



Level 1 Award in Supply Chain and Logistics  
603/4698/X

## 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 Certificate - Securing Employment  
Level 1 Certification - Introduction to Construction  
Level 1 Certificate – Introduction to Lean Techniques  
Level 2 Certificate - Preparation for Military Service

### 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***

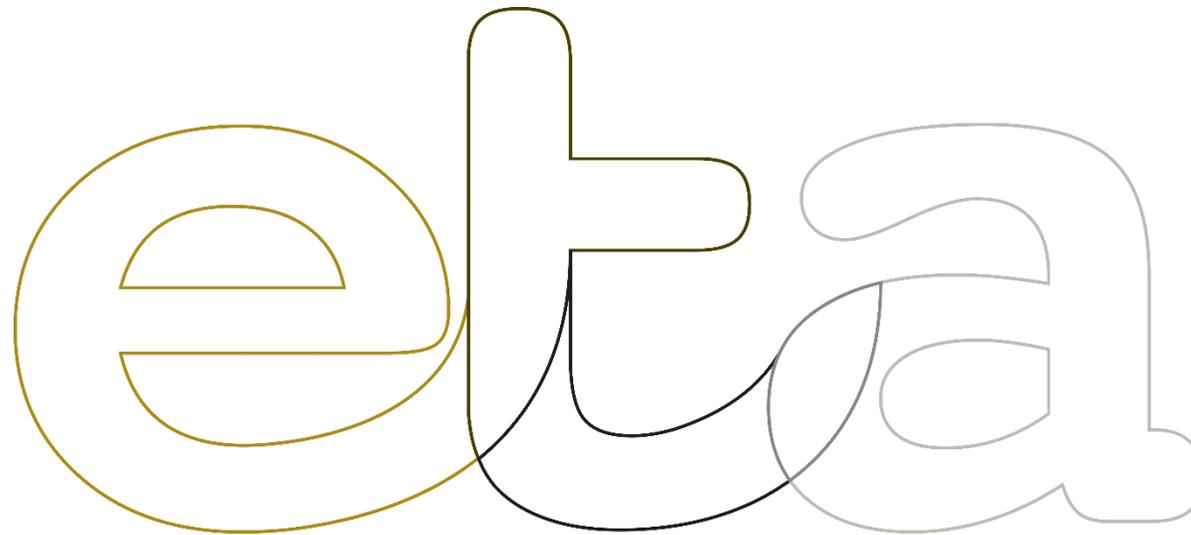
the Approved Centre must either:

- 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.

A large, stylized version of the 'eta' logo. The 'e' is gold, the 't' is black, and the 'a' is grey. The letters are outlined and have a slight shadow effect, giving them a 3D appearance.

# 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

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

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
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	

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# Level 1 Unit – Introduction to Supply Chain and Logistics

## Unit aim

This unit introduces learners to the theory required to undertake job roles within the logistics and warehousing sector.

## Unit introduction

This unit will provide the learner the knowledge and understanding of the principles within logistics operations. The unit will help learners to identify the variety of job roles that could be in logistics and warehousing, storage, transport or freight forwarding

## 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

<b>Unit Reference Number</b>		K/617/6215
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to Supply Chain and Logistics
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand how to receive and store goods or components	1.1	Outline why it is important to know what goods or components are due and when they are due	
		1.2	Outline the importance of correctly preparing the receiving area for the goods or components	
		1.3	State why it is important to check the quality and quantity of the goods or components received	
		1.4	Explain the purpose of an effective stock control system	Include at least two examples such as correct stock levels, perishable stock, security, safety, hygiene, rotation, value
		1.5	Explain why it is important to report and record variations in deliveries or damage, breakages, quality or out of date items in storage	
2	Understand how to process orders and dispatch goods or components	2.1	Identify the documents and systems that are used for checking stock availability	

		2.2	Outline the importance of completing the order process accurately and on time	
		2.3	State why it is important to use the correct form of packaging and wrapping on goods or components	
		2.4	Identify the types of labelling that may be required on goods or components	Identify at least three such as fragile, hazardous, weight, orientation, confidentiality
		2.5	Identify the types of equipment and handling methods used for dispatching goods or components	Identify at least three one of which must be mechanical and if any specific training is required
3	Understand the importance and function of 'housekeeping' in warehouses	3.1	State the importance and function of 'housekeeping' in a warehouse context	
		3.2	Identify a range of examples to illustrate the importance of 'housekeeping' in a warehouse context	Minimum of three examples



Level 1 Unit – Team Working

## Unit aim

This unit introduces learners to the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully.

## Unit introduction

This unit allows learners to develop skills to and gain experience of working positively as a team member when contributing to a team task. Additionally, they will develop an understanding of how to reflect on their own and the team's effectiveness in completing the task. Learners will consider their individual contribution to the team's performance and areas where the team could improve their team working skills.

## 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

<b>Unit Reference Number</b>		A/617/5733
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<b>Qualification Framework</b>		RQF
<b>Title</b>		Team working
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		30 GLH
<b>Total Qualification Time</b>		30 TQT
<b>Unit Credit Value</b>		3 Credits
<b>Unit Grading Structure</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand the benefits and challenges of working in a team to complete a task successfully	1.1	Identify the advantages of working as a team to complete a task	
		1.2	Identify the challenges of working as a team to complete a task	
2	Understand of the need for a team to work to an agreed code of conduct and rules before and during a task	2.1	Describe how an agreed code of conduct and rules would benefit team working	
		2.2	Explain what are the likely consequences of team members not following an agreed code of conduct or rules	
3	Be able to recognise different strengths, skills and experiences that different people would bring to the team	3.1	Identify their own strengths, skills and experiences, as relevant to the task being undertaken by the team	Identify a minimum of three

		3.2	Identify the strengths, skills and experiences of others, as relevant to the task being undertaken by the team	Identify a minimum of three
4	Be able to allocate roles and responsibilities within the team in relation to a given task	4.1	Outline how best to allocate, with other team members, the roles and responsibilities of each member of the team	
			Describe how each of the teams roles contributes to the team's objectives and the completion of the team task	
5	Be able to work positively as a member of the team	5.1	Explain how to work with other team members to devise a plan to complete a task on time	
		5.2	Identify how use the agreed plan to complete a task on time	
		5.3	Identify how to make a positive contribution within the team	
		5.4	State how to complete own tasks successfully and on time	
		5.5	Explain how to respond positively to advice and constructive criticism	
6	Be able to reflect on the performance of a team	6.1	Explain how an individual's performance contributed to the overall performance of the team	
		6.2	Identify and recommend ways to improve the work of the team as a whole for future tasks	Identify a minimum of three