

Pearson Edexcel Level 3 Diploma in Warehousing and Storage

Specification

Competence-based qualification

First registration August 2011

Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. 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:

Edexcel Level 3 Diploma in Warehousing and Storage (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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Summary of Pearson Edexcel Level 3 Diploma in Warehousing and Storage specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	3
Definition of sizes of qualifications aligned to TQT	3
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	4
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	13-127
Guided learning definition updated	10

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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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma in Warehousing and Storage

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Diploma in Warehousing and Storage	600/2696/0	01/08/2011

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification title and unit reference numbers will appear on learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 Diploma in Warehousing and Storage

This qualification:

- is nationally recognised
- is based on the Warehousing and Storage National Occupational Standards (NOS). The NOS, Assessment Guidance and qualification structure are owned by Skills for Logistics, the Sector Skills Council for the UK freight logistics industries.

What is the purpose of this qualification?

The Pearson Edexcel Level 3 Diploma in Warehousing and Storage gives learners the opportunity to demonstrate their skills and knowledge to the standard of professionalism required by the sector, as defined by the Sector Skills Council.

It is suitable for those in a warehousing and storage role who have some supervisory duties. This qualification is also suitable for those identified for promotion within their organisation and builds on the competency required for the Pearson Edexcel Level 2 Certificate in Warehousing and Storage.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

What are the benefits of these qualifications to the learner and employer?

This qualification requires individuals to demonstrate competence against National Occupational Standards (NOS) which are based on the needs of the warehousing and storage industry as defined by Skills for Logistics. The qualification contributes to the development of skilled labour in the sector.

What is the potential job role for those working towards this qualification?

- Warehousing supervisor/team leader

What progression opportunities are available to learners who achieve this qualification?

Progression routes include the Pearson Edexcel Level 3 Certificate in Logistics Operations the Pearson Edexcel Level 3 Certificate in Traffic Office the Pearson Edexcel Level 3 Diploma in Commercial Moving or Pearson Edexcel qualifications in team leading and management.

Further information is available in *Annexe A*.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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.

NVQ/Competence-based qualifications are 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).

What is the qualification structure for the Level 3 Diploma in Warehousing and Storage?

Qualification TQT: 400. Qualification GLH (Guided Learning Hours): 201.

Individual units can be found in the Units section.

To achieve this qualification, learners must complete 40 credits. Sixteen credits from Mandatory Group M, a minimum of 9 credits from Option Group A (3 units), a minimum of 4 credits from Option Group B (2 units), a minimum of 6 credits from Option Group C, a minimum of 3 credits from Option Group D and a minimum of 2 credits from Option Group E.

Unit number	Unit reference	Unit title	Credit	Level
Mandatory units (Group M)				
1	Y/601/7920	Contribute to the Provision of Customer Service in Logistic Operations	3	2
2	T/601/7603	Provide Leadership for Your Team in Logistics Operations	4	3
3	Y/601/7934	Supervise the Receipt, Storage or Dispatch of Goods	6	3
4	K/601/4875	Take Responsibility for Health, Safety and Security in Your Team	3	3
Option Group A				
5	J/601/7914	Moving and/or Handling Goods in Logistics Operations	4	2
6	H/601/7922	Use Equipment to Move Goods in Logistics Operations	3	2
7	L/601/7932	Process Returned Goods in Logistics Operations	3	2
8	R/601/7933	Sort Goods and Materials for Recycling or Disposal in Logistics Operations	3	2
9	D/601/7935	Check Stock Levels and Stock Records	3	2
10	J/601/7928	Maintain the Safety and Security of Hazardous Goods and Materials in Logistics Operations	6	3

Unit number	Unit reference	Unit title	Credit	Level
Option Group B				
11	R/601/7611	Allocate and Check Work in Your Team in Logistics Operations	3	3
12	Y/601/7187	Inducting New Colleagues Into a Logistics Operation	2	2
13	M/601/7177	Manage Your Own Resources and Professional Development in Logistics Operations	2	3
14	F/601/7183	Recruit, Select and Keep Colleagues in Logistics Operations	4	3
15	J/601/7184	Build and Manage Teams in Logistics Operations	4	3
Option Group C				
16	K/601/7596	Schedule Logistics Operations to Meet Customers Requirements	4	3
17	Y/600/7646	Arrange the Transportation of Goods Using Multiple Transport Modes	3	3
18	D/600/7647	Organise the Preparation of Documentation for the Transportation of Goods	3	3
19	M/601/7602	Ensure Compliance With Legal, Regulatory, Ethical and Social Requirements in Logistics Operations	3	3
Option Group D				
20	M/601/7597	Optimise the Use of Logistics Resources	3	3
21	T/601/7598	Respond to Problems in Logistics Operations	3	3
22	H/601/7600	Improve Performance in Logistics Operations	4	3
23	K/601/7601	Minimise the Environmental Impact of Logistics Operations	3	3

Unit number	Unit reference	Unit title	Credit	Level
Option Group E				
24	D/601/7174	Release Vehicles for Daily Tasks	2	2
25	A/601/7599	Apply Technology in Logistics Operations	4	3
26	M/601/7180	Monitor Vehicle Movements	2	2
27	A/601/7182	Manage the Traffic Office	4	3
28	T/600/6584	Principles of Food Safety Supervision in Logistics	3	3

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Skills for Logistics Assessment Guidance for qualifications

The Skills for Logistics Assessment Guidance for qualifications can be found in *Annexe D*. The Assessment Guidance includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment guidance in Annexe D)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment guidance for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

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. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Pearson online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes 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.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe B*.

What resources are required?

This qualification is designed to support learners working in the Warehousing and Storage sector. Physical resources need to support the delivery of this qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Skills for Logistics Assessment Guidance for Qualifications*.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate.
Unit reference number:					This code is a unique reference number for the unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
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 summary:					This provides a summary of the purpose of the unit.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: **Contribute to the Provision of Customer Service in Logistics Operations**

Unit reference number: Y/601/7920

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about creating and maintaining customer satisfaction and developing relationships through effective communication. It includes understanding business and customer confidentiality, the organisation's image and the limits of own authority when dealing with customers.

This unit is relevant to those who work in the logistics sector who work both individually and as part of a team.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to contribute to the provision of customer services in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to the provision of customer services in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - maintaining effective customer relations - personal appearance and hygiene - reporting procedures and systems - recording information - confidentiality - complaints <p>1.2 Describe different types of customers in relation to own organisation</p> <p>1.3 Describe the importance of:</p> <ul style="list-style-type: none"> - promoting the organisation's image positively - effective communication - good customer service <p>1.4 Identify the services available to customers in own organisation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.5 Describe the implications of:</p> <ul style="list-style-type: none"> - a negative image on your organisation - poor communication - poor customer service <p>1.6 Describe:</p> <ul style="list-style-type: none"> - own role in dealing with customer complaints and - the limits of your responsibility <p>1.7 Identify who to report to when you are unable to deal with a customer enquiry or request</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to contribute to the provision of customer services in logistics operations</p>	<p>2.1 Follow all organisational policies and procedures, in relation to contributing to customer services in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - maintaining effective customer relations - personal appearance and hygiene - reporting procedures and systems - recording information - confidentiality - complaints <p>2.2 Develop positive relationships with customers</p> <p>2.3 Ensure that own personal appearance and hygiene meet organisational policies and standards</p> <p>2.4 Communicate effectively with customers</p> <p>2.5 Ensure that all information available is up-to-date and accurate</p> <p>2.6 Identify customer needs</p> <p>2.7 Deal effectively with customer enquiries</p> <p>2.8 Ensure the customer is promptly informed of any action that is taken</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Maintain customer confidentiality 2.10 Update customer records accurately 2.11 Record customer enquiries and outcomes accurately using the organisation's procedures and systems 2.12 Deal with customer complaints effectively			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Provide Leadership for your Team in Logistics Operations

Unit reference number: T/601/7603

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about providing leadership for your team. It deals with planning team objectives, motivating team members, communication and steering the team through difficulties.

This unit is relevant for team leaders, supervisors and managers working in logistics operations. Team leaders, supervisors and managers could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to provide leadership for own team in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to providing leadership for own team, that relate to:</p> <ul style="list-style-type: none"> - roles, responsibilities, information and management systems - setting objectives - equality and diversity, and inclusion - monitoring work activities <p>1.2 Explain different leadership styles</p> <p>1.3 Explain the principles of effective communication</p> <p>1.4 Explain methods for motivating, supporting and encouraging team members to achieve team objectives</p> <p>1.5 Explain the importance of creating an environment of trust and mutual respect</p> <p>1.6 Explain the importance of understanding difficult situations, conflicts and disagreements and techniques for resolving these</p> <p>1.7 Explain the benefits of encouraging creativity and innovation within a team</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to provide leadership in own team in logistics operations	<p>2.1 Follow all organisational policies and procedures, in relation to providing leadership in own team in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - roles, responsibilities, information and management systems - setting objectives - equality and diversity, and inclusion - monitoring work activities <p>2.2 Communicate effectively</p> <p>2.3 Communicate the purpose and objectives of the team to all members</p> <p>2.4 Plan the achievement of the objectives with team members</p> <p>2.5 Set individual work objectives to each member of the team</p> <p>2.6 Encourage team members to achieve team objectives</p> <p>2.7 Provide support to team members</p> <p>2.8 Motivate team members</p> <p>2.9 Encourage creativity and innovation to achieve team objectives</p> <p>2.10 Encourage team members to take the lead when they have the knowledge and expertise to do so</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 Ensure that any conflict is dealt with promptly 2.12 Monitor the activities and progress of the team 2.13 Record work according to organisational procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Supervise the Receipt, Storage or Dispatch of Goods

Unit reference number: Y/601/7934

Level: 3

Credit value: 6

Guided learning hours: 20

Unit summary

This unit is about supervising the areas and processes for receipt, storage and dispatch of goods. It deals with ensuring the correct equipment is used, that areas are safe and appropriate for the receipt of goods, and that information in relation to monitoring the receipt, storage or dispatch of goods is communicated.

This unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to supervise the receipt, storage or dispatch of goods in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures for supervising the receipt, storage or dispatch of goods in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - environmental factors - special requirements - stock rotation - monitoring and testing <p>1.2 Explain sources of information required to determine the capacity and limitations of the storage facility</p> <p>1.3 Describe the equipment that can be used for the receipt, storage or dispatch of the goods</p> <p>1.4 Identify problems that can occur when monitoring the receipt, storage or dispatch of goods</p> <p>1.5 Explain appropriate action when dealing with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to supervise the receipt, storage or dispatch of goods in logistics operations	2.1 Inspect the type, condition, quantity of the goods being received, stored or dispatched 2.2 Check the storage conditions and equipment required to receive, store or dispatch the goods 2.3 Organise the movement or rotation of goods to assist receiving, storing or dispatching goods 2.4 Demonstrate how to use the organisations resources effectively 2.5 Communicate effectively with others 2.6 Complete records for supervising the receipt, storage or dispatch of goods accurately			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Take Responsibility for Health, Safety and Security in your Team

Unit reference number: K/601/4875

Level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is aimed at people working within the logistics environment it covers two main areas:

- health, safety and security, and
- the correct use of Personal Protective Equipment.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand health safety and security requirements	1.1 Describe organisational policies and procedures that relate to health, safety and security 1.2 Identify people and items that are vulnerable to safety and security risks in the workplace 1.3 Explain the approved precautions that can be used to minimise safety and security risks 1.4 Identify appropriate Personal Protective Equipment 1.5 Explain action that can be taken to prevent harm to individuals 1.6 Explain action that can be taken in response to accidents and emergencies 1.7 Identify the approved process for undertaking risk assessments according to organisational policies 1.8 Explain the required site protection for a particular job			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work safely	2.1 Evaluate the safety and own security risks and those that effect the team 2.2 Report any safety and security risks using organisational procedures 2.3 Wear the correct Personal Protective Equipment according to organizational requirements 2.4 Demonstrate to visitors to work areas what the correct safety and security procedures are 2.5 Demonstrate how to prevent unauthorised access to hazardous areas 2.6 Demonstrate the organisation of site protection to own team 2.7 Undertake risk assessments according to the site and organisational procedures 2.8 Evaluate safety and security issues that have occurred in the recent past 2.9 Make recommendations to improve site health, safety and security			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Moving and/or Handling Goods in Logistics Operations

Unit reference number: J/601/7914

Level: 2

Credit value: 4

Guided learning hours: 15

Unit summary

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

The unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to move and/or handle goods in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures for moving and/or handling goods in logistics operations that relate to:</p> <ul style="list-style-type: none"> - health safety and security - environmental factors - special requirements - legal requirements - operating requirements - personal protective equipment <p>1.2 Identify any specific hazards in relation to moving and/or handling the goods</p> <p>1.3 Describe methods for moving and/or handling the goods safely</p> <p>1.4 Explain circumstances when assistance is required to move and/or handle the goods and how this assistance is applied</p> <p>1.5 Identify problems that can occur when moving and/or handling the goods</p> <p>1.6 Explain appropriate action when dealing with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to move and/or handle the goods in logistics operations	2.1 Identify the goods to be moved and/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			

Learner name: _____

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(if sampled)

Unit 6: Use Equipment to Move Goods in Logistics Operations

Unit reference number: H/601/7922

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

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

This unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to use equipment to move goods in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures for using equipment in a logistics operation that relate to:</p> <ul style="list-style-type: none"> - health, safety and security requirements - environmental factors - special requirements - personal protective equipment - operating requirements - hazards - loss or damage to goods <p>1.2 Describe the characteristics of the different types of goods to be moved</p> <p>1.3 Describe different types of equipment that can be used for moving and transferring goods</p> <p>1.4 Describe methods for lifting, moving and setting down different types of goods</p> <p>1.5 Explain how the equipment is used</p> <p>1.6 Explain the importance of positioning goods in a suitable way for future use</p> <p>1.7 Identify problems that can occur when using the equipment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Explain appropriate action when dealing with identified problems			
2 Be able to use equipment to move goods in logistics operations	2.1 Check the goods are suitable for lifting 2.2 Identify the correct equipment for lifting the goods 2.3 Check that the area of work is safe and secure for the movement and transfer of the goods 2.4 Undertake the pre-checks required for the equipment 2.5 Confirm the location for the goods to be positioned and set down 2.6 Undertake the operation in a safe and controlled manner with due regard to the surrounding environment			

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(if sampled)

Unit 7: Process Returned Goods in Logistics Operations

Unit reference number: L/601/7932

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about dealing with returned goods, whether from customers, clients or within own organisation. It deals with checking goods to identify condition and re-labelling if required.

This unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to process returned goods in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures for processing returned goods in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - environmental factors - special requirements - customer rights - stock recording systems - scheduling - waste management <p>1.2 Describe the main reasons for goods being returned</p> <p>1.3 Explain the process for goods being returned</p> <p>1.4 Identify problems that can occur when processing returned goods</p> <p>1.5 Explain appropriate action when dealing with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able process returned goods in logistics operations	2.1 Obtain all relevant information on the goods being returned 2.2 Return the goods to the appropriate locations 2.3 Update stock control records accurately 2.4 Label any goods that are to be returned to the supplier or manufacturer 2.5 Dispose of any waste correctly and promptly in accordance with work instructions, requirements, organisational procedures and practices			

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Learner signature: _____

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(if sampled)

Unit 8: **Sort Goods and Materials for Recycling or Disposal in Logistics Operations**

Unit reference number: R/601/7933

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is about the recycling or disposal of goods and materials. It deals with identifying which goods and materials are suitable for recycling or disposal, preparing the goods and materials for onward movement and with any problems that may occur when sorting goods and materials for recycling or disposal.

This unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to sort goods and materials for recycling or disposal in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures for sorting goods and materials for recycling and disposal in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - environmental factors - special requirements - waste management - roles and responsibilities of colleagues <p>1.2 Explain the types of goods and materials that are suitable for recycling and those that are not</p> <p>1.3 Identify problems that can occur when sorting goods for recycling or disposal</p> <p>1.4 Explain appropriate action when dealing with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to sort the goods and materials for recycling or disposal in logistics operations	2.1 Undertake initial checks to determine the suitability of the goods and materials for recycling or disposal 2.2 Sort the goods and materials correctly 2.3 Remove any parts of the goods and materials that are not suitable for recycling and dispose of them correctly 2.4 Handle the goods and materials using the correct handling methods and equipment 2.5 Position the goods or materials suitable for recycling or disposal into the correct locations 2.6 Prepare the goods or materials for further processing according to the organisation's specifications for recycling or disposal			

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(if sampled)

Unit 9: Check Stock Levels and Stock Records

Unit reference number: D/601/7935

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is about checking stock levels and stock records as part of a planned audit or as requested. It deals with identifying individuals' roles and responsibilities and the organisation's reporting procedures when undertaking a stock check, the preparation and process of checking stock levels, and stock records.

This unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to check stock levels and stock records in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures for checking stock levels and stock records in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - environmental factors - special requirements - stock control systems - reporting and recording systems <p>1.2 Explain the purpose of a stock check</p> <p>1.3 Explain the roles and responsibilities of colleagues involved with checking stock levels and stock records</p> <p>1.4 Describe the format, structure and content of stock check reporting required by the organisation</p> <p>1.5 Explain how to identify discrepancies in stock figures and records</p> <p>1.6 Identify problems that can occur when checking stock levels and stock records</p> <p>1.7 Explain appropriate action when dealing with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to check stock levels and stock records in logistics operations	2.1 Carry out the checking of the stock levels according to organisational procedures 2.2 Record the results of the stock check accurately 2.3 Check the findings against the records to identify any discrepancies 2.4 Check for any discrepancies 2.5 Disseminate the information to relevant people			

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Unit 10: **Maintain the Safety and Security of Hazardous Goods and Materials in Logistics Operations**

Unit reference number: J/601/7928

Level: 3

Credit value: 6

Guided learning hours: 30

Unit summary

This unit is about keeping hazardous goods safe and secure by regular monitoring of risks and taking prompt action when required.

This unit is aimed at operatives in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to maintain the safety and security of hazardous goods and materials in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures for maintaining the safety and security of hazardous goods and materials in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - environmental factors - special requirements - storage conditions - monitoring systems <p>1.2 Explain the appropriate action to take in an emergency</p> <p>1.3 Explain the meaning of different hazardous markings and areas</p> <p>1.4 Describe storage and distribution requirements for the hazardous goods and materials including any precautions that must be taken</p> <p>1.5 Explain the use of equipment that can be used when maintaining the safety and security of hazardous goods and materials</p> <p>1.6 Identify problems that can occur when maintaining the safety and security of hazardous goods and materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 Explain appropriate action when dealing with identified problems			
2 Be able to maintain the safety and security of hazardous goods and materials in logistics operations	2.1 Obtain all relevant information on the hazardous goods and materials 2.2 Demonstrate that the correct precautions have been undertaken in accordance with health and safety and organisational policies and procedures 2.3 Monitor the condition of the hazardous goods and materials in accordance with manufacturers instructions and organisational policies and procedures 2.4 Manoeuvre the hazardous goods and materials safely with the appropriate equipment according to agreed procedures			

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(if sampled)

Unit 11: Allocate and Check Work in Your Team in Logistics Operations

Unit reference number: R/601/7611

Level: 3

Credit value: 3

Guided learning hours: 12

Unit summary

This unit is about allocating and checking work in own team in logistics operations. It deals with planning, confirming work activities, allocating work activities fairly amongst team members, motivating and supporting team members to achieve work activities and monitoring the achievement of work activities.

This unit is relevant for team leaders, supervisors and managers working in logistics operations. Team leaders, supervisors and managers could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to allocate and check work in own team in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to allocating and checking work in own team in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - roles, responsibilities, information and management systems - use of sustainable resources - equality and diversity, and inclusion - monitoring work activities <p>1.2 Explain the principles of effective communication</p> <p>1.3 Explain methods for motivating, supporting and encouraging team members to complete allocated work</p> <p>1.4 Explain methods for improving the performance of the team and recognizing achievement</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to allocate and check work in own team in logistics operations	<p>2.1 Follow all organisational policies and procedures, in relation to allocating and checking work in own team in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - roles, responsibilities, information and management systems - use of sustainable resources - equality and diversity, and inclusion - monitoring work activities <p>2.2 Confirm the work required of the team with own line manager</p> <p>2.3 Plan the work of the team, identifying priorities and critical activities and available resources</p> <p>2.4 Allocate the work to team members fairly</p> <p>2.5 Brief team members on the standard of work required</p> <p>2.6 Encourage team members to make suggestions and seek clarification in relation to work allocated</p> <p>2.7 Motivate team members</p> <p>2.8 Check the progress and quality of work activities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Provide feedback to team members on work performance 2.10 Ensure that any conflict is dealt with promptly 2.11 Record work according to organisational procedures			

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Unit 12: Inducting New Colleagues into a Logistics Operation

Unit reference number: Y/601/7187

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit is about inducting new staff into a logistics operation. It deals with the importance of induction and ensuring that new colleagues are familiar with organisational procedures, the workplace and their role and responsibilities.

This unit is relevant to all operatives involved in inducting new colleagues into a logistics operation. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to induct new colleagues into a logistics operation</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to inducting new colleagues into a logistics operation that relate to:</p> <ul style="list-style-type: none"> - the organisation - health, safety and security - personal protective equipment - legal requirements - equality and diversity, and inclusion - data protection - staff handbook <p>1.2 Explain the importance of completing an induction</p> <p>1.3 Identify problems that can occur when inducting new colleagues into a logistics operation</p> <p>1.4 Explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to induct colleagues into logistics operations	<p>2.1 Follow all organisational policies and procedures, in relation to inducting new colleagues into a logistics operation, that relate to:</p> <ul style="list-style-type: none"> - the organisation - health, safety and security - personal protective equipment - legal requirements - equality and diversity, and inclusion - data protection - staff handbook <p>2.2 Communicate effectively</p> <p>2.3 Ensure colleagues are familiar with:</p> <ul style="list-style-type: none"> - the organisational chart - the premises - own workplace - personal protective equipment - emergency evacuation procedures - health safety and security <p>2.4 Introduce new colleagues to co-workers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Ensure colleagues are aware of own responsibilities within the staff handbook 2.6 Complete documentation according to organisational procedures			

Learner name: _____

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Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to manage own professional development in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to managing own resources and professional development, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements <p>1.2 Explain how to develop own professional development plan</p> <p>1.3 Explain own learning style</p> <p>1.4 Explain the current and future requirements of own work role</p> <p>1.5 Explain own values, career and personal goals in relation to work role</p> <p>1.6 Explain sources of feedback used to evaluate performance</p> <p>1.7 Explain how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes</p> <p>1.8 Explain how to monitor the quality of own work and progress against development plans</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to manage own professional development in logistics operations	2.1 Follow organisational policies and procedures, in relation to managing own professional development, that relate to: <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements 2.2 Agree personal work objectives with appropriate people 2.3 Agree how progress will be measured with appropriate people 2.4 Produce own development plan to take account of the following: <ul style="list-style-type: none"> - personal learning styles - gaps between current and future requirements of work role and current knowledge, understanding and skills 2.5 Review activities undertaken in development plan in relation to performance 2.6 Review feedback received and update own development plan in light of feedback and performance			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Recruit, Select and Keep Colleagues in Logistics Operations

Unit reference number: F/601/7183

Level: 3

Credit value: 4

Guided learning hours: 16

Unit summary

This unit is about recruiting, selecting and keeping colleagues in logistics operations. It deals with determining staff turnover, recruiting and selecting procedures, the importance of exit interviews and reviewing the effectiveness of internal procedures for recruiting, selecting and keeping colleagues.

This unit is relevant to those managing or engaged in the recruitment, selection or keeping of colleagues in logistics operations. This could relate to warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to recruit, select and keep colleagues in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to recruiting, selecting and keeping colleagues in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - equality and diversity, and inclusion - accessing specialist expertise <p>1.2 Explain the following in relation to staff turnover:</p> <ul style="list-style-type: none"> - the importance of undertaking exit interviews sensitively - types of reasons colleagues may give for leaving - how to measure staff turnover - causes and effects of high and low staff turnover - measures that can be taken to address staff turnover issues 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.3 Explain how to undertake a skills analysis exercise to:</p> <ul style="list-style-type: none"> - review the workload to identify shortfalls in the number of colleagues and/or skills, knowledge, understanding and experience - identify actual skill and avoid stereotyping - different options for identified shortfalls their advantages and disadvantages <p>1.4 Explain the purpose of job descriptions and person specifications, and:</p> <ul style="list-style-type: none"> - what they should contain - the importance of consulting with others when producing or updating them <p>1.5 Explain the different stages in the recruiting and selecting process, and:</p> <ul style="list-style-type: none"> - the importance of consulting others on the stages - methods used their advantages and disadvantages - associated timings - the role of others during each stage <p>1.6 Explain the importance of giving fair, clear and accurate information on vacancies to potential applicants</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 Explain how to judge whether applicants meet the stated requirements</p> <p>1.8 Explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice and how cultural differences in language, body language, tone of voice and dress can differ from expectations</p> <p>1.9 Explain how to review the effectiveness of recruitment and selection in logistics operations</p> <p>1.10 Identify problems that can occur when recruiting, selecting and keeping colleagues in logistics operations</p> <p>1.11 Explain the appropriate action take, to in order to deal with identified problems</p>			
2 Be able to recruit, select and keep colleagues in logistics operations	<p>2.1 Follow all organisational policies and procedures, in relation to ensuring recruiting, selecting and keeping colleagues in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - equality and diversity, and inclusion - accessing specialist expertise <p>2.2 Communicate effectively with others</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Undertake exit interviews with colleagues who are leaving</p> <p>2.4 Review the work undertaken to identify any shortfall in the number of colleagues and/or the pool of skills, knowledge, understanding and experience</p> <p>2.5 Review options for dealing with shortfalls in staffing</p> <p>2.6 Consult with others to produce or update job descriptions and person specifications</p> <p>2.7 Demonstrate how to identify a vacancy</p> <p>2.8 Consult with others to agree the stages in the recruitment and selection process including:</p> <ul style="list-style-type: none"> - methods to be used - associated timings - and those to be involved - succeed in the recruitment process are no more than are required to perform the job 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 Ensure that:</p> <ul style="list-style-type: none"> - all information on vacancies is fair, clear and accurate before it goes to potential applicants - the skills required by the applicant to succeed in the recruitment process are no more than are required to perform the job <p>2.10 Participate in the recruitment and selection process to ensure that:</p> <ul style="list-style-type: none"> - the process is fair, consistent and effective - applicants offered positions are likely to work effectively with colleagues <p>2.11 Review the recruitment and selection process to identify improvements</p>			

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(if sampled)

Unit 15: Build and Manage Teams in Logistics Operations

Unit reference number: J/601/7184

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about building and managing teams in logistics operations. It deals with developing good communication skills, selecting team members according to the purpose of the team and the teams' goals and reviewing how the team performs against its purpose and goals.

This unit is relevant to those building and managing teams in logistics operations. This could relate to warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how build and manage teams in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to building and managing teams in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - equality and diversity, and inclusion - operating requirements <p>1.2 Explain the:</p> <ul style="list-style-type: none"> - principles of effective communication and how to apply them - maximize communication methods when managing remote teams - the stages of team development 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.3 When building a team explain the importance of:</p> <ul style="list-style-type: none"> - identifying a clear team purpose - identifying diversity of expertise, knowledge, skills and attitudes to achieve the team purpose - selecting team members with the required expertise, knowledge and skills - developing complementary roles - agreeing with team members the behaviours that can help achieve the team purpose and those that may hinder - ensuring team members understand their unique contribution to achieving the team purpose - ensuring team members understand how each role complements and supports other roles - building mutual trust and respect - open communication <p>1.4 Explain how to provide constructive feedback to team members in order to enhance the performance of the team as a whole</p> <p>1.5 Identify problems that can occur when building and managing teams</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to build and manage teams	2.1 Follow all organisational policies and procedures, in relation to building and managing teams in logistics operations, that relate to; <ul style="list-style-type: none"> - health, safety and security - legal requirements - equality and diversity, and inclusion 2.2 Communicate with others effectively 2.3 Identify the diversity and expertise, knowledge, skills and attitudes required to achieve the team's objectives 2.4 Select team members that have the expertise, knowledge, skills and attitudes to achieve the team purpose 2.5 Build the team by: <ul style="list-style-type: none"> - agreeing with team members behaviours that are can help the team achieve - agreeing roles and responsibilities with team members to ensure each complements and supports other roles - providing opportunities to build mutual trust and respect 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Encourage the team to seize opportunities presented by changes to the team composition 2.7 Provide opportunities for open communication and feedback to improve performance of team 2.8 Review the performance of the team in relation to its purpose			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 16: Schedule Logistics Operations to meet Customer Requirements

Unit reference number: K/601/7596

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about identifying the type of operation required and producing schedules to meet the customer's needs. It covers the requirements for good planning, scheduling methods and with dealing with problems with the schedule.

This unit is relevant to all operatives at every level in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to schedule logistics operations to meet customer requirements</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to scheduling logistics operations to meet customer requirements, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security compliance roles - responsibilities - information and management systems <p>1.2 Describe the different sources and types of information required for scheduling logistics operations to meet customer requirements</p> <p>1.3 Explain the importance of good communication methods</p> <p>1.4 Explain the methods and tools used for scheduling logistics operations to meet customer requirements</p> <p>1.5 Explain the factors that need to be taken into account when scheduling logistics operations to meet customer requirements</p> <p>1.6 Describe the activities that need to be taken into account when scheduling logistics operations to meet customer requirement</p> <p>1.7 Identify problems that can occur when scheduling logistics operations to meet customer requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Explain appropriate action when dealing with identified problems			
2 Be able to schedule logistics operations to meet customer requirements	2.1 Follow all organisational policies and procedures, in relation to scheduling logistics operations to meet customer requirements that relate to: <ul style="list-style-type: none"> - health, safety and security compliance roles - responsibilities - information and management systems 2.2 Comply with logistics operations that are required to meet customers requirements 2.3 Agree with customers the timings and deadlines for the provision for the logistics operations 2.4 Apply scheduling methods and tools according to organisational procedures 2.5 Apply logistics resources and sequence of tasks required to provide the logistics operations 2.6 Review all relevant factors and risks that could affect the schedule 2.7 Plan the logistics operations to ensure that the supply chain continues to function effectively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Monitor the provision of logistics operations against the schedule 2.9 Record work according to operational procedures			

Learner name: _____

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(if sampled)

Unit 17: Arrange the Transportation of Goods using Multiple Transport Modes

Unit reference number: Y/600/7646

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is about arranging the transportation of goods using multiple transport modes. It deals with identifying criteria for arranging transportation of goods using multiple modes, identifying service providers, rates and terms and conditions and legislation and regulations that apply.

This unit is relevant to those working in an administrative role within international trade and logistics operations.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to identify the criteria for arranging transportation of goods using multiple modes of transport</p>	<p>1.1 Identify all relevant details on the goods to be transported to include:</p> <ul style="list-style-type: none"> - Health, safety and security - Environmental factors - Special requirements <p>1.2 Identify criteria for selecting service providers to include:</p> <ul style="list-style-type: none"> - Systems for selecting service providers - Systems for placing orders - Advantages and disadvantages of different modes of transport - Major routes, hubs and destinations - Rates and terms of conditions - Legislation and regulations in relation to the goods <p>1.3 Identify organisational procedures to complete required selection</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to arrange the transporting of goods using multiple modes of transport	2.1 Confirm with appropriate people the criteria required 2.2 Confirm with appropriate people relevant details of the goods 2.3 Explain the advantages and disadvantages of each mode of transport 2.4 Assess each mode of transport for the goods 2.5 Determine the most appropriate combination of modes of transport 2.6 Place and confirm the order according to organisational procedures 2.7 Complete all documentation accurately in accordance with organisational procedures and legislation 2.8 Ensure that all documentation is filed and stored according to organisational procedures and legislation 2.9 Pass on documentation to appropriate people at the right time according to organisational procedures and legislation			
3	Identify any problems that can occur when arranging the transportation of goods using multiple modes of transport	3.1 Identify problems that can occur arranging the transportation of goods using multiple modes of transport 3.2 Show how to take appropriate action to deal with the problems			

Learner name: _____

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Unit 18: Organise the Preparation of Documentation for the Transportation of Goods

Unit reference number: D/600/7647

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is about organising the preparation of documentation for the transportation of goods. It deals with identifying routes and destination, international borders and restrictions that may apply to the goods.

This unit is relevant to those working in an administrative role within international trade and logistics operations.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to identify the required documentation for the goods</p>	<p>1.1 Identify all relevant details on the goods to be transported to include:</p> <ul style="list-style-type: none"> - Health, safety and security - Environmental factors - Special requirements <p>1.2 Identify the route and destination for the goods</p> <p>1.3 Identify any international borders and restrictions that impact on the goods</p> <p>1.4 Identify all organisations that require the documentation</p> <p>1.5 Identify all documentation required</p> <p>1.6 Identify resources required to prepare the documentation</p> <p>1.7 Identify organisational procedures to complete required documentation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to organise the preparation of the documentation	2.1 Confirm with appropriate people relevant details of the goods 2.2 Confirm with appropriate people the transportation instructions to include: <ul style="list-style-type: none"> - Route an destination - International borders and any restrictions that apply - The correct documentation to be completed - The organisations that require the documentation 2.3 Allocate resources to prepare the documentation 2.4 Schedule the preparation of the documentation to meet critical dates and times for delivery 2.5 Ensure all documentation is completed accurately in accordance with organisational procedures and legislation 2.6 Ensure that all documentation is filed and stored according to organisational procedures and legislation 2.7 Pass on documentation to appropriate people at the right time according to organisational procedures and legislation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Identify any problems that can occur when organising the preparation of documentation for transporting goods	3.1 Identify problems that can occur when organising the preparation of documentation for transporting goods 3.2 Show how to take appropriate action to deal with the problems			

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Unit 19: **Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements in Logistics Operations**

Unit reference number: M/601/7602

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about ensuring compliance with organisations, policies and procedures in order to meet legislative, regulatory, ethical and social requirements.

This unit is relevant for operatives working in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to ensure compliance with legal, regulatory, ethical and social requirements in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation compliance with legal, regulatory, ethical and social requirements in logistics operation that relate to:</p> <ul style="list-style-type: none"> - monitoring developments in legislation and regulation - governance - non-compliance - maintaining polices and procedures - risk management - ethics and values - confidentially <p>1.2 Describe the different sources and types of information that are used for current organisational and operational procedures</p> <p>1.3 Describe the organisations approach to current and emerging social attitudes to management and leadership practice</p> <p>1.4 Describe regulatory, ethical and operational requirements, both national and international that affect own logistics operation</p> <p>1.5 Describe ways in which other organisations in the logistics sector deal with current and emerging social concerns and expectations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 Explain the importance of implementing the polices and procedures			
2 Be able to ensure compliance with legal, regulatory, ethical and social requirements	2.1 Follow all organisational policies and procedures, in relation to compliance with legal, regulatory, ethical and social requirements in logistics operations, that relate to: <ul style="list-style-type: none"> - monitoring developments in legislation and regulation - governance - non-compliance - maintaining polices and procedures - risk management - ethics and values - confidentiality 2.2 Obtain information from suitable sources on the current organisational and operational policies and procedures 2.3 Communicate effectively 2.4 Ensure the organisation’s polices and procedures are implemented 2.5 Monitor the organisation’s policies and procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Assess the organisation's policies and procedures 2.7 Review the organisation's policies and procedures 2.8 Assess the impact of failure to comply with the organisations and policies and procedures 2.9 Recommend changes to organisation's policies and procedures 2.10 Report on the organisation's policies and procedures 2.11 Provide feedback on the implementation of the organisation's policies and procedures 2.12 Provide information to those that require it promptly 2.13 Encourage the sharing of information within the constraints of confidentiality 2.14 Record work according to organisational procedures			

Learner name: _____

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Unit 20: Optimise the Use of Logistics Resources

Unit reference number: M/601/7597

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about identifying the appropriate resource and planning how to use it and monitoring its use to improve performance.

This unit is relevant for operatives working in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to optimize the use of logistics resources	1.1 Explain the relevant organisational policies and procedures, in relation to optimising the use of logistics resources, that relate to: <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems - legislation and regulations 1.2 Describe the different sources and types of information required for optimizing the use of logistics resources 1.3 Explain the importance of good communication methods 1.4 Explain the types of resource used in specific logistics operations 1.5 Explain the methods used for optimizing the use of logistics resources 1.6 Explain the factors that need to be taken into account when optimizing the use of logistics resources 1.7 Explain methods for improving or developing used logistics resources 1.8 Identify problems that can occur when optimising the use of logistics resource			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.9 Explain appropriate action when dealing with identified problems			
2 Be able to optimize the use of logistics resources	2.1 Follow all organisational policies and procedures, in relation to optimising the use of logistics resources, that relate to: <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems - legislation and regulations 2.2 Identify the availability and demand for logistics resources in the organisation 2.3 Determine the level and type of resources used for the logistics operation 2.4 Use logistics resources effectively and efficiently 2.5 Plan the use of logistics resources to achieve a balance between usage and performance 2.6 Monitor the use of logistics resources to identify any positive or negative effects on the environment			

Learner name: _____

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(if sampled)

Unit 21: Respond to Problems in Logistics Operations

Unit reference number: T/601/7598

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about using previous experience to deal with problems, identifying the most appropriate response and monitoring its effectiveness.

This unit is relevant for operatives working in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to respond to problems in logistics operations	1.1 Explain the relevant organisational policies and procedures, in relation to responding to problems in logistics operations, that relate to: <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities information and management systems 1.2 Explain the importance of good communication methods 1.3 Describe the different types of information required for responding to problems in logistics operations 1.4 Explain factors that could lead to problems in logistics operations 1.5 Explain contingency planning methods 1.6 Explain risk assessment methods used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able respond to problems in logistics operations	<p>2.1 Follow all organisational policies and procedures, in relation to responding to problems in logistics operations that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems <p>2.2 Develop procedures for identifying problems</p> <p>2.3 Respond to problems within logistics operations</p> <p>2.4 Review problems that have occurred previously and the factors that led to them</p> <p>2.5 Assess the impact of previous problems on the logistics operation</p> <p>2.6 Plan the activities and resources that are required to respond to a particular problem</p> <p>2.7 Implement the plan in response to a particular problem</p> <p>2.8 Obtain feedback on the plan</p> <p>2.9 Develop contingency plans</p> <p>2.10 Implement contingency plans</p> <p>2.11 Obtain feedback from others on the use of contingency plans</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.12 Review the effectiveness of the plans 2.13 Record work according to organisational procedures			

Learner name: _____

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(if sampled)

Unit 22: Improve Performance in Logistics Operations

Unit reference number: H/601/7600

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about identifying areas of the operation which can be improved. It deals with consulting colleagues to identify problems and the impact of improvements, and how to evaluate the effect improvements have on the operation.

This unit is relevant for operatives working in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to improve performance in logistics operations	1.1 Explain the relevant organisational policies and procedures, in relation to improving performance in logistics operations, that relate to: <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems 1.2 Describe the different sources and types of information required for improving performance in logistics operations 1.3 Explain improvements methods that are used in the organisation and industry 1.4 Explain methods used for evaluating improvement methods 1.5 Identify problems that can occur when improving performance in logistics operations 1.6 Explain appropriate action when dealing with identified problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to improve performance in logistics operations	2.1 Follow all organisational policies and procedures, in relation to improving performance in logistics operations, that relate to: <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems 2.2 Assess an area for improvement 2.3 Assess improvement methods appropriate for the logistics operation 2.4 Recommend suitable methods for improving performance 2.5 Develop success criteria to be used to evaluate application of the improvement methods 2.6 Implement the improvement methods 2.7 Monitor the application of the improvement methods 2.8 Evaluate the application of the improvement methods 2.9 Record work according to organisational procedures			

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Unit 23: Minimise the Environmental Impact of Logistics Operations

Unit reference number: K/601/7601

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about monitoring the environmental impact of the operation and identifying ways of reducing that impact. It deals with how energy and materials are used and identifying ways of using them more effectively.

This unit is relevant for operatives working in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to minimise the environmental impact of logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to minimising the environmental impact of logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems - environmental protection - systems to assess environmental impact - recycling and disposal of materials <p>1.2 Describe the different sources and types of information required for improving performance in logistics operations</p> <p>1.3 Explain environmental issues affecting the logistics sector</p> <p>1.4 Identify ways to reduce the effects on the environment</p> <p>1.5 Identify ways to use energy and materials more effectively and efficiently</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to minimise the environmental impact of logistics operations</p>	<p>2.1 Follow all organisational policies and procedures, in relation to minimising the environmental impact of logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems - environmental protection - systems to assess environmental impact - recycling and disposal of materials <p>2.2 Implement the organisation's environmental policy</p> <p>2.3 Monitor the use of energy and materials to deliver logistics operations</p> <p>2.4 Assess the environmental risks of specific logistics operations before implementation</p> <p>2.5 Report on the effects of logistics operations on the environment</p> <p>2.6 Ensure that surplus materials are disposed of or recycled correctly</p> <p>2.7 Brief visitors and sub-contractors of environmental responsibilities according to organisational policies</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Recommend ways to minimise the environmental impact of logistics operations 2.9 Record work according to organisational procedures			

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(if sampled)

Unit 24: Release Vehicles for Daily Tasks

Unit reference number: D/601/7174

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about releasing vehicles for daily tasks. It involves checking that all pre-journey routines have been completed and that an appropriate driver has been allocated.

This unit is relevant to all operatives at every level in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to release vehicles for daily tasks	<p>1.1 Explain the relevant organisational policies and procedures, in relation to releasing vehicles for daily tasks that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - environmental factors - documentation systems - driver hours and licensing requirements - vehicle operators licensing requirements - route, destination, delivery and collection schedules <p>1.2 Explain different modes of transport that can be used</p> <p>1.3 Explain the types of load and characteristics of the consignment to be moved</p> <p>1.4 Explain the types of vehicles and specialist equipment that can be used to move the loads</p> <p>1.5 Explain the skills and qualifications required of driver personnel</p> <p>1.6 Identify problems that can occur when releasing vehicles for daily tasks</p> <p>1.7 Explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to release vehicles for daily tasks	2.1 Follow all organisational policies and procedures in relation to releasing the vehicles for daily tasks that relate to: <ul style="list-style-type: none"> - health, safety and security - legal requirements - environmental factors - documentation systems - driver hours and licensing requirements - vehicle operators licensing requirements - route, destination, delivery and collection schedules 2.2 Obtain details of the loads to be delivered 2.3 Confirm the routing and scheduling information for transporting the loads 2.4 Select the driver, vehicle and any equipment to be used for transporting the load 2.5 Maintain records of the driver, vehicle and any equipment used 2.6 Communicate effectively 2.7 Authorise the use of resources 2.8 Issue consignment documents or proof of delivery notes			

Learner name: _____

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(if sampled)

Unit 25: Apply Technology in Logistics Operations

Unit reference number: A/601/7599

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about using technology that is effective and efficient, checking that colleagues know how to use technology and identifying possible improvements.

This unit is relevant for operatives working in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to apply technology in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to applying technology in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities information and management systems <p>1.2 Explain the importance of good communication methods</p> <p>1.3 Describe the different sources and types of information required for applying technology in logistics operations</p> <p>1.4 Explain the resources and systems that can be applied in logistics operations</p> <p>1.5 Explain the latest technological advances that may be applied in logistics operations</p> <p>1.6 Explain the impact of new technology in the logistics operation</p> <p>1.7 Identify problems that can occur when applying technology in logistics operations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to apply technology in logistics operations	<p>2.1 Follow all organisational policies and procedures, in relation to applying technology in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems <p>2.2 Check that the technology is applied</p> <p>2.3 Check that maintenance schedules are undertaken</p> <p>2.4 Check that colleagues using the technology can operate it competently</p> <p>2.5 Monitor colleagues in the safe use of the technology</p> <p>2.6 Identify colleagues training needs</p> <p>2.7 Respond to training needs</p> <p>2.8 Report on how the technology has improved logistics operations</p> <p>2.9 Make recommendations for further improvement to logistics operations</p> <p>2.10 Overcome any failures in the technology</p> <p>2.11 Record work according to organisational procedures</p>			

Learner name: _____

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(if sampled)

Unit 26: Monitor Vehicle Movements

Unit reference number: M/601/7180

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about monitoring vehicle movements. It involves reacting to any changes impacting on routing or scheduling of the vehicle or road. It deals with informing relevant personnel of changes and maintaining records.

This unit is relevant to all operatives at every level in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to monitor vehicle movements</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to monitoring vehicle movements, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - environmental factors - legal requirements - operating requirements - monitoring requirements - driver hours and licensing requirements - vehicle operators licensing requirements - route, destination, delivery and collection schedules <p>1.2 Explain the following:</p> <ul style="list-style-type: none"> - sources of information - methods and equipment used for monitoring the progress of vehicles and loads - limitations of routes, vehicles, equipment and drivers - environmental, economy and efficiency issues relating to the vehicle and load <p>1.3 Identify problems that can occur when monitoring vehicle movement</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 Explain the appropriate action to take in order to deal with identified problems			
2 Be able to monitor vehicle movements	2.1 Follow all organisational policies and procedures, in relation to monitoring vehicle movements, that relate to: <ul style="list-style-type: none"> - health, safety and security - environmental factors - legal requirements - operating requirements - monitoring requirements - driver hours and licensing requirements - vehicle operators licensing requirements - route, destination, delivery and collection schedules 2.2 Confirm the routing and scheduling information for the vehicles and loads 2.3 Demonstrate how to take action to modify routing and scheduling of vehicles and loads in response to changes in customer requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Demonstrate how to inform: <ul style="list-style-type: none"> - relevant personnel of changes to the routing and scheduling of vehicles and loads - customers about changes to the routing and scheduling of vehicles and loads 			
	2.5 Demonstrate how to take action in response to: <ul style="list-style-type: none"> - problems reported by drivers in relation to breakdowns or traffic - emergencies or collisions in relation to the vehicle and load 2.6 Monitor the progress of vehicles and loads			

Learner name: _____

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(if sampled)

Unit 27: Manage the Traffic Office

Unit reference number: A/601/7182

Level: 3

Credit value: 4

Guided learning hours: 16

Unit summary

This unit is about managing the traffic office. It deals with recording feedback, communicating it to relevant people and advising them of likely outcomes. It involves evaluating performance, effectiveness and efficiency to identify trends.

This unit is relevant to those managing or supervising staff engaged in road transport operations. This could relate to warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to manage the traffic office</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to managing the traffic office, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - environmental factors - legal requirements - operating requirements - route, destination, delivery and collection schedules - review systems <p>1.2 Explain the following:</p> <ul style="list-style-type: none"> - the type of load and characteristics of the consignment being moved - different modes of transport - types of vehicles and equipment that can be used for carrying different loads - sources of feedback information <p>1.3 Explain how to manage colleagues within the operation</p> <p>1.4 Identify problems that can occur when managing the traffic office</p> <p>1.5 Explain the appropriate action take, to in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to manage the traffic office	2.1 Follow all organisational policies and procedures, in relation to managing the traffic office, that relate to: <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - legal requirements - operating requirements - route, destination, delivery and collection schedules - review systems 2.2 Manage colleagues to plan the transportation of loads 2.3 Monitor the use of resources 2.4 Support colleagues decisions where problems arise 2.5 Advise customers and relevant personnel of any changes in the resources allocated or the delivery schedules 2.6 Maintain records making any changes according to operational procedures 2.7 Evaluate feedback obtained on the use of resources 2.8 Review actual performance against the operational plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 Evaluate the effectiveness and efficiency of completed operations 2.10 Formulate an action plan based on patterns or trends in actual performance in order to improve performance 2.11 Propose amendments to operational and organisational procedures 2.12 Communicate effectively			

Learner name: _____

Date: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 28: Principles of Food Safety Supervision in Logistics

Unit reference number: T/600/6584

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about the supervision of food safety and hygiene within logistics operations. It covers how supervisors can ensure compliance with food safety legislation, the application and monitoring of procedures and standards of personal hygiene.

This unit is relevant to all those who supervise food safety in logistics operations.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how supervisors can ensure compliance with food safety legislation	1.1 Summarise the importance of food safety management procedures 1.2 Explain the responsibilities of employers in respect of food safety legislation and procedures to ensure compliance 1.3 Explain the responsibilities of employees in respect of food safety legislation and procedures to ensure compliance 1.4 Explain how food safety legislation is enforced 1.5 State where sources of information on food safety legislation can be found			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand how to apply procedures to maintain the safety of food	<p>2.1 Describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions</p> <p>2.2 Justify the importance of high standards of personal hygiene</p> <p>2.3 Explain procedures for cleaning and disinfection</p> <p>2.4 Describe the importance of and methods for pest control</p> <p>2.5 Explain the importance of temperature control</p> <p>2.6 Describe the methods used to control temperature</p>			
3	Understand how to monitor procedures to maintain the safety of food	<p>3.1 Describe the consequences for food safety from microbial, chemical, physical and allergenic hazards</p> <p>3.2 State the importance of monitoring and recording critical control points</p> <p>3.3 State the importance of measuring against critical limits</p> <p>3.4 Describe how to monitor and record staff activities in order to maintain food safety</p> <p>3.5 Describe the corrective actions to be taken in the event of critical limits being met or exceeded</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the role of the supervisor in staff training	4.1 Explain the supervisor's role in continually reviewing and improving the organisation's food safety procedures 4.2 Explain the requirements for induction and on-going training of staff in food safety 4.3 Explain how to communicate management procedures for food safety effectively to colleagues			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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)
- Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards please go to www.ukstandards.org.uk.

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1>). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice.

To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Progression pathways

The Pearson qualification framework for the warehousing and storage sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
5					Pearson Edexcel Level 5 Diploma in Management Pearson Edexcel Level 5 NVQ in Supply Chain Management
4					Pearson Edexcel Level 4 NVQ in Supply Chain Management

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3				Pearson BTEC Level 3 Award/ Certificate in Management	Pearson Edexcel Level 3 Certificate in Logistics Operations Pearson Edexcel Level 3 Diploma in Warehousing and Storage Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles Pearson Edexcel Level 3 Certificate in Traffic Office Pearson Edexcel Level 3 Diploma in Commercial Moving Pearson Edexcel Level 3 NVQ in Supply Chain Management

Level	General qualifications		Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
2					<p>Pearson BTEC Level 2 Certificate in Warehousing and Storage Principles</p> <p>Pearson BTEC Level 2 Award, Certificate in Team Leading</p>	<p>Pearson Edexcel Level 2 Certificate in Warehousing and Storage</p> <p>Pearson Edexcel Level 2 Certificate in Driving Goods Vehicles</p> <p>Pearson Edexcel Level 2 Certificate in Traffic Office</p> <p>Pearson Edexcel Level 2 Certificate in International Trade and Logistics</p> <p>Pearson Edexcel Level 2 Certificate in Commercial Moving</p> <p>Pearson Edexcel Level 2 NVQ in Supply Chain Management</p>
1						Pearson Edexcel Level 1 Award in Commercial Moving
Entry						

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. qualifications.pearson.com

**Annexe D: Skills for Logistics Assessment Guidance
for qualifications on the QCF**

Skills for Logistics

**Assessment Guidance for the
Qualifications and Credit Framework**

March 2011

Assessment Guidance for the Qualifications and Credit Framework

1. Introduction

This document is for those Awarding Organisations that intend to offer QCF qualifications based on Skills for Logistics National Occupational Standards. It is a tool that can be used in conjunction with any unit whose purpose is to confirm occupational competence. Such units are designed and informed by the views of logistics employers to meet the needs of the UK economy. They are designed to prepare candidates for further learning or training, or update their existing knowledge and skills, or their continuing professional development. Skills for Logistics aim to develop and implement combined units of assessment, based on relevant National Occupational Standards (NOS), which are fit for purpose and maintain quality assured approaches to assessment and verification

This guidance for assessment should be used by Awarding Organisations to ensure that 'competence' units are assessed in accordance with the needs of employers and stakeholders in the sector. The intention of this guidance is to minimise bureaucracy whilst maintaining integrity and quality assurance of assessment and verification of achievement.

This document applies to all qualifications in the Qualifications Credit Framework (QCF) from the 1st October 2010 and that fall within the Skills for Logistics sector. It replaces any other assessment strategies and guidance currently in use.

QCF qualifications are not currently used as a 'Licence to Practice' in the Logistics Sector, they are however recognised and supported by employers and stakeholders in the sector.

2. Definitions

Certain terms used in this document have particular meanings and that should be taken in context within the assessment guidance:

- to assess: to evaluate in a detailed and analytical way.*
- to verify: to demonstrate that something is true, accurate or justified*
- competence: the proven/demonstrated and individual –capacity to use know-how, skills, knowledge in order to meet usual and –changing occupational requirements.*

*reference Oxford English Dictionary

Skills for Logistics consider the combination of skills and knowledge to be fundamental to the furthering of the skills agenda as outlined in the White Paper; '*Skills for Growth – the national skills strategy*' BIS November 2009.

Competence for a particular job role is likely to include the generic skills required for that occupation, specialised skills for a particular supply chain and employability skills such as team working, creative thinking, communication and customer care. The inclusion of such skills in a

qualification creates a more holistic approach to developing the skills required for the needs of the UK economy.

3. External Quality Control

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions; Awarding Organisations achieve this by operating within their existing systems for quality monitoring, risk assessment, and management of their approved centres following guidance issued by the Regulatory Authorities.

4. Additional Assessment Needs

QCF units that are used to assess competence within the QCF need to be assessed and quality assured in accordance with the following additional requirements:

- 1 When QCF units are used to assess competence, Awarding Organisations (AO's) are required to make sure their recognised assessment centres assess learners according to the NOS issued by the SSC for learning and development.
- 2 Learners should be enabled to complete, wherever possible, real work activities that provide both evidence of underpinning knowledge and evidence of competence to demonstrate they have met the learning outcomes and assessment criteria of the QCF unit and that they are competent in relation to the NOS
- 3 When a Learner is unable to complete real work activities simulation is permitted, circumstances in which simulation may take place are:
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise,
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation,
 - the safety of the learner and/or resources would be put at risk
- 4 When simulation is used, those who assess the learner should be confident that the simulation replicates the workplace to such an extent that learner's will be able to fully transfer their occupational competence to the workplace and real situations.
- 5 Assessors must be occupationally competent in the occupational area they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed
- 6 Assessors and Internal Verifiers must hold or be working towards the appropriate regulatory body approved qualifications for assessment and internal verification, such as those developed by Lifelong Learning UK.
- 7 Assessors must be fully conversant with the units against which the assessments and verifications are to be undertaken

- 8 Assessors must carry out assessment according to the relevant Learning and Development National Occupational Standards (*approved January 2010*)*
- 9 All assessment decisions made by those working towards a relevant assessor qualification must be verified by a qualified Teacher/Trainer, Assessor or an Assessor recognised by the Awarding Organisation as appropriate
- 10 Trainee Assessors should have a plan, which is overseen by the relevant assessment centre, to achieve the relevant assessor qualification within an agreed timescale

*these can be found on the National Occupational Standards Directory:
www.ukstandards.org.uk

5. Quality Assurance Requirements

This section summarises the quality assurance requirements that apply to QCF units and qualifications used to demonstrate competence. Awarding Organisations should ensure that recognised assessment centres are familiar with these requirements.

- 1 QCF units that are used to assess competence must be verified:
 - internally by an Internal Verifier who is accountable to the assessment centre
 - externally by an External Verifier who is accountable to the Awarding Organisation
- 2 Internal Verifiers must:
 - hold or be working towards a suitable Internal Verifier qualification such as one based on LLUK standards
 - have sufficient and relevant technical/occupational familiarity with the units that are verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the Awarding Organisation's quality assurance systems and requirements for this qualification
- 3 Trainee Internal Verifiers must have:
a plan that is overseen by the recognised assessment centre, to achieve an appropriate Internal Verifier qualification within an agreed timescale

- 4 External Verifiers must:
hold or be working towards a suitable External Verifier qualification such as one based on LLUK standards
 - have sufficient and relevant technical/occupational familiarity with the units that are externally verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the Awarding Organisation’s quality assurance systems and requirements for this qualification
- 5 Trainee External Verifiers should have:
a plan that is overseen by the recognised assessment centre, to achieve an appropriate External Verifier qualification within an agreed timescale
- 6 Skills for Logistics recognise that employers in the sector provide in-house training, development and assessment processes that can meet the standards set for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment processes against the Assessor and Verifier National Occupational Standards and shows that all are met; subject to agreement with the Awarding Organisation and Skills for Logistics, an employer is permitted to carry out Assessment and Verification using staff members who do not hold Assessor and Verifier qualifications. Such individuals must however, meet all other requirements for Assessors and Verifiers.

6. External Monitoring/Risk Management

Awarding Organisations should decide the frequency of external monitoring activities, which should be based on the risks associated with a qualification of this type and an assessment of the centre’s performance and past record.

Awarding Organisations should develop suitable auditing processes, where naturally occurring quality assurance already exist in the workplace assessment environments.

7. Equality and Diversity

Awarding Organisations and their assessment centre staff must ensure no learner is discriminated against, either directly or indirectly on the grounds of: race, colour, ethnicity, nationality, ethnicity, sex, marital status, gender reassignment, sexual orientation, disability, social status, belief or non-belief, language with the exception of the Welsh language and the legal requirements of the Welsh Language Act.

Annex 1

Specific Criteria for the Assessment and Verification of Driving Goods Vehicles

Assessors

- In the case of qualifications titled **Driving Goods Vehicles**, assessors must hold a Driving Licence i.e., Cat A or Cat B or Cat C1 or Cat C or Cat C+E, with the entitlement needed to drive the vehicle on which the assessment is being undertaken.
- Assessors must satisfy the external verifier that they are occupationally competent in the employment context in which assessment is undertaken.
- When assessment takes place in the context of the movement or handling of dangerous goods the assessor must hold a current ADR certificate.

Internal Verifiers

- In the case of the qualification **Driving Goods Vehicles** at Level 2 and Level 3 internal verifiers must have a working knowledge of the DVLA Driving Licence regulations relating to the candidate and the vehicle on which the assessment is being undertaken.
- When assessment takes place in the context of the management, movement or handling of dangerous goods the internal verifier must have a working knowledge of ADR certification and the risks associated with the transport of dangerous goods.

External Verifiers

- When assessment takes place in the context of the handling of dangerous goods the external verifier must have a working knowledge of ADR certification and the risks associated with the transport of dangerous goods.

Annex 2

Specific criteria for the Assessment and Verification of Warehousing and Storage

Assessors

In the case of qualifications titled **Warehousing and Storage**, where the candidate uses equipment that requires specific training, or a 'licence' (certificate), for example lift trucks, assessors must have undertaken the specific training, or hold the 'licence' for the type of equipment on which the assessment is to take place.

Expert witness

Where the assessor has not undertaken the specific training, or does not hold the 'licence' for the type of equipment on which the assessment is to take place, the testimony of an expert witness should be sought.

An expert witness **must** be someone who is both competent on the type of equipment and is working sufficiently closely with the candidate to be able to comment on their operating ability. Competence may be demonstrated by the achievement of a 'licence' or evidence of specific training.

The expert witness is not consulted as a professional assessor, but as someone who is expert in the use of the type of equipment being used.

Annex 3

Specific Criteria for the Assessment, Verification and Certification of Mail Services/Package Distribution

In the case of qualifications titled **Mail Services or Package Distribution** it is recognised that there are situations where the workplace may not be appropriate, or waiting for naturally occurring evidence is impractical in relation to units based on the National Occupational Standard SFL140 '**Contribute to safety and security in mail services**'. Skills for Logistics therefore allow centres to set up or devise assessment situations for this unit, with the prior agreement of the external verifier that the simulation is valid before assessment is undertaken.

March 2017

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