

Pearson BTEC Level 2 Extended Certificate in Principles of Working in Warehousing and Storage

Specification

BTEC Specialist qualification

First teaching August 2015

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 2 Extended Certificate in Principles of Working in Warehousing and Storage (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 2 Extended Certificate in Principles of Working in Warehousing and Storage specification Issue 3 changes

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Extended Certificate in Principles of Working in Warehousing and Storage
Qualification Number (QN)	601/6918/7
Accreditation start date	01/08/2015
Approved age ranges	16-18 19+
Credit value	20
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	200
Guided learning hours	165
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Qualification objective

The Pearson BTEC Level 2 Extended Certificate in Principles of Working in Warehousing and Storage provides the foundations for an entry role in the warehousing and storage sector. The qualification gives learners the opportunity to:

- develop the knowledge, skills and attitudes that provide the foundation for an entry level role in Warehousing and Storage. This includes areas such as receiving, storing, processing and despatching goods, working safely and with regulations and working effectively with customers and colleagues
- learn in a real warehousing and storage work environment and validate the theory and knowledge which has been delivered in the training environment
- develop transferable soft skills which will support access to further study and or employment. This includes skills such as reflective learning, personal development planning and team working.
- achieve a nationally-recognised Level 2 qualification.

Relationship with previous qualifications

This is a new qualification and does not replace any previous qualification.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 2 Extended Certificate in Principles of Working in Warehousing and Storage can progress to employment in a role such as Warehouse Operative, Picker/Packer or Stock Controller.

Learners could also progress to other logistics industry qualifications at level 2, such as the Pearson Edexcel Level 2 Certificate in Warehousing and Storage or the Pearson Edexcel Level 2 Certificate in Logistics Operations. Both of these qualifications can be taken as part of the Intermediate Apprenticeship in Warehousing and Storage, and both are hybrid qualifications which focus on both knowledge and competence in the workplace.

Industry support and recognition

This qualification is supported by a variety of employers in the warehousing and storage sector.

Relationship with National Occupational Standards

This qualification relates to the National Occupational Standards in Warehousing and Storage. The mapping document in Annexe A shows the links between the units within this qualification and the National Occupational Standards.

3 Qualification structure

Pearson BTEC Level 2 Extended Certificate in Principles of Working in Warehousing and Storage

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	20
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/502/2764	Warehousing and Storage Principles	2	14	110
2	J/505/4015	Planning and Participating in Work Experience	2	6	55

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally-assessed unit, learners must:

- achieve all the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Centres need to produce assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted. All assignment briefs created by centres should be fit for purpose and should be based on the unit assessment criteria.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria within the context of the *Unit amplification*. When devising the assessments, centres need to look closely at the verb used for each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, written tasks or reports, reflective journals) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence to satisfy the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website, qualifications.pearson.com

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see *Pearson's Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

External assessment

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of the document *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (available on the JCQ website, www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our Enquiries and Appeals policy, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website, qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only. A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website, qualifications.pearson.com

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

Specific resource requirements

As well as the general resource requirements given above, centres need to ensure that learners have access to a work placement in a warehousing and storage work environment to enable them to achieve Unit 2 Planning and Participating in Work Experience.

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website, qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, qualifications.pearson.com

9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard required in the assessment criteria.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.

Learning outcomes, assessment criteria and unit amplification

To pass 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to receive and store goods and materials	1.1	Explain the importance of knowing what goods are due and when they are due	<ul style="list-style-type: none"> □ <i>Importance of knowing what goods are due and when:</i> planning, customer relationships, customer satisfaction, security, financial losses eg reporting goods damaged or broken during delivery
		1.2	Explain the importance of correctly preparing the receiving area for the goods	<ul style="list-style-type: none"> □ <i>Preparing for goods:</i> capacity, equipment, types of goods, safety, hygiene
		1.3	State the importance of checking the quality and quantity of the goods received	<ul style="list-style-type: none"> □ <i>Quality and quantity:</i> correct types of goods, conditions, amount
		1.4	Explain the purpose of an effective stock control system	<ul style="list-style-type: none"> □ <i>Effective stock control system:</i> correct stock levels, perishable stock, security, safety, hygiene, rotation, value
		1.5	Explain the methods and conditions for storing goods	<ul style="list-style-type: none"> □ <i>Methods of storage of goods:</i> fixed, random, zoned positions □ <i>Conditions for storing goods:</i> bonded, valuable, perishable, fragile, hazardous
		1.6	Explain the importance of reporting and recording variations in deliveries or damage, breakages, quality or out of date items in storage	<ul style="list-style-type: none"> □ <i>Reporting and recording:</i> delivery notes, IT systems, communication methods, how, why and who to report to

Learning outcomes		Assessment criteria		Unit amplification
		1.7	State the Personal Protective Equipment used in a Warehouse and Storage environment	<ul style="list-style-type: none"> □ <i>Personal Protective Equipment (PPE):</i> safety footwear and headwear, Hi Vis clothing, gloves, ear defenders
2	Understand how to process orders and dispatch goods	2.1	Explain how customer requirements translate into orders	<ul style="list-style-type: none"> □ <i>Customer requirements:</i> how is information obtained, what information is required for pickers, delivery times and dates, invoicing details, alternative offers
		2.2	Identify the documents and systems that are used for checking availability of stock	<ul style="list-style-type: none"> □ <i>Documents and systems:</i> electronic or manual systems, recording mechanisms
		2.3	Explain the importance of completing the order process accurately and in optimum time	<ul style="list-style-type: none"> □ <i>Importance of completing the order process:</i> customer satisfaction, update stock records, changes to delivery dates, safety, appearance of the packaged item, costs, protection
		2.4	Outline the procedures for packing items safely, securely and labelling correctly	<ul style="list-style-type: none"> □ <i>Packaging:</i> types, dispatch methods, security □ <i>Labelling:</i> computer or manual, fragile, hazardous, weight, orientation, confidentiality
		2.5	Explain the importance of using the correct form of packaging and wrapping	
		2.6	Identify the types of equipment and handling methods used to assemble orders	<ul style="list-style-type: none"> □ Types of equipment and handling methods: mechanical, manual
		2.7	Explain the characteristics and special requirements of goods being dispatched	<ul style="list-style-type: none"> □ Characteristics and special requirements: size, weight, fragility, value, perishability, hazardous, wrapping

Learning outcomes		Assessment criteria		Unit amplification
		2.8	Explain health, safety and security considerations when dispatching goods	<ul style="list-style-type: none"> Health, safety and security: hygiene and harmful substances, personal and colleagues' safety, security of goods, theft and stock loss
		2.9	State the importance of correctly preparing the dispatch area	<ul style="list-style-type: none"> Correctly preparing dispatch area: available space, security, obstructions, clean and tidy area, safety
		2.10	Explain when to use different loading methods	<ul style="list-style-type: none"> Loading methods: mechanical or manual, side or rear
		2.11	Outline the requirements of the Lifting Operations and Lifting Equipment Regulations 1988 (LOLER)	<ul style="list-style-type: none"> LOLER: all equipment must have the correct certificate confirming its lifting capacity, reduce the need and risk from lifting equipment, must be sufficiently strong, suitable and stable, need competent trained people, planned, expect inspections or examinations
3	Understand how to deliver effective customer service	3.1	Describe key roles within the supply chain	<ul style="list-style-type: none"> Roles: pickers, packers, dispatchers, loader stock controllers
		3.2	State the qualities a customer expects from an individual	<ul style="list-style-type: none"> Customer expectations: polite, willing, knowledgeable about products, clean and presentable appearance, honest
		3.2	State the qualities an employer expects from an employee	<ul style="list-style-type: none"> Employer expectations: polite, willing, knowledgeable about products, clean and presentable appearance, honest, team worker, knowledgeable about systems used
		3.4	Explain the listening skills required for dealing with different types of customers	<ul style="list-style-type: none"> Listening skills: identify requirements, needs and expectations of the customer, identify customer complaints, queries and questions, identify different types of customers (internal/external)
		3.5	Describe the benefits to a business of having satisfied customers	<ul style="list-style-type: none"> Benefits of good customer service: good customer relationships, reputation, repeat business

Learning outcomes		Assessment criteria		Unit amplification
		3.6	List common causes for customer complaints	<ul style="list-style-type: none"> □ <i>Complaints:</i> damaged or faulty goods, goods missing, poor attitude, poor communication with customer
		3.7	Explain the importance of communicating in an efficient and courteous manner	<ul style="list-style-type: none"> □ <i>Communication and courteous manner:</i> good first impressions, effective customer relationships over the telephone, face to face, electronic
		3.8	Explain the benefits of understanding the stock range	<ul style="list-style-type: none"> □ <i>Stock information:</i> leaflets, computer systems, manufacturer, packaging, catalogues, size, weight, value, hazardous, fragile
		3.9	Explain where to find information about the stock range	
		3.10	Explain the reasons for keeping up to date with information on stock	<ul style="list-style-type: none"> □ <i>Reasons for up to date information:</i> storage, customer needs
		3.11	State the reasons for keeping goods clean and in good condition	<ul style="list-style-type: none"> □ <i>Keeping stock clean and in good condition:</i> quality, safety, hygiene, to prevent damage
4	Understand health, safety, security and legislation	4.1	State the rights of employees according to the Health and Safety at Work Act	<ul style="list-style-type: none"> □ <i>Rights of employees:</i> control of risks to health and safety in the workplace; report health and safety issues or concerns; join a trade union and be a safety representative; breaks from work and an annual period of paid leave; adequate facilities in the workplace
		4.2	Identify the groups of people for which employers are liable in terms of health and safety	<ul style="list-style-type: none"> □ <i>Groups of people:</i> employees, customers, visitors, contractors □ <i>Employer responsibilities for health and safety:</i> safe working environment, instructed/supervised staff, safe systems and methods

Learning outcomes		Assessment criteria	Unit amplification
	4.3	State employees' responsibilities for health and safety	<ul style="list-style-type: none"> □ <i>Health and safety responsibilities:</i> comply with organisational policies and regulatory requirements for health and safety of self and others
	4.4	State the employers' responsibilities for providing clearly defined procedures for health and safety	<ul style="list-style-type: none"> □ <i>Procedures for health and safety:</i> monitored, compliant with national/local regulations
	4.5	Identify sources of information required for maintaining legal requirements	<ul style="list-style-type: none"> □ <i>Sources of legal information:</i> supervisors, operating manuals, manufacturers' instructions, internet
	4.6	Explain the importance of risk assessment	<ul style="list-style-type: none"> □ <i>Risk assessment:</i> legal requirements, controlling risks, record keeping
	4.7	Explain the correct safety procedures for lifting heavy items	<ul style="list-style-type: none"> □ <i>Safety procedures:</i> manual handling, mechanical lifting, team lifting, assistance
	4.8	Describe procedures for dealing with emergencies	<ul style="list-style-type: none"> □ <i>Procedures for dealing with emergencies:</i> raise alarm, alarm types, evacuation procedures, escape routes, assembly areas, use of fire-fighting equipment, reporting procedures □ <i>Types of emergencies:</i> fire, flood, explosion, accidents
	4.9	Identify the essential contents of an accident report	<ul style="list-style-type: none"> □ <i>Accident report contents:</i> name, date, time, type, location, environmental conditions, persons involved, injuries, actions, witnesses, who to inform
	4.10	State the reasons for carrying out good housekeeping practices	<ul style="list-style-type: none"> □ <i>Reasons for good housekeeping:</i> safety, security, efficiency □ <i>Housekeeping practices:</i> keep clean and tidy area, dispose of waste

Learning outcomes		Assessment criteria		Unit amplification
		4.11	State the types of security incidents and external threats that may occur	<ul style="list-style-type: none"> □ <i>Security incidents:</i> theft of stock or money related to staff/customers in workplace, violence, harassment, break in, contamination of stock
		4.12	Explain the importance of monitoring unauthorised access by staff and others	<ul style="list-style-type: none"> □ <i>Unauthorised access:</i> awareness and procedures for reporting, challenging staff and customers
		4.13	Explain ways of controlling threatening and/or violent behaviour from others	<ul style="list-style-type: none"> □ <i>Controlling threatening/violent behaviour:</i> calm, keep distance, tone of voice, no shouting
5	Understand how to be an effective team worker	5.1	Explain the importance of working effectively in a team	<ul style="list-style-type: none"> □ <i>Working effectively in a team:</i> improve performance, improve the business, customer satisfaction, team spirit, understand each other's job roles
		5.2	State the importance of following organisational guidelines for communication	<ul style="list-style-type: none"> □ <i>Following organisational guidelines:</i> comply with guidelines, effective team work, customer satisfaction □ <i>Communication methods:</i> telephone, face to face, written, electronic
		5.3	Explain the benefits to an individual of knowing how their role fits within the team and organisation	<ul style="list-style-type: none"> □ <i>Benefits of understanding your job role:</i> avoid duplication of work, effective and efficient performance, job satisfaction
		5.4	Explain the importance of feedback in personal development	<ul style="list-style-type: none"> □ <i>Importance of feedback:</i> encourages staff, identifies strengths and training needs
		5.5	State the resources available for improving own performance	<ul style="list-style-type: none"> □ <i>Resources:</i> training, internet, books, videos/DVD, intranet

Learning outcomes		Assessment criteria		Unit amplification
		5.6	State the methods available to identify own training needs	<ul style="list-style-type: none"> □ <i>Methods of identification:</i> appraisal, one-to-ones, personal development plan, training analysis
		5.7	Explain the benefits of a personal development plan to the individual and business	<ul style="list-style-type: none"> □ <i>Benefits to individual and business:</i> motivation, clear development, clear objectives, improved performance, staff retention and morale
		5.8	Explain how to recognise and resolve conflict situations within a team	<ul style="list-style-type: none"> □ <i>Resolving conflict:</i> promptly deal with issues, discussion, reporting, guidance, disciplinary procedures

Information for tutors

Delivery

This unit gives learners the opportunity to understand and develop the skills needed to undertake a successful role in warehousing and storage.

Learners need to develop their knowledge of various principles of warehousing and storage and the impact this has on the business. This could be achieved through practical activities such as role play and simulations that will give learners the opportunity to practise the skills they have developed, alongside formal tutor input.

This unit should be delivered before Unit 2: *Planning and Participating in Work Experience* and, where appropriate, links should be made with the learning outcomes in that unit to help learners prepare for the work experience placement. For example, good links in delivery can be made in areas such as health and safety and working with others.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Learners will be expected to produce evidence that shows their knowledge and understanding of the warehousing and storage principles.

To achieve the learning outcomes, learners must provide evidence that they are familiar with and understand the principles of receiving and storing goods, processing orders and dispatching goods, delivering effective customer service; that they understand health, safety, security and legislation related to warehousing and storage and that they understand how to be an effective team worker.

Evidence can be in the form of a scenario-based assessment giving learners a number of different examples of problems relating to receiving and storing goods, describing the different types of stock control systems and procedures that could be used and the types of PPE worn in a warehousing and storage environment. Learners must provide evidence that they are familiar with and understand the principles of processing orders and dispatching goods. This could be in the form of a written report describing the procedure for processing and dispatching orders, identifying the documents and systems used to check stock availability, identifying the process timelines, the packing requirements of goods and the health, safety, security and labelling requirements of different types of goods. Learners could also relate the Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) to their loading and dispatch methods.

Unit 2: Planning and Participating in Work Experience

Unit reference number: J/505/4015

Level: 2

Credit value: 6

Guided learning hours: 55

Unit aim

In this unit learners will plan and undertake a work experience placement in the warehousing and storage sector. The unit aims to give learners the knowledge and skills needed for employment in the sector. Learners will prepare for the work placement by finding out information about the company or organisation where they will be working, and set skills and personal development goals from learning gained in the work experience placement.

Essential resources

For this unit, centres need to arrange work experience placements in a warehousing and storage work environment for their learners.

Learning outcomes, assessment criteria and unit amplification

To pass 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of planning for a work experience placement	1.1	Explain how own interests inform the selected work experience placement	<ul style="list-style-type: none"> □ <i>Own interests:</i> e.g. working with others, being creative, music, technology, building, caring for animals □ Work experience placement within a warehousing and storage environment □ <i>Own expectations:</i> job roles available; development of knowledge and skills, e.g. self-management, team working, problem solving, communication skills, communication, customer awareness
		1.2	Explain the information needed before starting the work experience placement	<ul style="list-style-type: none"> □ <i>Sources of information:</i> e.g. company leaflets, brochures or website, Jobcentre Plus, learners who have previously been on a work placement at the same organisation, staff from the organisation, conversation or correspondence with organisation providing the work placement □ <i>Information about the placement organisation:</i> type of organisation; ownership, e.g. public or private, sole trader, partnership; function, e.g. warehouse, storage facility □ <i>Structure of the organisation:</i> e.g. organisation chart, number of departments, internal and external customers, learner's place in the structure

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the importance of finding key information about the work placement	<ul style="list-style-type: none"> □ <i>Key information:</i> how to get to the placement; details about terms and conditions of work, e.g. hours of work, absence procedures, dress code; line manager or supervisor; seeking advice relating to work and/or colleague relationships □ <i>Expectations of the employer:</i> e.g. maintaining workplace values, personal presentation and hygiene, attitudes and behaviours, skills needed; allocated job role and responsibilities □ <i>Importance:</i> e.g. to ensure arrival on time, arrive appropriately dressed, who to seek advice from about allocated job role and tasks and skills needed
2	Be able to work appropriately in a work placement	2.1	Use the information given at induction correctly during the work experience placement	<ul style="list-style-type: none"> □ <i>Induction:</i> information about the organisation; work placement colleagues and roles; health and safety responsibilities e.g. evacuation procedures, first aid procedures, reporting hazards; refreshment facilities; reporting absence and late arrival, confidentiality
		2.2	Explain own role within the work experience placement	<ul style="list-style-type: none"> □ <i>Own role:</i> overview of role within organisation, e.g. provide administrative support, help colleagues, knowing extent of own responsibilities, knowing the limitations of role and responsibilities, using appropriate sources of support and guidance in difficult or emotionally stressful situations; how the role will develop the key competencies needed for employability e.g. self-management, team working, problem solving, communication skills

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Perform a range of tasks correctly during the work experience placement	<ul style="list-style-type: none"> □ <i>Tasks:</i> daily routine tasks e.g. dealing with customers, receiving and storing goods, checking equipment for health and safety purposes, setting up equipment, liaising with line manager; project work □ <i>Following instructions:</i> asking questions or requesting clarification if instructions or messages are unclear or confusing, consulting user guides or requesting further assistance when using a new piece of equipment □ <i>Self-management:</i> e.g. accepting responsibility for own tasks, being flexible, resilient, self-starting, managing time to complete tasks, solving problems by analysing situations and developing solutions
		2.4	Interact appropriately with others in the workplace	<ul style="list-style-type: none"> □ <i>Interacting appropriately:</i> e.g. paying attention to effective working guidelines, codes of conduct and personal reviews/appraisals in the place of work, behaving appropriately towards colleagues and customers, interacting with customers, communicating with other colleagues, being assertive, managing time and workload to complete allocated tasks, seeking help and advice when needed from correct person
3	Be able to work safely in a work experience placement	3.1	Identify potential risks and hazards in the work experience placement	<ul style="list-style-type: none"> □ <i>Risks:</i> something that could cause an adverse effect, e.g. wet stairs or floor, trailing wires, loud noise, breathing in toxic substance □ <i>Hazards:</i> the likelihood that the risk will result in the adverse effect, e.g. slipping over on wet floor, tripping over trailing wires, loud noise resulting in hearing loss, breathing in toxic substance resulting in illness
		3.2	Apply organisational codes of practice, procedures and safety rules appropriately	<ul style="list-style-type: none"> □ <i>Apply organisational procedures:</i> applying procedures when carrying out the job e.g. following health and safety rules for dealing with hazardous substances; following the terms and conditions of the work placement; following dress codes imposed by the work placement; ensuring personal conduct follows organisational practice in upholding health and safety; locating health and safety information, e.g. fire exit notices on doors, sector-specific notices such as handling of hazardous materials

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to set realistic goals relating to the work experience placement	4.1	Explain what has been learned from the work experience placement	<ul style="list-style-type: none"> □ <i>Learning from the work placement:</i> e.g. knowledge of new vocational area or area of interest, confirming whether or not to work in a particular sector or industry, awareness of personal skills and knowledge, awareness of strengths and weaknesses, desire to find out further information about a particular career, industry or organisation □ <i>Personal skills used and gained:</i> e.g. communication, problem solving, self-confidence, assertiveness, flexibility, positive approach □ <i>Work skills used and gained:</i> e.g. IT, teamwork, note taking, meeting attendance, punctuality, telephone manner, business and customer awareness, following instructions □ <i>Reflecting on experiences gained:</i> being ready to improve own performance based on feedback, reflective learning, e.g. reflecting on new knowledge and skills gained, identifying what went well and what could be improved; challenges faced; problems arising and how these were overcome or resolved
		4.2	Use feedback on the work placement experience to assist in making choices about a future career	<ul style="list-style-type: none"> □ <i>Consider personal and work skills:</i> methods, e.g. use strengths and weaknesses analysis tool, SWOT analysis, reflect on past performances and achievements □ <i>Feedback from others:</i> tutors, supervisors, mentors, peers
		4.3	Set goals for skills and personal development which build on learning from the work experience placement	<ul style="list-style-type: none"> □ <i>Goal setting:</i> goals should be realistic to placement expectation and responsibilities, SMART (specific, measurable, achievable, realistic, time-based), related to career aims □ <i>Types of goals:</i> short-term, long-term, personal, work-related goals, skills development, qualifications targeted

Information for tutors

Delivery

All aspects of the delivery of this unit should be linked to the delivery of Unit 1: *Warehousing and Storage Principles*, to enable learners to put their understanding of this unit into practice within the placement.

For learning outcome 1, learners will plan for their work experience placement by understanding how their interests and expectations relate to their work experience placement. They will learn what information they need before starting the placement and its importance.

For learning outcome 2, learners will carry out a period of work experience, using the information provided at the induction to the organisation where they will carry out their placement. They will develop an understanding of their role in the placement. They will carry out a range of tasks and interact with others.

For learning outcome 3, learners will need to work safely, identifying potential risks and hazards, exploring organisational procedures and codes of practice.

For learning outcome 4, learners will review their placement, using feedback received. They will use this feedback to set goals for their personal development.

Learners will be attending different work settings for their placement experience and developing their own personal and professional work skills. This unit gives them the opportunity to learn about the structure and functions of organisations operating in the warehousing and storage sector, and to gain general employability skills that can be applied to any work situation, such as teamwork and communicating effectively. The delivery of this unit allows learners to undertake independent research, give presentations and participate in discussions. Guest speakers will help learners relate the content of the unit to the workplace.

Centres are expected to offer learners a meaningful work placement as part of their programme of learning. The DfE definition of meaningful work experience is:

- 'Purposeful, substantial, offers challenge and is relevant to the young person's study programme and/or career aspirations.
- It is managed well under the direction of a supervisor in order to ensure that the student obtains a genuine learning experience suited to their needs.
- It ensures that time is well spent: the employer has prepared a structured plan for the duration of the work placement that provides tangible outcomes of the student and employer.
- It provides up-front clarity about the roles, responsibilities and the expectations of the student and employer.
- It is reviewed at the end: the employer provides some form of reference or feedback based on the young person's performance during their time on the work placement.'

The work placement may be experiential, i.e. based on one or two short periods of work experience or work-related learning that tests the warehousing and storage sector with a view to progressing to study or employment in that sector; developing employability skills such as self-management, team working, problem solving, and communication. It is considered to be good practice for a work experience placement to last for at least two weeks.

Centres and learners should work with employers in planning the work placement, including the learner's role, the tasks to be carried out and the skills that learners hope to develop.

Work placements must be flexible to accommodate the needs of young people. They must be matched to learners' interests and aspirations, with learners undertaking high-quality work rather than simply observing employees or carrying out mundane tasks.

A written agreement must be made between the centre and employer and the work placement must be planned in advance with clear objectives. Learners on work placement must receive a structured induction at the start of the placement, which provides them with clear objectives.

Learners must have the opportunity to receive clear feedback at key stages of the placement with their employer and centre.

As an introduction to learning outcome 1, learners could discuss and then complete an analysis of their own interests, knowledge and skills and match them against their preferred organisation. They could include the types of roles that they hope to carry out and the knowledge and skills they aim to develop while on the placement. The tutor could then discuss the importance of knowing about the structure and function of the organisation, including the 'big picture', before focusing on individual roles and responsibilities. Learners could carry out individual research about their organisation. Information about the type of organisation, its structure and function, could be gathered from the internet, marketing brochures for the organisation, the careers office or from the employer during a pre-placement interview. Learners could then present their research to the group. This would help them appreciate the range of organisational types, structures and functions.

For learning outcome 2, a guest speaker could be invited to speak about the responsibilities of the employer and employee with regard to work experience. Learners could work in groups to analyse policies and procedures from a range of different departments and organisations. Learners need to understand the importance of workplace values and rules and before they go should have the opportunity to deal with any feelings of stress or confusion about what is expected of them at the work placement. This can be done through watching video clips of stressful workplace situations and discussing possible solutions, carrying out role play of potentially difficult situations, and talking to tutors and other learners who have been on similar work placements. This will help learners gain confidence in getting support and guidance when faced with the new experiences they encounter on work experience.

For learning outcome 3, learners could find information on health and safety and other aspects of work that apply to them. Information on health and safety can be found on the Health and Safety Executive website – www.hse.gov.uk. Tutors should demonstrate the safe use of equipment. Video clips from the web or YouTube on health and safety issues could be shown to stimulate discussion of the consequences of non-compliance. Learners could create a simple health and safety at work risk assessment, then carry out a risk assessment of the classroom. This could be followed with discussion on the rights and responsibilities of both employers and employees.

For learning outcome 4, learners will need to know and understand what SMART objectives are and be able to practise setting them for their anticipated work placement. Learners can review their objectives once they have completed their work placement and reflect on whether they achieved them. Learners can develop checklists that allow them to say when they demonstrated their skills during their work placement. Checklists could also be used to describe those aspects of the work placement experience that could have been improved.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

For assessment criterion 1.1, learners should give at least two examples of their own interests and explain how they have helped inform the choice of work placement.

For 1.2, learners could complete a table which gives key information about their selected work placement and stating where they obtained this information. Learners should give details on the type, size and purpose of the organisation, the organisational structure and its internal and external customers (if relevant).

Assessment criterion 1.3 requires learners to explain the terms and conditions of work relevant to their work placement, and the expectations of the employer. Information could include, for example, details such as hours of work, dress code, number of days attending work placement, breaks, absence procedures. Learners should give two reasons for the importance of finding this information before starting the placement.

For assessment criterion 2.1, learners need to demonstrate that they have used the information given at induction correctly. This could be by answering questions, by taking part in various procedures, for example evacuation, and reporting any absences correctly. Supervisors could complete a witness statement when learners have demonstrated actions related to knowledge given at induction.

Assessment criteria 2.2, 2.3 and 2.4 require learners to keep a portfolio of evidence to show the activities carried out and to demonstrate effective working practice by interacting with others. The portfolio could contain a log or diary, observation reports, witness testimonials, a reflective account of activities completed, skills learned etc. Details could cover procedures to be followed, health and safety issues, quality checking processes, for example checking work has been completed to a satisfactory standard by the line manager, timescales (if relevant). It is important that learners are able to interact positively with colleagues from a range of levels and familiarity.

To achieve assessment criterion 3.1, learners should identify at least two potential risks and two potential hazards with reasons, within their work placement.

For assessment criterion 3.2, learners must be able to apply at least two organisational procedures appropriately, with supporting evidence from an observation report or witness testimonial. For example, completing forms accurately, answering telephone calls to deal with enquiries or taking messages efficiently.

For learning outcome 4, learners must present evidence of tasks undertaken during the work placement and what was learned from these tasks. For 4.1, an appraisal-style interview could be used for the assessment, supported with evidence showing that the learner has learned something new. It is not sufficient for the learner to simply write a description of an activity or task undertaken. Learners must also be able to explain how they have evidenced that they have learned something new, for example a checklist completed by the work placement supervisor, a witness statement, the practical demonstration of a new skill.

For 4.2, learners need to receive feedback from at least two appropriate people on their work experience placement. Feedback can be in written form or in the form of a discussion. Learners need to show that they are able to make a formal assessment of the value of the work they have carried out. Recorded evidence must be available for external standards verification.

For 4.3, learners must demonstrate the ability to set specific, realistic goals for skills and personal development. They need to provide four goals – two short-term and two long-term SMART goals – as a result of what they have learned from their work placement. Any potential objectives written before the work placement could be reviewed and developed.

Suggested resources

Websites

www.hse.gov.uk

www.projectsmart.co.uk

www.work-experience.org

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com

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- building your team and teamwork skills
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- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit, qualifications.pearson.com/en/support/contact-us.html

Annexe A

Mapping with National Occupational Standards

The grid below maps the knowledge covered in Unit 1 of the Pearson BTEC Level 2 Extended Certificate in Principles of Working in Warehousing and Storage against the underpinning knowledge of the Warehousing and Storage National Occupational Standards. Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

O Occupational standards

K&U Knowledge and understanding

L&R Legal and regulations

OP Organisational procedures

NOS title	Learning outcome				
	1	2	3	4	5
LOG 1 – Maintain health, safety, and security in logistics operations					
O – 1, 3 K&U – a, d L&R – k, l, m OP – O	#				
O – 1 K&U – a L&R – k, l OP – O		#			
O – 8 K&U – a, b, e, j L&R – k, l OP – n, o, p				#	
LOG 3 – Contribute to effective working relationships with colleagues in logistics operations					
O – 2, 3 K&U – a, b, c L&R – i, j, k OP – m	#				

NOS title	Learning outcome				
	1	2	3	4	5
O - 2, 3 K&U - a, b, c L&R - i, j		#			
O - 2, 3 K&U - a, b, c L&R - j OP - m			#		
LOG 3 – Contribute to effective working relationships with colleagues in logistics operations continued					
O - 2 K&U - a, c				#	
O - 1, 2, 4, 5, 7, 8 K&U - a, b, c, d, e, f OP - m					#
WS1 – Keep equipment in good working order					
O - 2, 10 K&U - b L&R - j, k OP - n	#				
L&R - j, k OP - n		#			
L&R - k OP - n			#		
O - 1, 2, 3, 10 K&U - b, c L&R - i, j, k OP - n				#	
WS2 – Keep stock at required levels					
O - 3, 7, 10, 11 K&U - c L&R - k, l, m OP - n, o	#				

NOS title	Learning outcome				
	1	2	3	4	5
O - 11 L&R - k, l OP - o		#			
WS2 – Keep stock at required levels <i>continued</i>					
O - 11 L&R - l OP - 0			#		
O - 5, 11 L&R - j, k, l OP - o				#	
WS3 – Keep work areas clean					
O - 2, 12 L&R - l, m OP - p	#				
O - 12 K&U - a L&R - l, m OP - p		#			
O - 4, 5, 7, 12 K&U - a L&R - k, l, m OP - p				#	
WS4 – Handle goods manually in logistics facilities					
O - 2, 7, 9 K&U - 9 L&R - i, j OP - l, m	#				
O - 1, 2, 3, 9 K&U - b, c L&R - i, j OP - m		#			
O - 2, 3, 9 K&U - b, c L&R - h, i, j OP - m				#	

NOS title	Learning outcome				
	1	2	3	4	5
WS5 – Pick goods to assemble orders for dispatch					
O – 3, 4, 5, 6, 7, 10 K&U – c, d, e L&R – h, i OP – l		#			
O – 5, 10 K&U – e L&R – g, h, i OP – l				#	
WS6 – Wrap and pack goods					
O – 2, 6, 7, 8, 10, 13 K&U – a, b, c L&R – h, i OP – l		#			
O – 10, 13 L&R – h OP – l				#	
LOG4 – Develop effective working relationships with colleagues in logistics operations					
K&U – b L&R – k, l OP – o	#				
K&U – b L&R – k, l OP – o		#			
O – i K&U – b L&R – k, l OP – o			#		

NOS title	Learning outcome				
	1	2	3	4	5
LOG4 – Develop effective working relationships with colleagues in logistics operations <i>continued</i>					
L&R – j, k OP – o				#	
O – 1, 8, 9, 10 K&U – a, b, f, h L&R – l OP – o					#
WS7 – Provide customers with information and advice on goods and services					
O – 10 L&R – j, k OP – n	#				
O – 1, 2, 3, 8 K&U – a, e, f OP – n			#		
O – 10 L&R – j OP – n				#	
WS8 – Operate equipment to perform work requirements					
O – 8 L&R – a, b OP – p	#				
O – 1 K&U – a, b L&R – m OP – p		#			
O – 8 L&R – l, m OP – p				#	

NOS title	Learning outcome				
	1	2	3	4	5
WS9 – Move goods in logistics facilities					
O – 2, 9, 11 L&R – h, i OP – l	#				
O – 11 K&U – c, d OP – p L&R – h, i		#			
O – 11 K7U – b, c, d L&R – g, h, i OP – l				#	
WS10 – Receive goods from deliveries					
O – 1, 2, 3, 9, 11 K&U – a, h, i L&R – l, m OP – p	#				
O – 5, 11 K&U – f L&R – l, m OP – p		#			
O – 5, 11 L&R – l, m OP – p			#		
WS11 – Place goods in storage					
O – 1, 2, 4, 10 K&U – d, i L&R – m, n, o OP – q	#				

NOS title	Learning outcome				
	1	2	3	4	5
WS11 – Place goods in storage <i>continued</i>					
O – 5, 10 K&U – g L&R – m, n OP – q		#			
O – 3, 5, 6, 10 K&U – 1 L&R – l, m OP – q				#	
WS12 – Maintain the safety and quality of goods					
O – 1, 4, 9 K&U – c, e L&R – h, i OP – l	#				
O – 5, 9 K&U – e L&R – h, i OP – l		#			
O – 5, 9 L&R – h, i OP – l			#		
O – 2, 9 K&U – e L&R – h, i OP – l				#	
WS13 – Maintain the safety of hazardous goods and materials					
O – 10 K&U – e L&R – k, l OP – p				#	

NOS title	Learning outcome				
	1	2	3	4	5
WS14 – Maintain hygiene standards in handling and storing goods					
O – 1, 3, 9 K&U – a, d, e L&R – i, j OP – m	#				
O – 5, 9 L&R – i, j, k OP – m		#			
O – 5, 9 L&R – h, i OP – m				#	
WS15 – Process orders for dispatch to customers					
O – 10 K&U – b L&R – h, i OP – l		#			
O – 10 L&R – g, h, i OP – l				#	
WS16 – Assemble orders for dispatch					
O – 5, 11 K&U – e, f L&R – j, k OP – m		#			
O – 5, 11 K&U – e, f L&R – h, i, j OP – m				#	
WS17 – Dispatch goods for delivery					
O – 4, 6, 11 K&U – b, c, d, e L&R – i, j OP – m		#			

NOS title	Learning outcome				
	1	2	3	4	5
O - 6, 7, 11 K&U - c, f L&R - h, i, j OP - m				#	
WS21 – Audit stock levels and stock records					
O - 12 L&R - i, j, k OP - n				#	

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