



Level 1 Award in Social Distancing Awareness  
603/5892/0

## - 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

### 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
- 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.



Level 1 Unit – Social Distancing Awareness

## Unit aim

This unit introduces the learner to the guidance required for social distancing measures to work safely and reducing contamination. It will help the learner understand and deploy the controls available to support social distancing

## Unit introduction

This unit will help a learner to develop awareness of social distancing, how best to deploy it and reduce risk of contamination

## 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

## Achievement

Learners must complete the 1 mandatory unit to achieve the 1 credit required to gain the qualification

<b>Unit Reference Number</b>		F/618/1324		
<b>Qualification Framework</b>		RQF		
<b>Title</b>		Social Distancing Awareness		
<b>Unit Level</b>		Level 1		
<b>Guided Learning Hours</b>		10 GLH		
<b>Total Qualification Time</b>		10 TQT		
<b>Unit Credit Value</b>		1 Credits		
<b>Unit Grading Structure</b>		Pass / Fail		
<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>	
1	Know the personal actions an individual can take to reduce the risk of contamination	1.1	Explain how an individual can support social distancing measures at work	This must include: <ul style="list-style-type: none"> <li>• travel to and from work</li> <li>• arriving / leaving work</li> <li>• moving around at work</li> </ul>
		1.2	Explain the process to correctly clean your hands	This must include both hand washing and sanitising
2	Understand how to maintain a reduced risk of contamination	2.1	Identify a range of measures that will reduce cross-contamination within the workplace	This must include: <ul style="list-style-type: none"> <li>• cleaning facilities and equipment</li> <li>• safe practices</li> <li>• positive behaviours</li> </ul>
		2.2	Describe how to minimise / manage contact when exchanging physical objects	This must include colleagues and customers <ul style="list-style-type: none"> <li>• how to reduce personal contact</li> <li>• handling goods / equipment</li> </ul>

		2.3	List 3 actions you can take to support social distancing at work	This may include: <ul style="list-style-type: none"> <li>• guidance for moving around buildings</li> <li>• limiting volumes of people</li> <li>• amending opening/closing or start/finish times</li> <li>• distance markers</li> </ul>
3	Know a basic range Personal Protective Equipment (PPE) and explain the features and benefits	3.1	Explain why the removal of risk is better than mitigating it	
		3.2	Identify basic PPE	This should include: <ul style="list-style-type: none"> <li>• screens</li> <li>• face covering / masks</li> <li>• gloves</li> <li>• gowns / overalls</li> </ul>
		3.3	Describe the safe use of PPE	This must include: <ul style="list-style-type: none"> <li>• safely put on and take off PPE</li> <li>• safely wearing PPE</li> </ul>
4	Understand the business impact of safe working practices	4.1	Describe the potential impact on customer confidence of following safe practices	This should be both positive and negative
		4.2	Describe the potential impact on business reputation	This should be both positive and negative
5	Know where additional guidance can be found and how to share with others	5.1	Identify reliable sources of information and how best to share	This should be both from both internal and external sources
6	Understand the guidance for isolation to reduce contamination	6.1	Explain self-isolation guidelines and how you would follow them	This should include the range of actions for a household.
		6.2	Describe the process for reporting contamination	This should include both the employer and medical