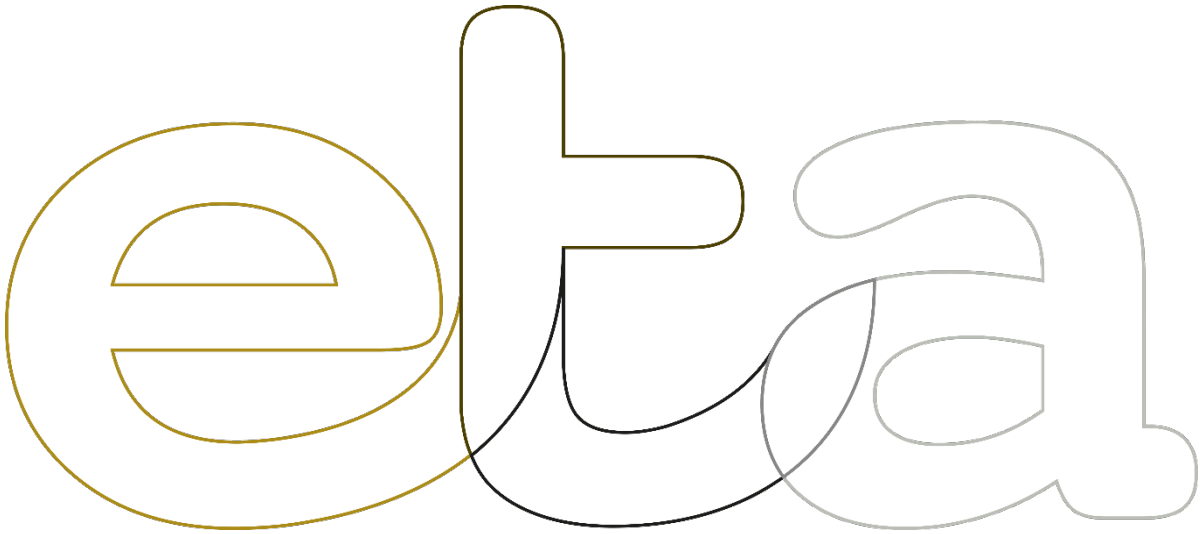
Assessment

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		F/617/1568
Qualification Framework		RQF
Title		Fundamentals of continuous improvement
Unit Level		Level 1
Guided Learning Hours		45 GLH
Total Qualification Time		55 TQT
Unit Credit Value		5 Credits
Unit Grading Structure		Pass

	Learning Outcome		**Assessment Criteria - The learner can**	**Criteria expansion**
1	Understand and identify where waste may be present	1.1	List types of potential waste	This must be a minimum of three wastes
		1.2	Identify areas where waste may be present	
		1.3	Identify the potential impact of these wastes	
2	Understand waste minimisation techniques in a working environment	2.1	List the potential opportunities to remove / reduce waste	Provide at least three identified opportunities
		2.2	Describe how these opportunities could be implemented	Descriptions must be provided for all opportunities identified above
3	Understand how 5S can contribute towards workplace improvements	3.1	State the meaning of 5S and its related process	
		3.2	Complete a 5S checklist	
		3.3	List recommendations to make realistic improvements	
		3.4	List the related benefits from the improvements suggested	
4	Understand visual management and its impact in the workplace	4.1	Identify examples of visual management	A minimum of three examples must be provided
		4.2	Describe the benefits of visual management	

		4.3	List the potential impact these benefits may provide	
5	Understand standardised processes and how they are communicated	5.1	List the benefits of a standardised process	A minimum of three benefits must be provided
		5.2	Develop a standardised process	This process could be developed in small groups
		5.3	Explain how this process could be implemented	
		5.4	Describe how the process could be maintained	



Level 1 Unit – Introduction to Engineering Tools, Equipment and Materials

Unit aim

This unit introduces learners to be able to work safely with tools, equipment and materials in an engineering environment and be able to correctly use and maintain hand tools and power tools for engineering maintenance operations.

Unit introduction

This unit has been designed to help learners select the appropriate hand and power tools, equipment and materials, as well as identifying the correct Personal Protective Equipment (PPE) for use with each and as appropriate for engineering maintenance. Learners will also be able to identify safe methods of working and the safe use of appropriate identified consumables and materials for engineering maintenance operations.

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		D/618/0679
Qualification Framework		RQF
Title		Introduction to Tools, Equipment and Materials
Unit Level		Level 1
Guided Learning Hours		30 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure Pass		Pass

	Learning Outcome		**Assessment Criteria - The learner can**	**Criteria expansion**
1	Understand how to work safely with tools, equipment and materials in an engineering environment	1.1	Identify appropriate Personal Protective Equipment (PPE) when using tools, equipment and materials for engineering maintenance	At Least six PPE
		1.2	Identity potential defects in common tools and equipment used in an engineering environment	At least three power tools At least 3 hand tools
		1.3	Identify safe methods of working when using tools, equipment, and materials in an engineering environment	
		1.4	Give examples of hazards related to defects in tools, equipment and materials used in an engineering environment	A minimum of three hazards
2	Know how to use and maintain hand tools for engineering maintenance operations	2.1	Identify and select appropriate hand tools for engineering maintenance operations	At least six hand tools
		2.2	Explain how to prepare and use hand tools correctly	
		2.3	Outline how to maintain hand tools in a safe condition	

3	Understand how to maintain and use power tools for engineering maintenance operations	3.1	Identify and select appropriate power tools for engineering maintenance and operations	At least four power tools
		3.2	Describe how to Prepare and use power tools correctly	
		3.3	Explain why it is important to Maintain power tools in a safe condition	

Level 1 Unit – Understanding the Manual Maintenance of the Permanent Way

Unit aim

This unit introduces learners to understanding the undertaking of routine maintenance following safe systems of work to the permanent way using manual tools and equipment in a correct and safe manner

Unit introduction

This unit allows the learner to identify how to carry out the maintenance activities in the specified sequence and in an agreed time scale, how to correctly report any instances where the maintenance activities cannot be fully met or where there are identified defects to the appropriate person, understand the implications of not following the policies and procedures for the care and control of components and equipment, and to explain the limits of own authority and responsibility and those of others involved

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		R/618/0680
Qualification Framework		RQF
Title		Understanding the Manual Maintenance of the Permanent Way
Unit Level		Level 1
Guided Learning Hours		20 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass

	Learning Outcome		**Assessment Criteria - The learner can**	**Criteria expansion**
1	Understand how to undertake manual maintenance of the Permanent Way	1.1	State how to set up a safe system of work in line with organisational procedures and work to the system	
		1.2	Explain how to carry out the maintenance activities within the limits of own personal authority	
		1.3	State how to carry out the maintenance activities in the specified sequence and in an agreed time scale	
		1.4	State how to correctly report any instances where the maintenance activities cannot be fully met or where there are identified defects to the appropriate person	
		1.5	Describe how to correctly complete relevant maintenance records accurately and pass them on to the appropriate person	
2	Know how to undertake manual maintenance of the Permanent Way	2.1	List the organisational procedures that define the appropriate safe system of work for the activity	

		2.2	Describe how to follow the organisation's approved maintenance schedules and related specifications	
		2.3	List the types of maintenance activities that could be required	
		2.4	Explain how to identify and confirm the assets, equipment or components to be maintained	
		2.5	List organisational methods, techniques and procedures for maintenance of the Permanent Way	
		2.6	Describe the organisation's procedures for the: a) Recording of work to be carried out b) Component and Equipment Care and Control	
		2.7	Outline the implications of not following the policies and procedures for the care and control of components and equipment	
		2.8	Describe how to check the maintenance activity to ensure compliance with the original specification	
		2.9	Describe the relevant approved reporting lines and procedures	
		2.10	Explain the limits of own authority and responsibility and those of others involved	