

LEARNING UNIT STRUCTURE

| Learning unit: Handling and administrative procedures | | | |
|--|--|---------------------------------|--|
| Unit description | Standard classification of goods, risks and handling requirements, types of mail and parcels in LMD, standard documents, administrative procedures and liabilities in LMD. | | |
| Learning objective | To provide knowledge of handling requirements and risks associated with different kinds of goods, standard administrative procedures and liabilities. To train participants for handling different types of mail and parcels and to follow standard administrative procedures. | | |
| Learning outcomes | <ol style="list-style-type: none"> 1. To identify different categories of goods, parcels and mail. 2. To perform sorting and stacking of parcels according to handling requirements and priority 3. To select appropriate handling procedure. 4. To apply procedures and documents involved in delivery process. 5. To explain liabilities and risks related to takeover of parcels and mail. | | |
| Lesson 1 | Classification and characteristics of goods, parcels and mail | | |
| Lessons contribution per learning outcomes | Knowledge | Skills | Responsibilities & Autonomy |
| | The learner knows/ is familiar with/ is able to name or describe ... | The learner can/ is able to ... | The learner is responsible for / is able to apply / evaluate ... |
| | 1. To identify different categories of goods, parcels and mail. | None | 3. To select appropriate handling procedure. |

| | | | |
|---|--|---|--|
| Lesson 2 | Risks and handling requirements | | |
| Lessons contribution per learning outcomes | Knowledge The learner knows/ is familiar with/ is able to name or describe ... | Skills The learner can/ is able to ... | Responsibilities & Autonomy The learner is responsible for / is able to apply / evaluate ... |
| | 5. To explain liabilities and risks related to takeover of parcels and mail. | 2. To perform sorting and stacking of parcels according to handling requirements and priority | 3. To select appropriate handling procedure. |
| Lesson 3 | Administrative procedures, documents and liabilities | | |
| Learning outcomes per lessons | Knowledge The learner knows/ is familiar with/ is able to name or describe ... | Skills The learner can/ is able to ... | Responsibilities & Autonomy The learner is responsible for / is able to apply / evaluate ... |
| | 5. To explain liabilities and risks related to takeover of parcels and mail. | None | 4. To apply procedures and documents involved in delivery process |
| EQF level* | 3 or 4 | | |
| ECVET credits** | 2 | | |

| Duration (hours) | Lectures | Auditory exercises | Laboratory exercises |
|----------------------|--|--------------------|----------------------|
| | 3 | 3 | |
| Learning materials | <ul style="list-style-type: none"> • Lecture notes • Presentation slides • Case studies | | |
| Teaching methods | Lecture Method; Case study method ; Demonstration Method | | |
| Assessment materials | Test- multiple choice questions | | |

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The **EQF** is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, comparability and portability of people's qualifications and makes it possible to compare qualifications from different countries and institutions. [<https://europa.eu/europass/en/europass-tools/european-qualifications-framework>]

| Level (according to the EQF) | Examples of certification for the respective levels |
|------------------------------|---|
| Level 1 – 4 | Secondary educational diplomas |

Post-secondary level

| | |
|----------------|--|
| Level 5 | I (intermediate) Diplomas of higher education and further education, foundation degrees and higher national diplomas |
| Level 6 | H (honours) Bachelor |
| Level 7 | M (masters) Master degrees, postgraduate certificates and diplomas |
| Level 8 | D (doctoral) Doctorate degrees, PhDs |

Source: <http://www.aeht.eu/en/presentation-of-the-aeht/eqf-levels-offered-by-aeht-member-schools>

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ECVET (European credit system for vocational education and training) allows learners to accumulate, transfer and use their learning in units as these units are achieved. This enables building a qualification at learners' own pace from learning outcomes acquired in formal, non-formal and informal contexts, in their own country and abroad. The system is based on units of learning outcomes as part of qualifications that can be assessed and validated. [<https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet>]

ECVET points are allocated to a qualification as a whole and to its units. Allocation of ECVET points to a qualification is based on using an agreement according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. As specified in the Recommendation, "for

SAFE LMD

a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification.”

[https://www.cedefop.europa.eu/files/Setting_the_scene_-_Robert_Wagenaar.pdf]

60 credits per year (read **1600 – 1800 hours**) - knowledge, skills and (wider) competences/learning outcomes

[https://www.cedefop.europa.eu/files/Setting_the_scene_-_Robert_Wagenaar.pdf]

Types of Teaching Methods e.g.

| | | | |
|-----------------------------|-----------------|--------------------------------|----------------------|
| Story-telling method | Textbook method | Lecture Method | Play-way method |
| Demonstration Method | Tutorial Method | Questions-Answer method | Observational method |
| Discussion method | Project method | Role-playing method | Case study method |
| Brainstorming method | Drill method | Inductive method | |
| Deductive method | Analysis method | Synthesis method | Survey method |