

ETCAL Level 1 Certificate/Diploma in Supply Chain and Logistics  
603/4616/4 / 603/4621/8  
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 in Securing Progression Level 1 Certificate - Securing Employment Level 1 Certificate in Securing Progression

Level 1 Certification - Introduction to Construction Level 1 Certificate – Introduction to Lean Techniques Level 1 Certificate of Introduction to Welding

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 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.

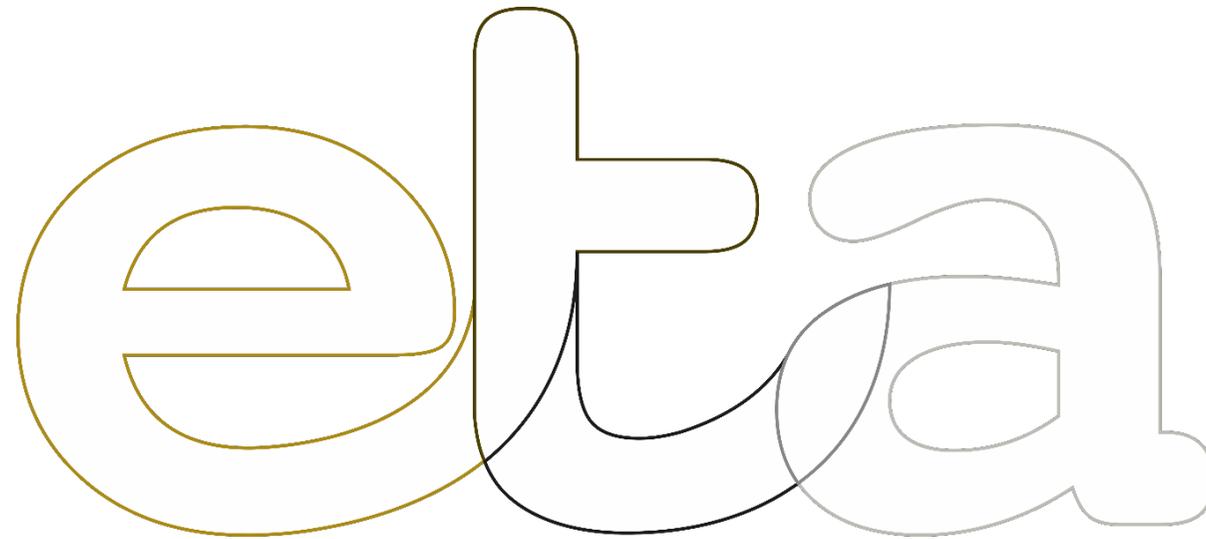
### ***Instructions for Conducting Assessment***

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.

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Level 1 Unit – Understanding the industry

## Unit aim

This unit introduces learners to the various job roles and the skills required for employment. 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.

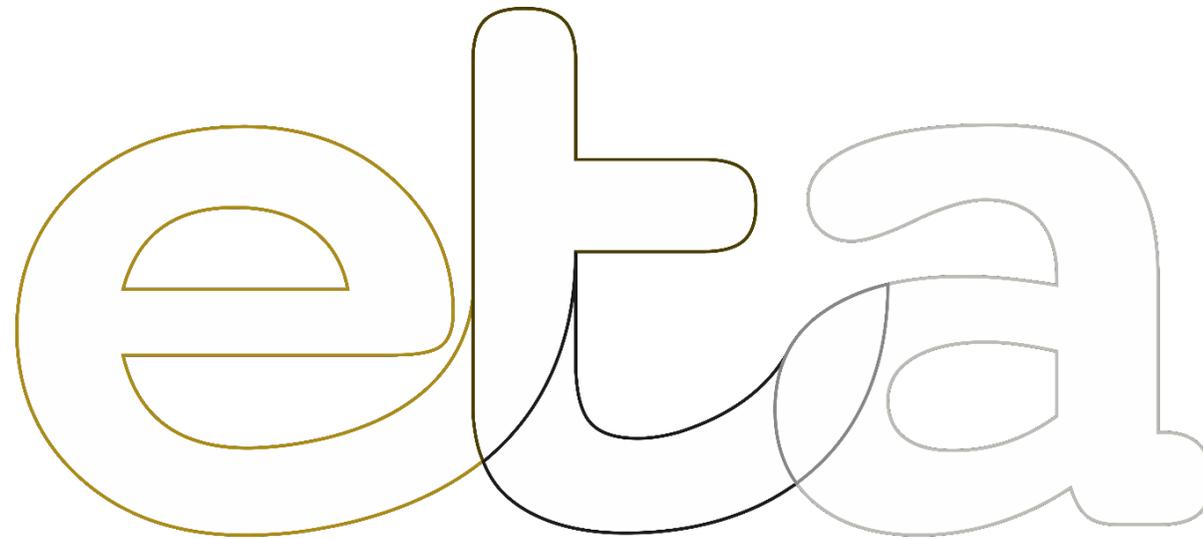
## Assessment

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	This must include at least three examples

			and the nature of the work they undertake	
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 Be able to seek and respond to guidance when working as part of a team	5.1	Describe the behaviours required to work in a sustainable manner	This must include at least three positive and three negative behaviours
		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 – 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

The purpose of this unit is to provide the knowledge, skills and understanding of the principles within the supply chain and logistics operations. The unit will help learners to identify the variety of job roles that could be in logistics and warehousing, storage, transport, freight forwarding and the wider supply chain sector.

## 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	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 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
<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 the likely consequences are 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	
		<a href="#">4.2</a>	Describe how each of the team's 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 to 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

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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. 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

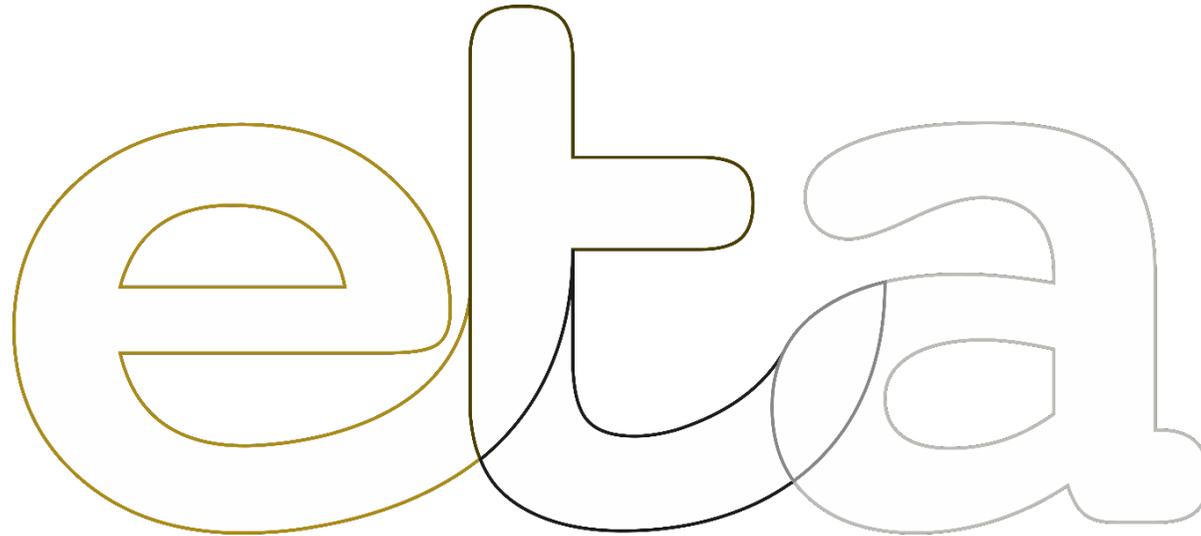
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		K/617/1564
<b>Qualification Framework</b>		RQF
<b>Title</b>		Health and Safety
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		40 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 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 responsibilities for health and safety at work	1.1	Describe the responsibilities in a working environment	This should include, employers, 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 (PPE) required to complete a 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 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	This must include at least four substances
		7.2	List possible substances hazardous to health under current legislation.	
		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	



Level 1 Unit – Introduction to Distribution, Collection  
and Storage Centres

## Unit aim

This unit introduces learners to what a collection, storage and distribution centre does and the types of services using a collection, storage and distribution centre.

## Unit introduction

This unit develops a learner's understanding, knowledge and skills of the hub focussed environment of a collection service, storage and sorting facilities together with onward distribution of freight.

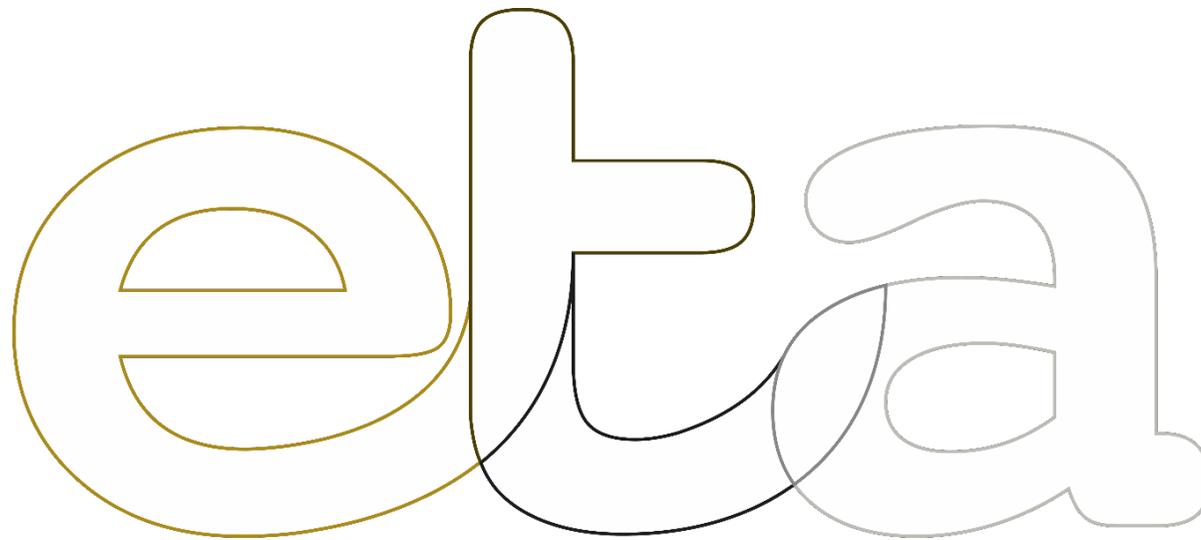
## Assessment

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/617/6216
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to Distribution, Collection and Storage Centres
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		25 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	Know the function of distribution, collection and storage centres	1.1	Describe each of the following main functions <ul style="list-style-type: none"> <li>• Distribution centre</li> <li>• Collection centre</li> <li>• Storage centre</li> </ul>	
		1.2	Explain the function of distribution, collection and storage centres	One function each for distribution, collection and storage
2	Understand the requirement for distribution, collection and storage centres	2.1	Identify the need for a distribution, collection and storage centres	One need each for distribution, collection and storage
3	Know the features of a distribution, collection and storage centres	3.1	Explain the features of a distribution, collection and storage centres	Consideration must be given to at least <b>four</b> of the following: Storage space; loading/unloading space; vehicle parking space; components handling equipment; space and maintenance; staff facilities; office space and systems; packaging components and storage space; palletising equipment; load consolidation space; safety and security

		3.2	List the facilities required to successfully run a distribution, collection and storage centres	
4	Know the types of freight likely to require distribution, collection and storage facilities.	4.1	Identify the main types of freight using a distribution, collection and storage centres	Identify at least one physical and one virtual source each for distribution, collection and storage i.e. Parcels, food, Internet sales and supermarkets
		4.2	Describe methods and types of transport used at distribution, collection and storage centres	Minimum of one of each type for each for distribution, collection and storage centre
5	Know the main IT systems used in distribution, collection and storage operations	5.1	List a range of examples to illustrate IT systems used for distribution, collection and storage operations	



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

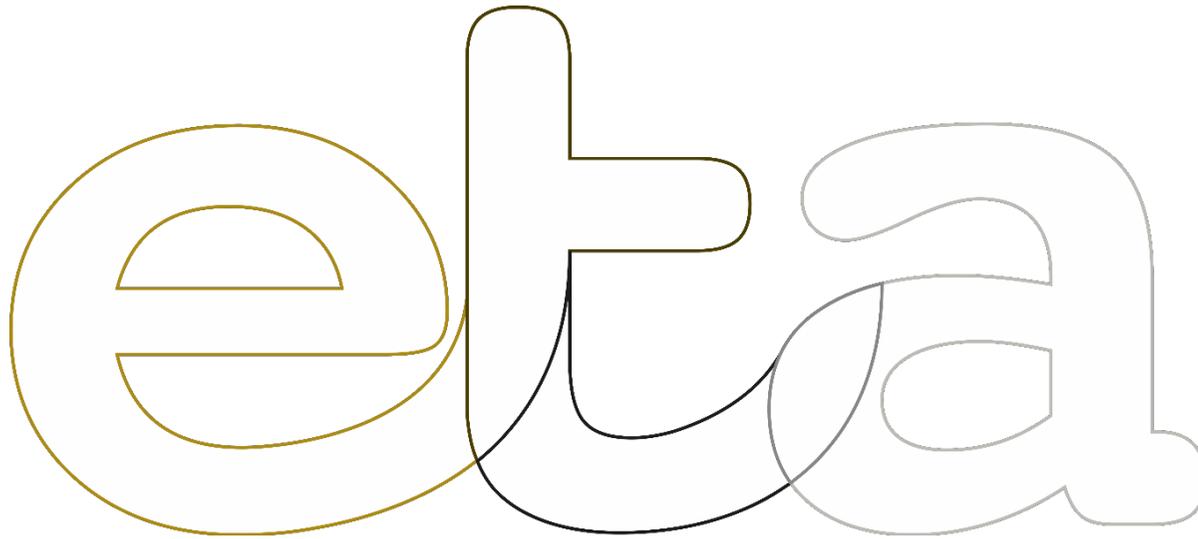
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		T/617/6217
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to Express Delivery
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		35 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 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 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

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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

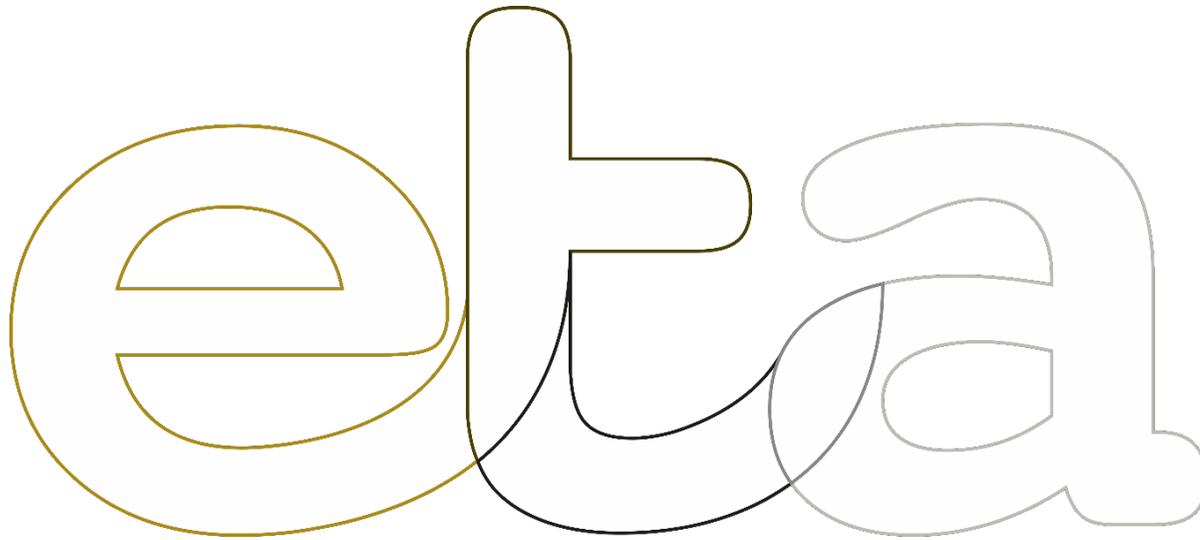
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		A/617/6218
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to Express Sortation Hub
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		35 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 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 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



Level 1 Unit – Understanding the Customer Requirements

## Unit aim

This unit introduces learners to the concept of meeting a customer's needs. It aims to develop learners' awareness of how they might engage with the customer to understand their requirements and the best way to deliver them.

## Unit introduction

This unit develops a learner's understanding of how to establish a customer's requirements and how best to deliver them. They will know how to draw out information and details to meet the customer's requirements. The learner will understand how they can use this unit to move forward in both the supply chain sector and the broader customer service environment.

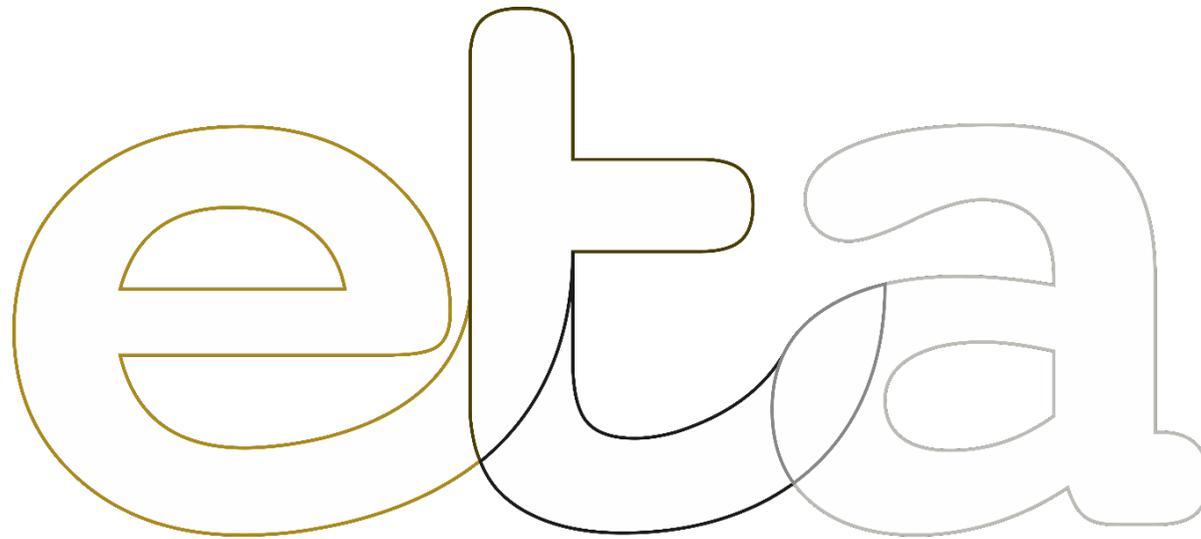
## Assessment

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.

<b>Unit Reference Number</b>		F/617/6219
<b>Qualification Framework</b>		RQF
<b>Title</b>		Understanding the customer requirements
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		15 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	Know how to deliver effective customer service	1.1	Define different types of customers	
		1.2	Identify the qualities a customer expects from an individual	To include personal appearance and hygiene and confidentiality
		1.3	Identify the qualities an employer expects from an employee	
		1.4	Outline the listening skills required when dealing with different types of customers	
		1.5	Describe what the benefits are to a business of having satisfied customers	
		1.6	List common causes for customer complaints	
		1.7	Identify who to report to when you are unable to deal with a customer enquiry or request	

		1.8	State why it is important to communicate in an efficient and courteous manner	
2	Understand the link between the customer and stock levels	2.1	State the benefits to the customer of understanding the stock range	
		2.2	Identify where to find information about the stock range	
		2.3	State the reasons for keeping up to date with information on stock	
		2.4	State the reasons for keeping goods or components clean and in good condition	



Level 1 Unit – Introduction to route planning for the collection and delivery of goods/components

## Unit aim

This unit introduces learners to the systems and mechanisms used in planning, organising for the collection and delivery of goods and components. The unit includes route planning and scheduling, collection storage and distribution centres.

## Unit introduction

This unit develops a learner's understanding, skills and knowledge of the requirements of the logistics demanded by the broad supply chain sector and will enable the learner to develop skills in planning and prioritising. This unit can be applied to developing skills and knowledge in the broader industry.

## 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>		T/617/6220
<b>Qualification Framework</b>		RQF
<b>Title</b>		Introduction to route planning for the collection and delivery of goods/components
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		15 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	Know how to plan the route for the collection and delivery of goods and components	1.1	Identify different sources of route planning resources	Must include an online resource
		1.2	Identify the factors that can disrupt route planning	Give examples such as 'Roadworks'
2	Be able to plan the route for the collection and delivery of goods and components	2.1	Identify the impact that the following can have on route planning: <ul style="list-style-type: none"> <li>• Restrictions on the load</li> <li>• Vehicle dimensions and weight</li> <li>• Road restrictions on selected route</li> <li>• Load restrictions on a selected route</li> <li>• Facilities at stopping points</li> <li>• Legislation in relation to driver's hours</li> </ul>	

		2.2	Identify all relevant information on required when planning the route and timings for the collection and delivery of goods	Should include destination, route, schedule, driving distances, times, vehicle, load, restrictions
		2.3	Identify problems that can occur when planning the route and timings for the collection and delivery of goods and components	

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Level 1 Unit – Working, Moving and Handling goods/components

## Unit Aim

This unit introduces learners to working practices in a logistics operation. It is about the movement and/or handling of goods within a single location or between different locations. It deals with identifying hazards that might occur in moving or handling goods safely.

## Unit introduction

This unit allows learners to develop understanding as to the rules and regulations that apply to working, manual handling operations and as to how unsafe techniques can lead to injury. Learners will have the opportunity to explore the techniques used to move and handle resources such as components, components and fixings. They will perform these techniques both with and without the use of simple lifting aids, alone and as part of a team.

Learners will learn to work in a responsible and cooperative manner as they move and handle resources safely. They will work as effective members of a team by following instructions and communicating effectively with other members of the team.

## Assessment

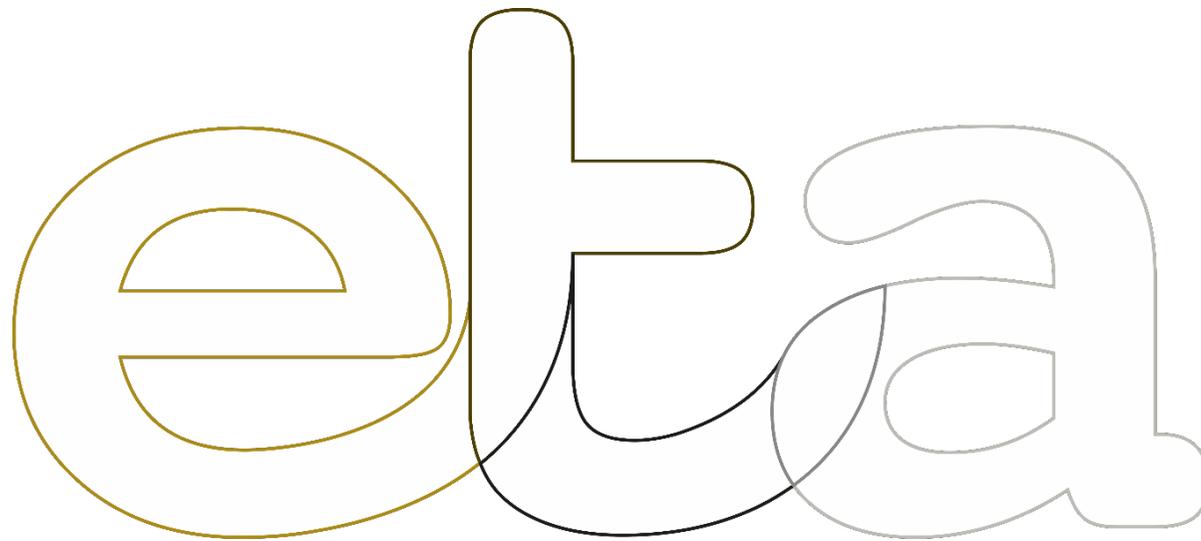
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment.

<b>Unit Reference Number</b>		A/617/6221
<b>Qualification Framework</b>		RQF
<b>Title</b>		Working, Moving and Handling Goods/Components
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		35 GLH
<b>Total Qualification Time</b>		40 TQT
<b>Unit Credit Value</b>		4 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 regulations and guidance that apply to the safe moving and handling of resources in Logistics Operations	1.1	Identify the regulations and guidance that apply to the safe moving and handling of resources	This must include the Manual Handling Operations Regulations 1992
		1.2	State the employee's responsibilities under current legislation and official guidance	This should cover moving and storing components; Manual Handling; Mechanical Lifting
		1.3	State the reasons for ensuring safe manual handling	
2	Understand how unsafe manual handling techniques can cause injury to self and others	2.1	Explain how unsafe manual handling techniques can cause injuries to themselves and others	
		2.2	State the potential injuries and ill health that may occur from incorrect manual handling	
3	Identify mechanical moving and handling equipment and its correct uses	3.1	Identify the characteristics of the different types of goods to be moved	This must include at least three examples

		3.2	List different types of equipment that can be used for moving and transferring goods	This must include at least three examples
		3.3	Select the most appropriate moving and handling equipment	This must include at least three examples
		3.4	Outline the importance of positioning goods in a suitable way for future use	
		3.5	List problems that can occur when using the equipment	
		3.6	Understand the limitations and requirements for the use of this equipment	
		3.7	Identify the related guidance for working with this equipment	
4	Be able to move and/or handle the goods and components in logistics operations	4.1	State how to identify sources of information of the goods to be moved and/or handled	Weight, environmental factors, special requirements
		4.2	Demonstrate suitable handling methods to move the goods safely and correctly as an individual	This activity must be observed
		4.3	Demonstrate how to position and set down the goods in the required location	This activity must be observed
		4.4	Demonstrate how to place the goods so that they can be easily identified and accessed	This activity must be observed
5	Be able to work as part of a team when carrying out safe moving and handling of resources	5.1	States the procedures for safe lifting in accordance with official guidance	
		5.2	Identify the aids available to assist with manual handling in the workplace	
		5.3	Demonstrate safe moving and handling of resources as part of a team, without the use of lifting aids	This activity must be observed

		5.4	State the importance of using safety equipment when handling components and equipment	
		5.5	Describe how to apply safe work practice, follow procedures and report problems when carrying out safe manual handling in the workplace	
6	Be able to work responsibly with others	6.1	Demonstrate team working skills by working responsibly and cooperatively when moving and handling resources with others	



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.

<b>Unit Reference Number</b>		F/617/1568
<b>Qualification Framework</b>		RQF
<b>Title</b>		Fundamentals of Continuous Improvement
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		45 GLH
<b>Total Qualification Time</b>		50 TQT
<b>Unit Credit Value</b>		5 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 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	

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Level 1 Unit – Problem Solving

## Unit Aim

This unit introduces learners to task-based problem-solving. Learners also develop communication and team working skills to work effectively with others to solve a task-based problem.

## Unit introduction

This unit allows learners to develop skills to work effectively to solve problems. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals. You will also develop your skills to reflect and improve, which are vital skills to have for a career in highly competitive sectors. The skills learnt in this unit are transferable and can also be used in other sectors, ensuring that employment opportunities are maximised.

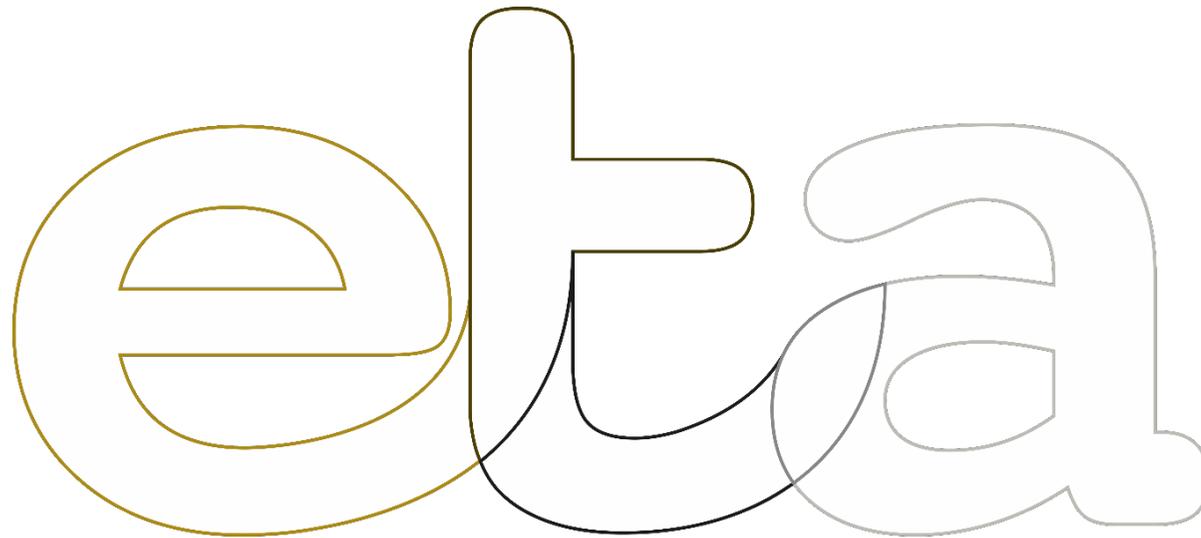
## Assessment

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>		J/617/1596
<b>Qualification Framework</b>		RQF
<b>Title</b>		Problem Solving
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		45 GLH
<b>Total Qualification Time</b>		50 TQT
<b>Unit Credit Value</b>		5 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 identify problems	1.1	List ways to identify problems	A minimum of three sources of information is required
		1.2	Explain the different types of problem that could be identified	
2	Understand the impact problems can cause	2.1	List the potential impact that the problems can cause	This must be a minimum of three impacts
3	Understand why these problems may have occurred	3.1	Explain the potential reasons for the problems identified occurring	
4	Understand the benefits of solving problems in a structured way	4.1	List the stages of a structured process for solving problems	A minimum of three stages must be included to identify three problems
		4.2	Identify a problem using the structure agreed	
		4.3	State potential solutions to the problems identified	
5	Demonstrate the skills required to work with others to solve problems	5.1	Identify the skills required when working with others to solve problems	This should include an introduction to 5 why's

		5.2	List appropriate communication skills used when working with others to problem solve	
6	Review proposed solutions to problems in a structured way	6.1	List the possible ways to measure the solution and ensure it works effectively	
		6.2	Contribute towards the review of the effectiveness of the solution	

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Level 1 Unit – Recycling and Waste Management

## Unit Aim

This unit introduces learners to the concept of and challenges faced with recycling and waste management within the logistics and supply chain sector.

## Unit introduction

The unit will develop a learner's understanding, skills and knowledge of the specific requirements of the broader logistics and supply chain sector regarding waste management and the challenges with regard to recycling as well as the risk waste in general will present. Learners will be able to apply the learning to progress in the general sector as well as waste management.

## 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>		F/617/6222
<b>Qualification Framework</b>		RQF
<b>Title</b>		Recycling and Waste Management
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		45 GLH
<b>Total Qualification Time</b>		50 TQT
<b>Unit Credit Value</b>		5 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 waste impacts on the environment	1.1	Definition of the environment	
		1.2	Definition of waste	
		1.3	Identify the different types of waste	Include Inert, Active and Hazardous
		1.4	Identify ways in which waste impacts on the environment	
		1.5	Identify good and bad practices	Using the correct facilities vs Fly tipping for example
2	Understand the legal requirements related to waste management	2.1	Identify two pieces of environmental legislation relating to waste	
		2.2	List the requirements of The Duty of Care Regulations (1991)	
3	Be able to report and address potential safety issues in the workplace.	3.1	Outline how to identify problems or potential safety issues and how to report these to the appropriate person	a) Equipment b) Materials c) Hazardous Situations
		3.2	Outline action to be taken, within own area of responsibility, where incidents	

			could affect the safe working environment	
4	Be able to identify, sort and prepare recyclable materials	4.1	Confirm the information and instructions are understood and/or ask for clarification	A practical demonstration required with a record of observation
		4.2	Identify materials that are suitable for recycling	Minimum of three materials
		4.3	Identify materials that are not suitable for recycling	Minimum of three materials
		4.4	Demonstrate the required sorting and processing methods in accordance with approved procedures	A practical demonstration required with a record of observation
5	Understand how to minimise the environmental impact of recycling operations	5.1	State the potential impact of pollution on the environment	Minimum of three examples
		5.2	Identify opportunities to improve environmental impact within own area of responsibility	
		5.3	Identify how to recognise the waste of energy, equipment and materials	

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Level 1 Unit – Participation Personal Behaviours and Standards

## Unit aim

This unit introduces learners to identify, understand and contribute towards a positive working environment and the organisations that provide this. It encourages learners to make informed choices about their behaviours and values at work contributing positively to their potential career opportunities.

## Unit introduction

This unit will help learners to develop an understanding of the behaviours and values that are important to employers and will contribute towards securing and progressing their career.

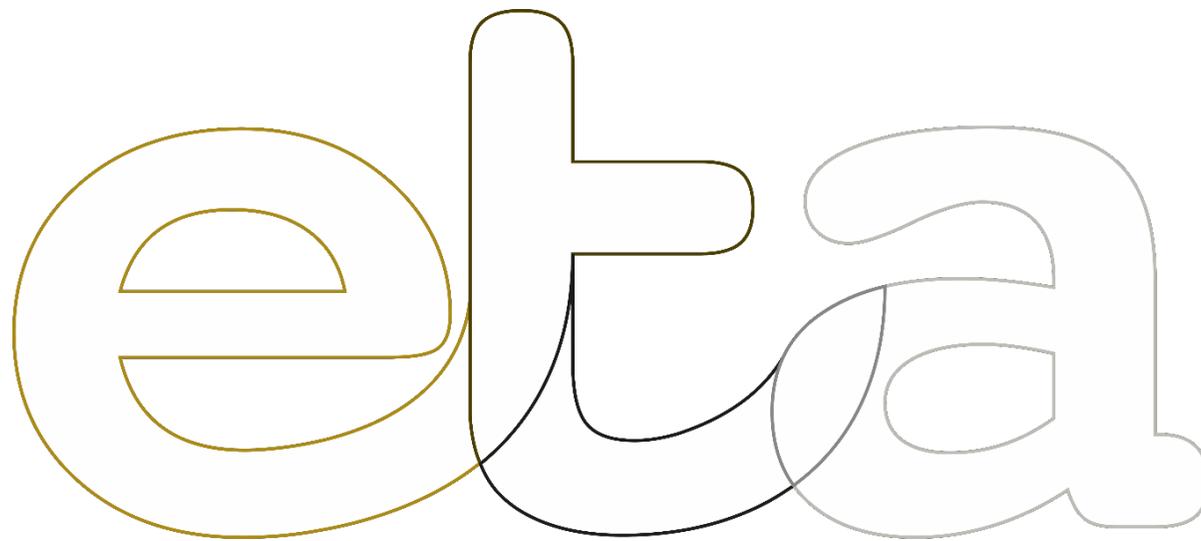
## Assessment

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/617/5731
<b>Qualification Framework</b>		RQF
<b>Title</b>		Participation Personal Behaviours and Standards
<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 Pass</b>		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Understand the behaviours, attitudes and attributes required for participation	1.1	Identify what is generally expected to participate in activities	<ul style="list-style-type: none"> <li>• Behaviours</li> <li>• Attitude</li> <li>• Capabilities</li> </ul>
		1.2	Identify what could be barriers to participating in activities	<ul style="list-style-type: none"> <li>• Behaviours</li> <li>• Attitude</li> <li>• Capabilities</li> </ul>
2	Understand the emotional and behavioural impact of self and others	2.1	Identify behavioural types of self and others	
		2.2	State how behaviours impact on the performance of self and others	

		2.3	Describe the importance of emotions and behaviours when seeking to participate in activities	
3	Be able to recognise areas for personal development	3.1	Identify own areas of strength and development needs in order to meet the behaviours, attitudes and capabilities required to participate in activities	This is to include <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Observed Feedback</li> </ul>
		3.2	List in an action plan, areas for development to meet the behaviours, attitudes and attributes required to participate in activities	
4	Contribute towards team working, creating a positive working environment and delivering common goals	4.1	Identify the different roles required within a team to ensure it performs effectively	This must include a minimum of three role examples and how they impact on each other
		4.2	Give examples of own contribution and how this support team working	This should include common roles within a team
		4.3	Describe how own contribution affects others to deliver team targets	Identify own preferred role type within a team

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Level 1 Unit – Transferable Skills and Qualities

## Unit aim

This unit will help learners to identify qualities and skills that employers look for. They may not have an in-depth knowledge of how to repair a car or how to work in a customer service environment, but they do have skills that they use everyday life that can transfer to the workplace.

## Unit introduction

This unit will help to develop learners to discover the qualities and skills sought by employers. They will be able to recognise skills from everyday activities, for example cooking a meal for the family requires organisational and time management skills which can be transferred into the workplace. The learner will spend time looking at job advertisements to discover how their skills and qualities can match those sought by prospective employers for specific jobs. They will also look at how to promote their own skills and qualities in a way that makes them a potential candidate for the job on offer.

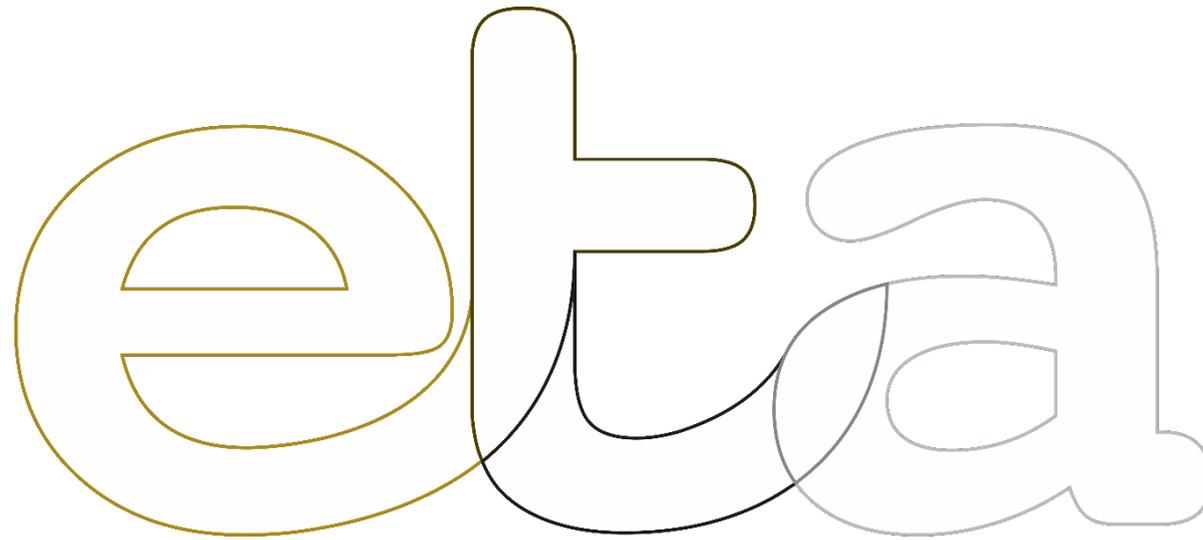
## Assessment

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>		Y/617/5738
<b>Qualification Framework</b>		RQF
<b>Title</b>		Transferable Skills and Qualities
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		15 GLH
<b>Total Qualification Time</b>		20 TQT
<b>Unit Credit Value</b>		2 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand how to recognise their own qualities and skills that can be transferred into a working environment	1.1	Explain the term 'transferable skill'	
		1.2	Explain transferable skills and provide a list of skills that can be transferred into the workplace	Explain why those skills were selected
		1.3	Describe what a quality is	
		1.4	Identify what their own qualities are and why they are appropriate for a working environment	A minimum of three examples must be provided
2	Assess opportunities that can help develop transferable qualities and skills needed for a working environment	2.1	Describe the type of day to day activities that help to develop transferable qualities and skills	A minimum of two qualities and skills from everyday activities required
		2.2	Identify the types of initiatives that can help to develop transferable qualities and skills	A minimum of two qualities and skills from employment initiatives required

3	Demonstrate how own transferable qualities and skills can be used when applying for jobs	3.1	Identify the transferable qualities and skills employers are looking for when filling specific job roles	A minimum of three examples must be provided
		3.2	Describe how own transferable qualities and skills can match the skills and qualities required by employers	A minimum of two examples must be provided



Level 1 Unit – Managing own Finances

## Unit aim

This unit will help learners understand how to balance income and expenditure, how to save money and how to borrow safely.

## Unit introduction

This unit will help learners to plan and manage a simple budget and to calculate a surplus or shortfall and examine how pay is calculated. They will develop an understanding of how money can be saved for future needs and investigate different types of savings accounts to determine which type of account might best suit their needs. They will also explore different approaches to borrowing money by making simple calculations for loan repayments.

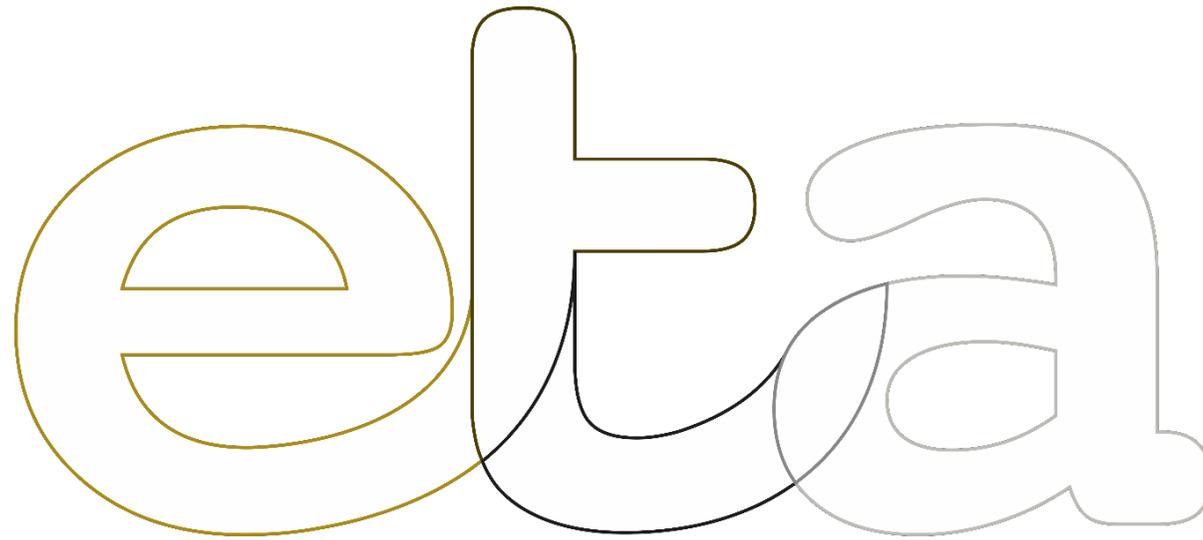
## Assessment

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>		D/617/5739
<b>Qualification Framework</b>		RQF
<b>Title</b>		Managing own Finances
<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 Pass</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Know how to plan personal finances	1.1	List the different sources of income	A minimum of three different sources of income required
		1.2	Outline regular weekly expenditure	A minimum of five different typical items of weekly expenditure required
		1.3	Use calculations to compare weekly income with weekly expenditure	Compare income with expenditure, based on details given for weekly income and expenditure in 1.1 and 1.2
		1.4	Explain details shown on a payslip	A minimum of five details shown on a simple payslip
2	Know what is involved and how to save money	2.1	Outline ways to make savings in weekly expenditure	A minimum of three different examples required
		2.2	Outline features of different types of savings accounts	Two features of two different types of savings account required
		2.3	Select a savings account to match own needs	From 2.2 select one and give two reasons why it meets the learners needs

3	Understand what is involved in borrowing money	3.1	Describe the reasons why borrowing money may be required	A minimum of three different examples required
		3.2	Outline the features of different ways to borrow money	A minimum of three different examples required with at least one being online
		3.3	Demonstrate how to calculate repayments on a simple loan	Show how much was borrowed and how much would be paid back and over what period
		3.4	List the potential dangers and risks of borrowing money	This should include both the sources and potential impacts

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Level 1 Unit – Picking Correct Goods/Components Ready  
for Dispatch

### Unit aim

This unit is aimed towards learners looking to or working within supply chain and logistics and covers of picking goods/components ready for dispatch and manage stock levels.

### Unit introduction

This unit will help learners understand the process of picking goods/components ready for dispatch or to assemble orders and manage stock levels. It deals with identifying the goods/components, being aware of potential problems and the use of appropriate picking equipment.

### 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>		J/617/6223
<b>Qualification Framework</b>		RQF
<b>Title</b>		Picking Correct Goods/Components Ready for Dispatch
<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 Pass</b>		Pass / Fail

	<b>Learning Outcome</b>	<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand how to prepare for picking goods/components	1.1 Identify the relevant information required for picking the goods/components 1.2 Identify where the required goods are stored 1.3 Explain how to make regular or routine checks on stock levels 1.4 Outline the importance of effective stock rotation methods	This must include at least two of the following: <ul style="list-style-type: none"> <li>• Health, safety and security</li> <li>• Environmental factors</li> <li>• Special requirements</li> </ul>
2	Understand how to follow instructions to pick the goods/components	2.1 Explain how to identify the goods to be picked 2.2 Explain picking methods for the type of goods/components and size of order	

		2.3	Outline the correct handling methods and/or picking equipment to pick the goods/components	
		2.4	Explain the importance of labelling remaining stock accurately for further use	
3	Understand how to prepare the goods/components for assembling orders	3.1	Explain how to position the picked goods/components ready for assembling orders	
		3.2	Describe the correct handling methods and/or equipment to place the goods/components correctly for assembling orders	
4	Understand how to dispatch the goods/components	4.1	Describe how to identify if an area is suitable for the dispatch of goods/components	Must include any potential hazards within the selected area
		4.2	Explain how to check that any equipment to be used with the goods/components is available and safe to use	Must include relevant training and/or licences required
		4.3	Explain how to confirm the goods being dispatched match the information provided	
5	Be able to identify problems with picking goods/components at any stage	5.1	Identify the problems that can occur when picking goods/components	

		5.2	Explain the appropriate action to deal with any damaged, faulty or out of date items	
		5.3	Explain the appropriate action to deal with the identified problems	



Level 1 Unit – Fundamentals of Packaging and Wrapping  
in Supply Chain Logistics

### Unit aim

This unit is aimed towards learners looking to or working within supply chain and logistics and covers the wrapping and packing of goods/components.

### Unit introduction

This unit will help learners to identify the goods and the correct method and materials for wrapping and packing to safeguard the goods during transportation or storage. It deals with labelling the goods and the disposal of any waste materials generated during wrapping and packing activities.

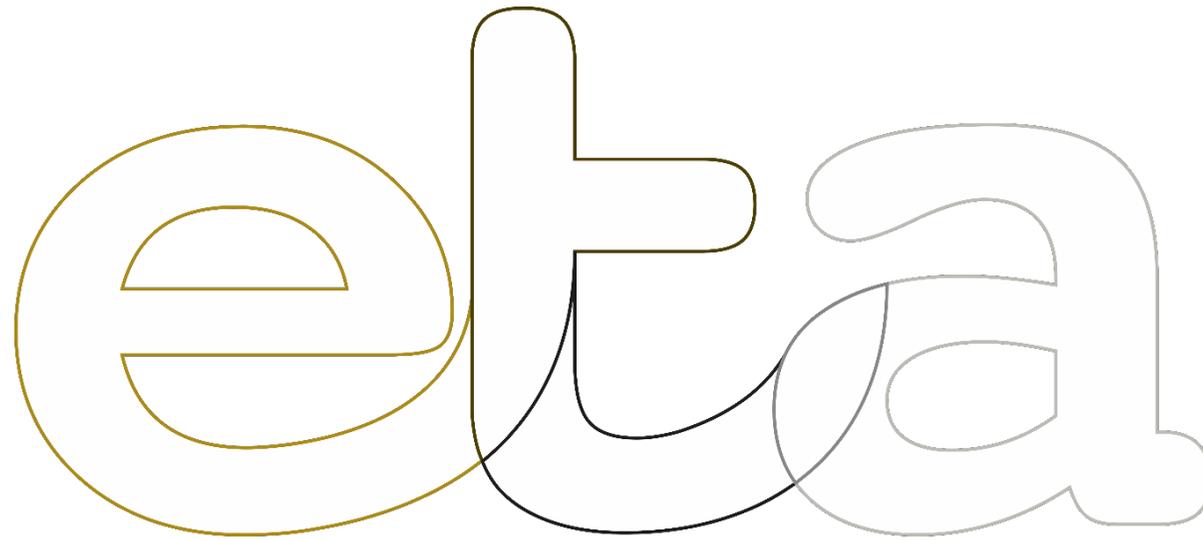
### Assessment

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>		L/617/6224
<b>Qualification Framework</b>		RQF
<b>Title</b>		Fundamentals of Packaging and Wrapping in Supply Chain Logistics
<b>Unit Level</b>		Level 1
<b>Guided Learning Hours</b>		20 GLH
<b>Total Qualification Time</b>		00 TQT
<b>Unit Credit Value</b>		3 Credits
<b>Unit Grading Structure Pass</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Understand how to prepare the goods/components for packing	1.1	Identify the information required for the packing of goods/components	This must include at least two of the following: <ul style="list-style-type: none"> <li>• Health, safety and security</li> <li>• Environmental factors</li> <li>• Special requirements</li> </ul>
		1.2	Identify the types of wrapping and packing materials that can be used for packing goods/components	A minimum of three different types of packaging
		1.3	List the tools and equipment that is used for packing goods/components	A minimum of three different types of tools and equipment
2	Know how to pack the goods/components	2.1	Explain how the goods/components are protected from damage while they are being packed	

		2.2	Identify how the goods/components are packed, wrapped and sealed using the correct type and quantity of packing materials	To ensure minimal waste / To reduce cost / Minimising environmental impact A practical demonstration with a record of observation could be used
		2.3	Understand the use of the appropriate tools and equipment safely in accordance with manufactures instructions	
		2.4	Explain show how waste can be minimised when packing goods/components	To ensure minimal waste / To reduce cost / Minimising environmental impact
		2.5	Identify when specialist labels are required for packaging goods/components	
3	Be able to identify any problems at any stage of the packing of the goods/components	3.1	Outline problems that can occur when wrapping and packing goods/components	
		3.2	Explain the appropriate action to take to deal with identified problems	



Level 1 Unit – Principles in the use of Equipment to  
Move Goods/Components in  
Supply Chain Logistics

### Unit aim

This unit is aimed towards learners looking to or working within supply chain and logistics and covers the movement of goods/components and operating of the relevant equipment.

### Unit introduction

This unit will help learners to identify the safe use of equipment to move goods. It deals with the selection of the correct equipment, checking that the working area is safe for the use of the equipment and the process of lifting, transferring and setting down goods/components.

### 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>		R/617/6225
<b>Qualification Framework</b>		RQF
<b>Title</b>		Principles in the use of Equipment to Move Goods/Components in Supply Chain Logistics
<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 Pass</b>		Pass / Fail

	<b>Learning Outcome</b>		<b>Assessment Criteria - The learner can</b>	<b>Criteria expansion</b>
1	Be able to confirm with the relevant people the goods/components to be moved	1.1	Describe how to confirm with the relevant people which goods/components are to be moved	
2	Be able to confirm with the relevant people the goods/components are suitable for moving	2.1	Explain how to undertake the operation in a safe and controlled manner with due regard to the surrounding environment	
		2.2	Identify any equipment to be used in moving the goods/components	
		2.3	Identify any health and safety regulations that could apply to the movement of goods/components within the working areas	
		2.4	Identify any training that is needed for various types of equipment and any relevant personal protective equipment to be used	To include legal requirements such as Risk Assessments and specific P.P. E

3	Understand how to check that the area of work is safe and secure for the movement and transfer of the goods/components	3.1	Explain how to check that the work area is safe and secure for the movement of goods/components	Must include both environmental and physical examples
		3.2	Identify any hazards or difficulties with carrying out the movement of goods/components within the work area and report them to the relevant people	
4	Understand how to move the goods correctly and safely	4.1	Identify the correct method for handling, lifting, moving and setting down the goods/components safely and securely	
		4.2	Explain how to set down and position the goods/components in a suitable way for future use	
5	Know how to operate and monitor the equipment to maintain safe operation throughout the movement and transfer of the goods/components	5.1	Explain how to check that the equipment is in a safe condition in accordance with instructions, and work requirements	
		5.2	Identify ways to monitor the equipment and report and/or record	

			any defects and damage to the equipment immediately	
5	Know how to store and maintain the equipment and complete basic operational maintenance procedures	5.1	Outline how to store the equipment safely and in accordance with instructions and good working practices	
		5.2	Explain types of post operation basic maintenance procedures for the equipment in accordance with instructions and good working practices	
6	Be able to identify problems that can occur with the operation of the equipment	6.1	Identify different problems that can occur when operating the equipment	
		6.2	Explain the appropriate action needed to deal with identified problems	