Handbook

IEW1 – VTCT (Skillsfirst) Level 1 Award in Introduction to Employment in Warehousing and Storage (RQF)

601/3048/9

Version 4

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Award in Introduction to Employment in Warehousing and Storage (RQF)
Qualification number	601/3048/9
Product code	IEW1
Age range	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment, such as needing special training to use storage equipment.
Total Qualification Time (TQT)	90
Guided Learning (GL) hours	78
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The Level 1 Award in Introduction to Employment in Warehousing and Storage (RQF) will provide the basic knowledge, skills and understanding for those wishing to work in a warehousing and storage facility within the logistics sector. It will provide a pre-employment route as well as a foundation for those already working in this sector to progress to the Level 2 Certificate in Warehousing and Storage (RQF).

2.2 Progression opportunities

This qualification will provide the learner with a foundation to enable progression onto the Intermediate Apprenticeship in Warehousing and Storage or into employment.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Introduction to Employment in Warehousing and Storage (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **90**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
W1	Working in warehousing and storage	1	20	D/505/5249
W2	Moving or handling goods manually	1	18	D/506/1035
W3	Assemble orders for dispatch in a logistics environment	1	20	H/506/0226
W4	Wrap and pack goods in a logistics environment	1	20	J/506/0221

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Skills for Logistics (SFL)

This qualification is based upon the units developed by Skills for Logistics who are the sector skills council for warehousing and storage. Their contact details are:

12 Warren Yard
Warren Farm Office Village
Milton Keynes
MK12 5NW
Tel: 01908 313360

Fax: 01908 313006

Email: info@skillsforlogistics.org

This handbook provides details, which centres will need to apply in order to assess and internally verify/quality assure the Level 1 Award in Introduction to Employment in Warehousing and Storage and includes the:

- occupational expertise of those who assess performance, and internally verify/quality assure assessments
- continuous professional development
- summary of assessment methods

4.3 Occupational expertise of those who assess performance and internally verify/quality assure assessments

Assessors and internal verifiers (IVs)/quality assurers (IQAs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Assessors and IV/IQAs should:

- have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying/quality assuring. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying/quality assuring assessment processes and decisions. This could be verified by:

    – curriculum vitae and references
    – possession of a relevant qualification
    – corporate membership of a relevant professional institution

- be prepared to participate in training activities for their CPD
- be employed directly or contractually by the same centre as the learner or
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the assessor/IV has not achieved the relevant award

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification. It is strongly recommended, however, that staff must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier/moderator/quality assurer, but must never internally verify/moderate/ quality assure their own assessments.

4.3.1 Internal verifiers/Quality assurers

The IV/IQA is responsible for the approved centre's assessment quality. Therefore, in addition to the above, IV/IQAs must also:

- provide evidence of knowledge, understanding and application of the regulatory authorities' code of practice
- undertake CPD to ensure that they are working to the current NOS in assessment and verification
- only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence

4.3.2 Assessors

Assessors should only assess in their area of technical and occupational competence and must be approved by Skillsfirst.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, any qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IV/IQAs plan and maintain their CPD.

Centres are expected to support their assessors and IV/IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in warehousing activities these can be assessed against both warehousing and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IV/IQAs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of sources which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's competence and breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.3.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.3.2 Realistic working environment (RWE)

Assessment of this qualification should ideally be carried out within the workplace; however, where this is not possible learners can be assessed within an approved RWE that replicates a real work setting. Ideally, a RWE should include time pressures, work problems, interruptions, accountabilities and the necessary equipment and materials to do the job. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment. The number of hours learners work and their input in not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the Skillsfirst criteria for this purpose

5.4 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.4.1 Simulation

Simulation can be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to a breach of confidentiality or privacy, health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. It should only be used when performance evidence is unlikely to be generated through normal working practices.

5.4.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.5 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification

In considering the appropriateness of any single piece of evidence, the following should be considered:

- Content – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- Performance and knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Relevance of context – the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- Currency – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the learner.

6 Units

Unit Handbook

W1 – Working in warehousing and storage

Unit reference number: D/505/5249

> **Level: 1**
> **Credit value: 2**
> **Guided Learning (GL) hours: 20**

Unit aim

The aim of this unit is to help the learner to understand about the warehousing and storage sector, the types of jobs and opportunities and the skills and qualification required for employment.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about the warehousing and storage sector

LO2 Know about jobs in the warehousing and storage sector

LO3 Know about the skills and qualifications needed to work in the warehousing and storage sector

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. This may include a handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about the warehousing and storage sector	1.1 Identify different types of organisation within the warehousing and storage sector

Learning Outcome	Assessment Criteria
LO2 Know about jobs in the warehousing and storage sector	2.1 Give examples of different jobs in the warehousing and storage sector

Learning Outcome	Assessment Criteria
LO3 Know about the skills and qualifications needed to work in the warehousing and storage sector	3.1 Outline the key skills to work in a specified area within the warehousing and storage sector
	3.2 Identify any qualifications that are necessary or desirable for a particular job role

W1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Data Administrator

Unit Handbook

W2 – Moving or handling goods manually

Unit reference number: D/506/1035

Level: 1
Credit value: 2
Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to enable the learner to manually move or handle the goods in a safe manner to themselves or others.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to confirm with appropriate people the goods that require moving or handling

LO2 Be able to manually move or handle the goods

LO3 Be able to identify any problems with moving or handling the goods manually and take appropriate action to deal with them

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. This may include a handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to confirm with appropriate people the goods that require moving or handling	1.1 Identify and use sources of information relating to the goods to be moved or handled this may include: • health and safety • environmental factors • special requirements
	1.2 Identify any specific hazards in relation to manually handling the goods
	1.3 Identify methods for manual handling

Learning Outcome	Assessment Criteria
LO2 Be able to manually move or handle the goods	2.1 Identify the goods to be moved or handled
	2.2 Use suitable handling methods to move the goods safely and correctly
	2.3 Position and set down the goods in the required location
	2.4 Place the goods so that they can be easily identified and accessed
	2.5 Recognise when assistance is required to move or handle the goods and seek help from appropriate people

Learning Outcome	Assessment Criteria
LO3 Be able to identify any problems with moving or handling the goods manually and take appropriate action to deal with them	3.1 Identify problems that can occur when moving or handling the goods manually
	3.2 Show how to take appropriate action to deal with identified problems

W2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

W3 – Assemble orders for dispatch in a logistics environment

Unit reference number: H/506/0226

> **Level: 1**
> **Credit value: 3**
> **Guided Learning (GL) hours: 18**

Unit aim

The aim of this unit is to enable the learner to assemble orders and handle goods using the correct handling methods and equipment. It also enables them to prepare and dispatch goods whilst identifying possible problems with the assembling or dispatching of the orders.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Be able to prepare for the assembly of orders

LO2 Be able to handle goods using the correct handling methods and equipment during the assembly of the order

LO3 Be able to assemble the orders

LO4 Be able to prepare goods for dispatch

LO5 Be able to dispatch the goods

LO6 Be able to identify problems with assembling or dispatching orders

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. This may include a handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare for the assembly of orders	1.1 Identify the relevant information for the assembly of orders including • health, safety and security • environmental factors • special requirements or restrictions
	1.2 Identify the position of the required goods
	1.3 Show that the goods are in stock and accessible for assembly

Learning Outcome	Assessment Criteria
LO2 Be able to handle goods using the correct handling methods and equipment during the assembly of the order	2.1 Identify and use the correct handling methods and/or equipment for different types of goods
	2.2 Identify any special loading or transportation requirements relating to the assembly of the order

Learning Outcome	Assessment Criteria
LO3 Be able to assemble the orders	3.1 Check any requirements to maintain the condition of the goods while the order is being assembled
	3.2 Assemble the order with the correct type and quantity of goods

Learning Outcome	Assessment Criteria
LO4 Be able to prepare goods for dispatch	4.1 Identify the relevant information on the goods to be dispatched including: • health, safety and security • environmental factors • special requirements or restrictions
	4.2 Confirm the goods being dispatched match the information provided

Learning Outcome	Assessment Criteria
LO5 Be able to dispatch the goods	5.1 Check that the area used to dispatch the goods is clean and clear of obstructions and hazards
	5.2 Check that any equipment to be used with the goods is available and safe to use
	5.3 Operate any equipment safely and in accordance with organisational procedures and practices
	5.4 Follow agreed work instructions to schedule the dispatch of the goods

Learning Outcome	Assessment Criteria
LO6 Be able to identify problems with assembling or dispatching orders	6.1 Identify problems that can occur when assembling or dispatching order
	6.2 Show how to take appropriate action to deal with identified problems

W3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

W4 – Wrap and pack goods in a logistics environment

Unit reference number: J/506/0221

> **Level: 1**
> **Credit value: 2**
> **Guided Learning (GL) hours: 18**

Unit aim

The aim of this unit is to enable the learner to pack goods and identify possible problems with the packing of the goods at any stage

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to prepare the goods for packing

LO2 Be able to pack the goods

LO3 Be able to identify problems with the packing of the goods at any stage

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. This may include a handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare the goods for packing	1.1 Identify the relevant information required for packing the goods, this may include: • health, safety and security • environmental factors • special requirements
	1.2 Check that the goods being packed match the specifications provided in the information
	1.3 Identify the types of wrapping and packing materials to be used for packing the goods
	1.4 Identify the tools and equipment to be used for packing the goods

Learning Outcome	Assessment Criteria
LO2 Be able to pack the goods	2.1 Follow instructions to schedule the packing of goods according to agreed work instructions
	2.2 Show how the goods are protected from damage while they are being packed
	2.3 Use the appropriate tools and equipment safely in accordance with organisational procedures
	2.4 Demonstrate how the goods are packed, wrapped and sealed using the correct type and quantity of packing materials
	2.5 Show how waste can be minimised
	2.6 Label the packages with the correct information for further use
	2.7 Dispose of waste materials correctly and promptly

Learning Outcome	Assessment Criteria
LO3 Be able to identify problems with the packing of the goods at any stage	3.1 Identify problems that can occur when wrapping and packing goods
	3.2 Show how to take appropriate action to deal with identified problems

W4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

IEW1 Document History

Version	Issue Date	Changes	Role
v4	03/02/2023	Formatting and re-branding. No content amendment.	Data Administrator