SVQ 2 in Warehousing and Storage at SCQF Level 5

Scottish Vocational Qualifications

Specification

First registration 1st September 2011

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Contents

Purpose of this specification

This specification sets out:

- the type of qualification

- the objectives of the qualification

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- the combination of units that a learner must have completed before the qualification will be awarded and any pathways

- methods of assessment

- conditions of assessment including : the knowledge, skills and understanding that will be assessed as part of the qualification

- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)

- resources required, including roles, responsibilities and requirements, technical and physical

- evidence requirements

- assessment principles or requirements for the qualification, for example assessment strategies, assessment principles/requirements or any other appropriate guidelines

- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body

- the Modern Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Edexcel Scottish Vocational Qualifications

What are Scottish Vocational Qualifications?

Scottish Vocational Qualifications (SVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which a particular qualification relates.

SVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

At SVQ Level 2 and above SVQs are recognised as the competence component of Modern Apprenticeship frameworks. Qualifications at SVQ Level 1 can be used in Traineeships, which are stepping stones to Apprenticeship qualifications.

For those who wish to take a work-based qualification, SVQs can be delivered as stand-alone qualifications outside of Apprenticeship frameworks.

SVQs allow flexible delivery that meets the individual learner's needs. They are suitable for those in employment and for those who are studying at college and have a part-time job or access to a substantial work placement in order to demonstrate the competencies required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

2   Explanation of levels

SVQs are available at five levels, reflecting the range and depth of skills, knowledge and experience that employees should have as they progress in their industry.

SVQ LEVEL	Explanation of level
Level 1	At SVQ Level 1 (Scottish Credit and Qualifications Framework (SCQF) Level 4), competence involves the application of knowledge and skills in the performance of a range of work tasks, most of which fall into a set pattern and do not change.
Level 2	At SVQ Level 2 (SCQF Level 5), learners have to be able to show competence in a range of varied activities, in a variety of contexts. Some of the activities will be complex and they will be working in a job where they have individual responsibility or autonomy. The job may also involve collaboration with others, perhaps through membership of a work group or team.
Level 3	At SVQ Level 3 (either SCQF Level 6 or 7), learners have to perform a broad range of activities in a variety of contexts, most of which are complex and non-routine. Learners will usually be working with considerable responsibility and autonomy and may have supervisory or managerial responsibilities.
Level 4	At SVQ Level 4 (either SCQF Level 8 or 9), learners need to show competence in a broad range of complex, technical or professional work activities. Activities will be performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Learners will often be responsible for the work of others and for allocating resources.
Level 5	At SVQ Level 5 (SCQF Level 11), learners have to demonstrate competence in applying fundamental principles and complex techniques across a wide and often unpredictable variety of contexts. They will have substantial personal autonomy and often significant responsibility for the work of others, and for the allocation of substantial resources. Personal accountability for analysis and diagnosis, design, planning, execution and evaluation also feature strongly.

3 Qualification summary and key information

Qualification title	SVQ 2 in Warehousing and Storage at SCQF Level 5
Operational start date	01/06/2011
Minimum age	Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment strategy.
Number of required units	9
Credit points	25-37
Assessment	Portfolio of Evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*). Learners should be working in appropriate job roles within warehousing and storage organisations in order to demonstrate the practical competence necessary for this qualification.
Funding	Details of funding approval are available from Skills Development Scotland at: www.skillsdevelopmentscotland.co.uk

and

the Scottish Funding Council at: www.sfc.ac.uk

Information is also available on the Scottish Qualifications Authority (SQA) website: www.sqa.org.uk |

The qualification title, unit titles and qualification code will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information on certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

4 Qualification rationale

Qualification objectives

The SVQ 2 in Warehousing and Storage at SCQF Level 5 is for learners who work in or who want to work in Warehousing and Storage.

The qualification gives learners the opportunity to:

- develop and demonstrate competence in warehousing and storage
- develop technical skills and knowledge and understanding related to the specified job roles in warehousing and storage
- have existing skills and knowledge recognised
- achieve a nationally-recognised SCQF Level 5 qualification
- develop personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a not a direct replacement.

Apprenticeships

Skills for Logistics include the SVQ 2 in warehousing and storage at SCQF Level 5 as the mandatory component for the Modern Apprenticeship in Freight Logistics.

Progression opportunities

Learners who achieve the SVQ 2 in Warehousing and Storage at SCQF Level 5 can progress to the SVQ 3 in Warehousing and Storage at SCQF Level 7 or alternative higher level vocational qualifications within logistics, for example logistics operations, traffic office, international trade and logistic operations and driving goods vehicles.

Industry support and recognition

This qualification is supported by Skills for Logistics, the Sector Skills Council for Logistics.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Warehousing and Storage, which were set and designed by Skills for Logistics, the Sector Skills Council for the sector.

5 Qualification structure

SVQ 2 in Warehousing and Storage at SCQF Level 5

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

Minimum number of credits that must be achieved	27
Number of mandatory units that must be achieved	2
Number of optional units that must be achieved. Learners must complete **TWO** units from Optional Group 1, **ONE** unit from each of Optional Groups 2, 3 and 4 and **TWO** units from Option Group 5.	7

Unit	SQA unit code	Mandatory units	Credit points	SCQF Level
1	SFL 22	Develop effective working relationships with colleagues in logistics operations	3	5
2	SFL 15	Maintain health and safety in logistics operations	3	5
Unit	**SQA unit code**	**Optional Group 1 - Storage and Order processing (Learners must complete TWO units from this Group)**	**Credit points**	**SCQF Level**
3	SFL 20	Pick goods	4	5
4	SFL 21	Wrap or pack goods	3	4
5	SFL 26	Place goods in storage	5	5
6	SFL 29	Process orders for customers	3	5
7	SFL 30	Assemble orders for dispatch	3	5
Unit	**SQA unit code**	**Optional Group 2 – Hygiene (Learners must complete ONE unit from this Group)**	**Credit points**	**SCQF Level**
8	SFL 16	Maintain the cleanliness of equipment	2	5
9	SFL 18	Keep work areas clean	3	3
10	SFL 28	Maintain hygiene standards in handling and storing goods	5	5

Unit	SQA unit code	Optional Group 3 – Moving goods (Learners must complete ONE unit from this Group)	Credit points	SCQF Level
11	SFL 19	Moving and/or handling goods in logistics operations	3	5
12	SFL 24	Use equipment to move goods in logistics operations	4	5
Unit	SQA unit code	Optional Group 4 – Stock control (Learners must complete ONE unit from this Group)	Credit points	SCQF Level
13	SFL 17	Keep stock at required levels	4	5
14	SFL 34	Check stock levels and stock records	4	7
Unit	SQA unit code	Optional Group 5 (Learners must complete TWO units from this Group)	Credit points	SCQF Level
15	SFL 23	Operate equipment to perform work requirements in logistics operations	4	5
16	SFL 25	Receive goods	3	5
17	SFL 27	Maintain the safety and security of hazardous goods and materials	4	5
18	SFL 31	Process returned goods	3	5
19	SFL 32	Sort goods and materials for recycling or disposal	4	5
20	SFL 33	Monitor the receipt, storage and dispatch of goods	3	5
21	FS2 12	Contribute to the provision of customer services	5	5
22	FS2	Maintain safe storage of food during storage	2	4
23	FS5	Maintain food safety during loading and unloading	2	5

Centres should be aware that within the SCQF Level 5 qualification in this specification, learners may be required to meet the demands of a unit at SCQF Level 7. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level unit.

6 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a work programme or placement so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website, qualifications.pearson.com

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme

- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs

- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. For example, the induction should include the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme

- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios

- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is, therefore, important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning

- developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed

- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs

- working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor

- helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

7   Centre resource requirements

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

● Centres must have the appropriate physical resources to support delivery and assessment of the qualification. For example a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.

● Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

● Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.

● There must be systems in place to ensure continuing professional development for staff delivering the qualification.

● Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.

● Centres must deliver the qualification. in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, see *Section 7, Access and recruitment*. For full details on the Equality Act 2010 go to www.legislation.gov.uk or www.scotland.gov.uk

8 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from barriers that restrict access and progression

- there should be equal opportunities for all learners wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

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

Prior knowledge, skills and understanding

There are no previous learning requirements for this qualification; however learners should be working in appropriate job roles within warehousing and storage organisations in order to demonstrate the practical competence necessary for this qualification.

Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. For information on reasonable adjustments and special consideration, see *Section 8, Assessment*.

9 Assessment

To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy,* available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the *Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Both documents are on our website, qualifications.pearson.com

Internal assessment

The competence units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified assessment outcomes and standards that outline the required skills and techniques and knowledge and understanding. To pass each unit the learner must:

● achieve **all** the specified outcomes and standards

● satisfy **all** the outcomes and standards by providing consistent and valid and reliable evidence for each criterion

● prove that the evidence is their own.

The learner must have an assessment record that identifies the outcomes and standards that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the performance, behaviour and knowledge outcomes and standards, is:

Valid   relevant to the standards for which competence is claimed

Authentic   produced by the learner

Consistent   achieved on more than one occasion

Current   usually not more than two years old

Sufficient   fully meets the requirements of the performance, behaviour and knowledge outcomes and standards.

Learners can provide evidence of occupational competence 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 programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.

● the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's outcomes and standards through knowledge, understanding or skills they already possess without undertaking a course of development. Learners must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification

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

● a combination of these.

Assessment requirements/strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualifications remain valid and reliable. It has been developed by Skills for Logistics in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

● 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 (S)

- professional discussion (PD)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different outcomes and standards and/or across different units. It is not necessary for learners to have each standard assessed separately. They should be encouraged to reference evidence to the relevant standard. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website, qualifications.pearson.com.

Appeals

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

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

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the Joint Council for Qualifications (JCQ) *General and Vocational qualifications: Suspected Malpractice in Examinations and Assessments Policies and Procedures*. Centres should follow their policy in dealing with learner malpractice. There is no need to inform Pearson of learner malpractice unless the learner(s) in question have been certificated or their work quality assured.

Centres must report suspected malpractice by teachers or centres to the Investigations Team at Pearson before any investigation is undertaken by the centre. Centres should provide as much information as possible on the suspected malpractice in an email to pqsmalpractice@pearson.com. It is extremely important that malpractice is reported in a timely fashion; particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

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

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

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

Special consideration

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

● assessment requires the demonstration of practical competence

● criteria have to be met fully

● units/qualifications confer licence to practice.

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

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

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

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the SCQF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement. Further information on credit transfer can be found in the document *SCQF Credit Accumulation and Transfer policy,* available on our website, qualifications.pearson.com

10 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson SVQs need to apply for, and be granted, centre recognition and approval as part of the process for approval to offer individual qualifications. Centres already delivering Pearson NVQs will not need to apply for centre approval to deliver Pearson SVQs but will need to apply for qualification approval.

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

Guidance on seeking approval to deliver Pearson SVQs is available on our website, qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

● number of assessment sites

● number and throughput of learners

● number and turnover of assessors

● number and turnover of internal verifiers.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *Quality Assurance Handbook NVQ/SVQ* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, qualifications.pearson.com

12 Unit format

Each unit has the following sections.

Unit title

The unit title is on the SCQF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a unit code that appears with the unit title on the SQA accredited qualification structure.

SCQF level

All units and qualifications within Scottish qualifications have a Scottish Credit and Qualifications Framework (SCQF) level assigned to them. There are 12 levels of achievement which show the depth and complexity of learning/competence, skills and knowledge required to achieve the qualification.

Credit points

All units have credit points. Credit points show the volume of learning required to achieve a qualification. One SCQF credit point equals 10 notional learning hours.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Terminology

Key terms and concepts that feature in the unit.

Assessment outcomes and standards

The requirements the learner is expected to meet to achieve the unit. These requirements are under subheadings of 'knowledge and understanding' and 'performance criteria'.

Knowledge and understanding

The knowledge that the learner needs to be able to understand what they are doing and why.

Performance criteria

The level of competence the learner has to achieve.

Unit 1: Develop Effective Working Relationships with Colleagues in Logistics Operations

Unit code: SFL 22

SCQF level: 5

Credit points: 3

Unit summary

This unit is about developing working relationships with those on various contracts of employment working in logistics operations. It deals with supporting colleagues and when to seek support from others and methods of reducing conflicts with others.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Development opportunities: job vacancies, periodic performance reports

Communication methods: verbal, written, electronic

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	How to communicate with different colleagues within the organisation
B	Good working practices, quality standards and output requirements associated with own and others work roles
C	How to make and respond to requests for support constructively, including how to respond when you cannot action requests
D	How to recognise when colleagues need support
E	How to decide if giving support is consistent with your responsibilities
F	Importance of feedback in improving personal work performance
G	How to identify learning needs and opportunities for learning that are available
H	Importance of recognising difficulties and misunderstandings, and ways of dealing with them constructively
I	Importance of protecting confidential information
J	Role and responsibilities of different colleagues
K	The relevant legal, safety and operating requirements relating to working relationships

Performance criteria	
1	Communicate with colleagues using suitable communication methods
2	Confirm tasks, priorities and responsibilities clearly and accurately with colleagues
3	Respond promptly to requested from colleagues that fall within own responsibility
4	Offer support to colleagues that is relevant to their priorities and consistent with meeting own responsibilities
5	Explain clearly and politely and propose relevant alternatives when it is not possible to agree to requests from colleagues
6	Report clearly, accurately, and promptly any circumstances that prevent the achievement of quality standards to the relevant person
7	Ask colleagues for information and assistance in a clear and constructive manner
8	Seek relevant feedback on work achievements and performance from people in a position to give it
9	Identify own learning needs accurately from feedback and observation of own performance and utilise realistic development opportunities to meet them
10	Identify misunderstanding and conflicts that are detrimental to working relationships and seek constructive solutions promptly
11	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to working relationships

Unit 2: Maintain Health and Safety in Logistics Operations

Unit code:	**SFL 15**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This unit is about understanding the organisations procedures for identifying and reducing risks to self or colleagues. It covers the use of personal protective equipment and how to follow procedures for evacuating the facilities.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Personal protective equipment (PPE): high visibility vests, hard hats, protective clothing, eye protection, gloves

Colleagues: permanent, temporary, agency staff

Safety equipment: cages, chains, cut off switches, isolators, signs, PPE, walkways
Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Legislation, regulations, and organisational procedures that apply to health and safety in the workplace
B	Responsibilities of all workers for health, safety and security
C	Specific role responsibilities of colleagues for health, safety and security
D	Personal protective equipment that should be used for different activities and how to use it correctly
E	Types of health, safety and security issues that could occur
F	Safety equipment and procedures that should be used for different types of incident
G	Accident and emergency procedures of the organisation, including individual roles and responsibilities
H	Alarm systems and procedures for contacting the emergency services
I	Location of the approved escape routes and assembly points
J	Your responsibilities for reporting accidents and emergencies
K	Roles and responsibilities of different colleagues
L	The relevant legal, safety and operating requirements relating to health and safety

Performance criteria

1	Follow regulations and organisational procedures for health, safety and security at all times
2	Provide support to colleagues to check that health, safety, and security procedures are followed at all times
3	Use personal protective equipment correctly
4	Identify promptly health and safety hazards and security issues
5	Take immediate action to prevent injury, theft or damage and give priority to the protection of people over organisational performance
6	Respond to incidents affecting health, safety and security by using the appropriate safety equipment and carrying out the safety procedures specified by the organisation
7	Identify when it is necessary to evacuate the workplace and use the approved escape routes and assembly points
8	Report accidents and near misses to the appropriate people and record them in the appropriate electronic or manual information systems within the limits of your authority
9	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to health and safety
10	Identify misunderstanding and conflicts that are detrimental to working relationships and seek constructive solutions promptly

Unit 3: Pick Goods

Unit code:	SFL 20
SCQF level:	5
Credit points:	4

Unit summary

This unit is about picking goods ready for dispatch or to assemble orders. It deals with identifying the goods, being aware of potential problems and the use of appropriate picking equipment.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Receptacles: containers, boxes, crates, bags, bins, barrels, drums, tubes, sacks
Problems with picking goods: identification, location, weight, size, quantity, accessibility

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Stock recording systems: manual, computerised, warehouse management systems, radio frequency

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Stock recording systems
B	Nature and characteristics of the goods being picked
C	Picking methods that can be used for different types of storage situation
D	Types of equipment available for use in picking goods
E	Handling methods for different types of goods
F	Types of problem arising from picking goods
G	Role and responsibilities of different colleagues
H	The relevant legal, safety and operating requirements relating to picking goods

Performance criteria
1	Obtain the relevant information required for picking the goods
2	Locate all the required goods in the storage areas
3	Apply the picking methods specified by the organisation for the type of goods and size of orders
4	Use the picking equipment effectively
5	Place the goods into the appropriate receptacles or onto pallets
6	Position the picked goods ready for assembling orders
7	Identify any problems with picking goods and take the appropriate action to deal with them
8	Record work according to organisational procedures
9	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to picking goods

Unit 4:   Wrap or Pack Goods

Unit code: **SFL 21**

SCQF level: **4**

Credit points: **3**

Unit summary

This unit is about wrapping or packing goods as part of the logistics operation. It deals with identifying the goods, the correct method and materials for wrapping or packing to safeguard the goods during transportation or storage. It deals with labelling the goods and the disposal of any waste materials generated during wrapping or packing activities.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Sources and types of information on the goods being wrapped or packed, including information relevant to health, safety, and environmental factors
B	Types of wrapping or packing material, and what they are used for
C	Tools and equipment to use when wrapping or packing
D	How to wrap or pack different types of goods without damaging them
E	How to keep wastage of wrapping or packing materials to a minimum
F	Types of problem arising from wrapping or packing goods
G	Role and responsibilities of different colleagues
H	The relevant legal, safety and operating requirements relating to wrapping or packing of goods

Performance criteria

1	Check that the goods being wrapped or packed match the specifications provided in the information
2	Schedule the wrapping or packing of the goods according to the agreed work instructions
3	Protect the goods from damage while they are being wrapped or packed
4	Use tools and operate equipment in accordance with organisational procedures
5	Wrap or pack the goods using the correct type and quantity of packing materials and minimise any wastage
6	Label the packages with the correct information for further action
7	Dispose of waste materials correctly and promptly
8	Identify any health, safety and security issues relating to the wrapping or packing of goods and make provision for them in accordance with organisational procedures
9	Identify any problems with wrapping or packing the goods and take the appropriate action to deal with them
10	Record work according to organisational procedures
11	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to wrapping or packing of goods

Unit 5: Place Goods in Storage

Unit code:	**SFL 26**
SCQF level:	**5**
Credit points:	**5**

Unit summary

This unit is about placing goods into storage in a logistics facility in order to maximise space, improve distribution and reduce risks. It deals with identifying appropriate locations for the size, weight or type of goods including usage or turnover.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Storage conditions: ambient, chilled, dry, outdoors, indoors, ventilated, segregated, restricted access

Handling methods: manual, mechanical, gravity

Stock control systems: manual, computerised, warehouse management systems, radio frequency

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Problems with storing goods: size, weight, quantity, location, access, stock turnover

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Types of goods being stored
B	How to obtain information relating to the goods to be stored
C	Areas used for storing specific goods
D	Importance of preparation of storage areas, including cleaning, tidying and clearing obstructions
E	Storage conditions relating to the different types of goods
F	Types of equipment and facilities that may be required for the storage of goods
G	Handling methods for different types of goods
H	Importance of positioning goods in storage for further use and to prevent damage
I	Health, safety and security issues relevant to the storage of goods
J	Types of problem found with different types of goods
K	How to use and update stock control systems
L	Roles and responsibilities of different colleagues
M	The relevant legal, safety and operating requirements relating to placing goods into storage

Performance criteria

1	Locate the goods to be stored and check them against the relevant information
2	Confirm the area to be used for storage and ensure it is suitably prepared to receive the goods
3	Identify any health, safety and environmental issues relating to the goods to be stored
4	Identify any storage conditions types of goods relating to the goods
5	Handle goods using the correct handling methods and equipment
6	Place goods into storage in accordance with operational and organisational procedures for safety, space utilisation and distribution requirements
7	Identify any monitoring and storage arrangements for the goods and record and communicate these arrangements to the appropriate people
8	Identify any problems with storing goods and take the appropriate action to deal with them
9	Record work according to organisational procedures
10	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to placing goods into storage

Unit 6: Process Orders for Customers

Unit code:	**SFL 29**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This unit is about identifying customers order requirements and any problems with the order. It deals with the information which should be passed onto customers and how to record information.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Customers: internal, external

Customer requirements: delivery time, address, name, contact number

Delivery information: delivery time, progress

Problems with processing orders: payments, stock quantities, damaged stock
Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	How to obtain information on what customers want
B	The different types of customers you will deal with
C	Stock control and ordering systems used in the organisation
D	Information required by the people who will fulfil the order
E	Length of time for orders normally to be fulfilled and what to do if it is not possible to fulfil an order in the usual time
F	Information required by the people who will issue the invoice
G	Importance of customer confidentiality and how to store customers' personal and financial details securely; and who is entitled to see those details
H	Roles and responsibilities of different colleagues
I	The relevant legal, safety and operating requirements relating to processing orders for customers

Performance criteria

1	Obtain relevant information on the customer requirements for goods
2	Provide customers with the correct delivery information
3	Pass on orders and invoicing information to the appropriate people
4	Respond promptly to enquiries about the progress of the order
5	Inform customers promptly and politely if their orders cannot be delivered within the time originally agreed
6	Identify any problems with processing orders and take the appropriate action to deal with them
7	Store customers' details securely and only show them to people who have a right to see them
8	Record work according to organisational procedures
9	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to processing orders for customers

Unit 7: Assemble Orders for Dispatch

Unit code:	**SFL 30**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This unit is about assembling goods and making them ready for dispatch to customers. It deals with identifying the goods, any problems with goods or special instructions affecting delivery.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Stock recording systems: manual, computerised, warehouse management systems, radio frequency

Problems with assembling orders: identification of stock, stock quantities, damaged stock, packing materials, documentation

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Nature and characteristics of the goods in the order being assembled
B	Information required to identify specifications and order requirements
C	How to schedule the dispatch of goods
D	Stock recording systems
E	Restrictions relating to the dispatching of goods
F	Types of equipment, facilities and handling methods required
G	Health, safety and security issues relevant to the assemble of orders
H	Types of problem arising from assembling orders
I	Roles and responsibilities of different colleagues
J	The relevant legal, safety and operating requirements relating to the assemble of orders for dispatch

Performance criteria

1	Obtain the relevant information relating to the assembly of orders for dispatch
2	Check specifications and identify any health, safety and environmental issues relevant to the assembly and dispatch of orders
3	Schedule the dispatch of the goods according to the agreed work instructions
4	Ensure the area used to dispatch the goods is clean and clear of obstructions and hazards
5	Identify the position of the required goods
6	Ensure that goods are in stock and accessible so that they can be dispatched
7	Identify any special loading or transportation requirements relating to the assembly of orders
8	Check and confirm any requirements to maintain the condition of the goods while the order is being assembled
9	Assemble the orders with the correct type and quantity of goods
10	Identify any problems with assembling orders and take the appropriate action to deal with them
11	Record work according to organisational procedures
12	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to the assembly of orders for dispatch

Unit 8: Maintain the Cleanliness of Equipment

Unit code:	**SFL 16**
SCQF level:	**5**
Credit points:	**2**

Unit summary

This unit is about the importance of keeping equipment in a good, clean working order. This does not mean undertaking maintenance, which is usually the responsibility of maintenance engineers or contracted out. It covers the use of the appropriate tools and materials to clean equipment and then returning equipment to use in a safe and clean condition.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Protective clothing: personal protection, commodity protection

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	How to make safe the equipment being inspected and cleaned
B	The clothing and protection that should be used when cleaning equipment
C	Cleaning routines, methods and materials for specific items of equipment
D	Replenishment procedures
E	Safety regulations that apply to the cleaning materials and methods used
F	How to locate and use cleaning materials, waste disposal equipment, clothing and protection
G	Methods of waste disposal
H	Types of problem arising from cleaning equipment
I	Roles and responsibilities of different colleagues
J	The relevant legal, safety and operating requirements relating to cleaning equipment

Performance criteria

1	Ensure the equipment is made safe before routine inspection or cleaning
2	Use suitable protective clothing and equipment to clean or maintain the equipment
3	Carry out the correct cleaning routines according to organisational procedures
4	Use approved cleaning methods and materials as specified in the manufacturer's instructions
5	Dispose of any waste in accordance with operational procedures
6	Return unused cleaning materials and equipment to the correct storage area and follow replenishment procedures
7	Check that the equipment can be safely returned to a serviceable condition after cleaning
8	Identify any problems with the equipment and take the appropriate action to deal with them
9	Record work according to organisational procedures
10	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to cleaning equipment

Unit 9: Keep Work Areas Clean

Unit code:	SFL 18
SCQF level:	3
Credit points:	3

Unit summary

This unit is about keeping the workplace clean and tidy and maintaining appropriate or required hygiene standards.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Work areas: offices, rooms, break areas, warehouse, shop floor, racking, aisles, gangways, corridors, toilets, washrooms, vehicles/equipment, loading unloading areas, inside/outside

Protective clothing: personal protection, commodity protection

Cleaning hazards: slippery floors, trip hazards, hazardous chemicals, tools/machinery

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Types of health, safety and security requirement for different work areas
B	Procedures that are required for maintaining the cleanliness of different work areas
C	Importance of keeping the workplace clean and tidy for health and safety purposes
D	Safety precautions required when using different types of cleaning methods and materials
E	How to use cleaning materials, waste disposal equipment and protective clothing
F	Replenishment procedures
G	Methods of waste disposal
H	Standards of personal hygiene required for specific storage environments and activities
I	Why maintaining cleanliness is important for hygiene
J	Types of problem arising from cleaning different work areas
K	Roles and responsibilities of different colleagues
L	The relevant legal, safety and operating requirements relating to keeping the workplace clean

Performance criteria

1	Identify health, safety, and security requirements relating to the cleaning of work areas
2	Use suitable protective clothing and cleaning materials to clean and tidy the work areas
3	Carry out the correct cleaning procedures for the work areas
4	Clean and tidy the work areas thoroughly to maintain cleanliness and hygiene according to the organisation's requirements
5	Take suitable safety precautions to protect people in the work areas from cleaning hazards during cleaning procedures
6	Take care not to inconvenience other people in the work areas when cleaning
7	Dispose of any waste in accordance with operational procedures
8	Return unused consumables to the correct storage area, and follow replenishment procedures
9	Comply with personal health and hygiene standards in all work activities
10	Identify any problems relating to the cleaning of work areas and take the appropriate action to deal with them
11	Record work according to organisational procedures
12	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to keeping the workplace clean

Unit 10: Maintain Hygiene Standards in Handling and Storing Goods

Unit code:	**SFL 28**
SCQF level:	**5**
Credit points:	**5**

Unit summary

This unit is about maintaining hygiene standards. It deals with personal hygiene standards and the use of appropriate clothing to protect the operative, the goods or both.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Storage environment: ambient, chilled, dry, outdoors, indoors, ventilated, segregated, restricted access

Handling methods: manual, mechanical, gravity

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Health, safety, and security issues relevant to the storage of goods
B	Nature and characteristics of the goods in storage
C	Hygiene standards required for specific storage environments and activities
D	Clothing relevant to specific storage environments and activities
E	Special requirements for maintaining the goods and the storage environment
F	Methods of waste disposal
G	Types of problem found with maintaining hygiene standards
H	Roles and responsibilities of different colleagues
I	The relevant legal, safety and operating requirements relating to hygiene standards in handling and storing goods

Performance criteria

1	Confirm any health, safety, and security issues relating to the goods and the storage environment
2	Apply the standards of personal hygiene required for the handling of goods and the storage environment
3	Identify and use appropriate clothing relevant to the goods and the storage environment
4	Identify any special requirements needed to maintain the quality and condition of the goods and the storage environment
5	Handle goods using the correct handling methods and equipment
6	Dispose of any waste in accordance with operational procedures
7	Identify any problems relating to the maintenance of hygiene standards and take appropriate action to deal with them
8	Record work according to organisational procedures
9	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to hygiene standards in handling and storing goods

Unit 11: Moving and/or Handling Goods in Logistics Operations

Unit code:	**SFL 19**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This unit is about the movement and 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.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Hazards: size, weight, description, damage

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	The types of goods being handled and moved
B	Types of workplace hazards that may be encountered and how to deal with them
C	Ways of safely moving or handling different types of goods
D	When to ask for help in handling goods and who to ask
E	Locations of different types of goods
F	How to place goods so that they can be easily identified and accessed
G	Procedures for dealing with loss or damage to goods
H	Roles and responsibilities of different colleagues
I	The relevant legal, safety and operating requirements relating to the movement or handling of goods

Performance criteria

1	Identify the goods to be moved or handled
2	Identify any hazards in moving or handling the goods, and take the appropriate action to minimise any risks
3	Use suitable methods to handle the goods correctly and safely
4	Position and set down the goods correctly in the desired location
5	Place the goods so that they can be identified and accessed easily
6	Identify any problems with the goods at any stage and take the appropriate action to deal with them
7	Record work according to organisational procedures
8	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to the movement or handling of goods

Unit 12: Use Equipment to Move Goods in Logistics Operations

Unit code:	**SFL 24**
SCQF level:	**5**
Credit points:	**4**

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. Operations, could, for example, be working in warehousing and storage, transport, or freight forwarding.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Hazards: size, weight, description, damage

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Characteristics of different types of goods to be moved and how they need to be moved
B	Types of workplace hazards that may be encountered and how to deal with them
C	Type of equipment used in moving and transferring goods
D	Methods for lifting, moving, and setting down particular goods in relation to the type of equipment used and the characteristics of the load
E	Importance of positioning goods in a suitable way for future use
F	Procedures for dealing with loss or damage to goods
G	Role and responsibilities of different colleagues
H	The relevant legal, safety and operating requirements relating to the use of equipment to move goods

Performance criteria

1	Identify the goods to be moved from work instructions and confirm that they are suitable for lifting
2	Check that the area of work is safe and is secure for the movement and transfer of goods
3	Identify any hazards and potential difficulties in carrying out the operation and resolve them with the appropriate people
4	Check that the moving equipment to be used has been prepared correctly and is operational
5	Confirm the location for the positioning and setting down of the goods in accordance with work instructions
6	Lift and transfer the goods to their designated location securely and without loss or damage
7	Set down the goods in a suitable position at the designated location ready for further activities
8	Undertake operations in a safe and controlled manner with due regard to the surrounding environment
9	Identify any problems with the goods at any stage and take the appropriate action to deal with them
10	Record work according to organisational procedures
11	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to the use of equipment to move goods

Unit 13: Keep Stock at Required Levels

Unit code: **SFL 17**

SCQF level: **5**

Credit points: **4**

Unit summary

This unit is about checking stock to ensure that appropriate stock levels are maintained. It is also about stock rotation and the identification of stock.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Stock levels: procurement level, pick face level, daily usage

Handling methods: manual, mechanical, gravity

Stock records: manual, computerised, warehouse management systems

Stock control systems: manual, computerised, warehouse management systems, radio frequency

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Why it is important to keep stock at the required levels
B	How to check whether stock needs replenishing and when to make checks
C	How to recognise damaged, faulty or out of date stock and how to deal with it
D	Stock rotation methods for different types of stock
E	Handling methods for specific types of goods
F	How to label stock
G	How to position stock correctly
H	Stock control systems used in the organisation
I	Types of problem arising from keeping stock
J	Roles and responsibilities of different colleagues
K	The relevant legal, safety and operating requirements relating to keeping stock at required levels

Performance criteria	
1	Find out what stock levels are required by the organisation
2	Check the existing stock to find out how much is still available
3	Identify correctly any damaged, faulty or out of date items and move them to the appropriate location
4	Follow stock rotation methods to ensure that stock is utilised effectively
5	Handle goods using safe and correct handling methods
6	Label stock accurately according to organisational requirements
7	Position stock in the correct locations for further use
8	Update the stock records promptly and accurately after replenishing stock
9	Identify any problems with keeping stock at the required level and take the appropriate action to deal with them
10	Record work according to organisational procedures
11	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to keeping stock at required levels

Unit 14: Check Stock Levels and Stock Records

Unit code:	**SFL 34**
SCQF level:	**7**
Credit points:	**4**

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 individual roles and responsibilities and the organisations reporting procedures when undertaking a stock check, and 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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Stock check: audit, count, recount, reconciliation

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Importance of stock check, their purpose and how often they are required
B	The format, structure, and content of the stock check reports required by the organisation
C	Resources needed to undertake a stock check and how to obtain them
D	How to identify discrepancies in stock figures and records
E	Stock control systems used in the organisation
F	Types of issues that may arise from stock check and how to deal with them
G	Organisational procedures that apply to health and safety in the workplace
H	Reporting responsibilities and information systems used by the organisation for specific work activities
I	Types of problem arising from keeping stock
J	Roles and responsibilities of different colleagues
K	The relevant legal, safety and operating requirements relating to stock check

Performance criteria

1	Confirm when you are required to carry out a stock check, its purpose and how to report your findings
2	Confirm which resources are available to carry out the stock check
3	Ensure that all relevant people know their individual roles and responsibilities
4	Report the progress of the stock check to the relevant people
5	Ensure that the results of the stock check are accurately recorded and collated
6	Check your findings against records to identify discrepancies
7	Identify any relevant health, safety and security issues relating to the stock check and actions arising from it
8	Identify any problems with carrying out the stock check and take the appropriate action to deal with them
9	Investigate discrepancies, prioritise them and resolve them as far as you can within the scope of the stock check
10	Distribute your report to the relevant people
11	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to stock check

Unit 15:   Operate Equipment to Perform Work Requirements in Logistics Operations

Unit code:	**SFL 23**
SCQF level:	**5**
Credit points:	**4**

Unit summary

This unit is about the safe operation of both mobile and fixed equipment. It deals with identifying the correct equipment for the task, ensuring it is safe to use and returning the equipment to the correct place after use.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	The types of equipment to be used for different work activities
B	Characteristics and capabilities of the equipment being used
C	How to set up and adjust the equipment for different work activities
D	Common types of defect in relation to the equipment that is to be used
E	Routine checks that must be carried out after use
F	Post-stop maintenance procedures for the equipment
G	Organisational procedures and practices approved for the use of the equipment
H	Procedures for dealing with different types of incident
I	Types of problem arising from operating equipment
J	Role and responsibilities of different colleagues
K	The relevant legal, safety and operating requirements relating to the operation of equipment

Performance criteria

1	Confirm the work required and identify the appropriate equipment to undertake it
2	Check that the appropriate equipment is available, safe to use and operational for the work to be carried out
3	Prepare, set up and adjust the equipment in accordance with instructions, safety, and work requirements
4	Monitor the equipment to maintain safe operation throughout the work and record any defects and damage to the equipment
5	Secure equipment in accordance with organisational procedures
6	Identify any problems with using the equipment at any stage and take the appropriate action to deal with them
7	Record work according to organisational procedures
8	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to the operation of equipment

Unit 16:   Receive Goods

Unit code: **SFL 25**

SCQF level: **5**

Credit points: **3**

Unit summary

This unit is about receiving goods into logistic facilities. It deals with ensuring the correct goods are received and are handled safely, ensuring any risks are identified and that records are kept up-to-date.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Handling methods: manual, mechanical, gravity

Stock control systems: manual, computerised, warehouse management systems, radio frequency

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Sources and types of information for the goods being received, including information relevant to health, safety and environmental factors
B	Characteristics and special requirements of the goods being received
C	Organisational procedures relevant to the goods being received
D	Equipment and facilities required in the area to receive goods
E	Vehicle safety and security during unloading
F	Handling methods for different types of goods
G	Methods of safely unloading vehicles
H	Health, safety and environmental issues relevant to the storage of goods
I	Types of problem arising from receiving goods
J	How to use and update stock control systems
K	Roles and responsibilities of different colleagues
L	The relevant legal, safety and operating requirements relating to receiving goods

Performance criteria

1	Check that the goods being received match the specifications provided in the information
2	Ensure the area used to receive the goods is clean and free of obstructions and hazards
3	Ensure that vehicles are safe and secure before unloading from them
4	Handle goods using the correct handling methods and moving equipment
5	Ensure that any moving equipment used is operated correctly and safely in accordance with organisational procedures
6	Ensure that goods are unloaded safely in accordance with storage requirements
7	Identify any health, safety, and security issues relating to the goods and make provision for them in accordance with organisational procedures
8	Identify any problems with receiving the goods and take the appropriate action to deal with them
9	Record work according to organisational procedures
10	Comply with the organisation's procedures and all relevant legal, safety and operating requirements related to receiving goods

Unit 17:   Maintain the Safety and Security of Hazardous Goods and Materials

Unit code:	**SFL 27**
SCQF level:	**5**
Credit points:	**4**

Unit summary

This unit is about keeping hazardous goods safe and secure by regular monitoring of risks and taking prompt action when required. It also deals with the use of safety equipment and maintaining records.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Safety equipment: fire fighting equipment, exhaust systems, breathing apparatus, containment sets, and spill packs

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Types of hazardous goods and materials in the organisation and their associated risks
B	Storage and distribution requirements and precautions for specific hazardous goods and materials
C	Monitoring systems used with specific hazardous goods and materials
D	Organisational procedures for dealing with emergencies and who is responsible for responding to them
E	People to be informed when risks to health and safety are identified
F	Equipment to be used for manoeuvring specific hazardous goods and materials
G	Safety equipment and personal protective clothing that should be used for different activities
H	Use of extinguishers and other emergency equipment in different situations
I	When and how to initiate the alarm systems and access escape routes
J	When to call the emergency services, and which ones to call
K	The meaning of different hazardous markings
L	Roles and responsibilities of different colleagues
M	The relevant legal, safety and operating requirements relating to the safety and security of hazardous goods

Performance criteria

1	Obtain information on the specific risks of hazardous goods and materials
2	Take appropriate precautions to deal with hazardous goods and materials according to statutory and organisational requirements
3	Monitor regularly the condition of hazardous goods and materials and identify any indications of problems with them
4	Take prompt action if any risks to health and safety are identified and report them to the appropriate people
5	Manoeuvre hazardous goods and materials safely with the appropriate equipment according to agreed procedures
6	Respond promptly to any emergencies according to organisational procedures and report them to the appropriate authority
7	Use the correct safety equipment according to manufacturers' instructions for dealing with emergencies
8	Follow evacuation procedures when no other safe actions can be undertaken
9	Record work according to organisational procedures
10	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to the safety and security of hazardous goods

Unit 18: Process Returned Goods

Unit code:	**SFL 31**
SCQF level:	**5**
Credit points:	**3**

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 relabeling 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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Reasons for returning the goods: damaged, incorrect item, incorrect quantity, no longer required, expired shelf life

Stock control systems: manual, computerised, warehouse management systems, radio frequency

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Main reasons customers might have for returning goods
B	Organisational policy and procedures in relation to customers' rights to replacements
C	How the goods can be returned, and how to make any necessary arrangements
D	How to dispose of any waste packaging that arrives with the returned goods
E	When and how to update the stock control system
F	Where to put goods for processing or return to the supplier or manufacturer
G	Types of problem arising from returned goods
H	Roles and responsibilities of different colleagues
I	The relevant legal, safety and operating requirements relating to processing returned goods

	Performance criteria
1	Confirm with an appropriate person the type, quantity and condition of the goods being returned and obtain information on the reasons for returning the goods
2	Provide all relevant details of the returned goods to the appropriate people and update the stock control system
3	Position the returned goods in the correct location and ensure they are kept separately from outgoing stock
4	Label clearly any goods that are to be returned to the supplier or manufacturer
5	Dispose of any waste packaging in accordance with operational procedures
6	Identify any problems with processing returned goods and take the appropriate action to deal with them
7	Record work according to organisational procedures
8	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to processing returned goods

Unit 19: Sort Goods and Materials for Recycling or Disposal

Unit code:	**SFL 32**
SCQF level:	**5**
Credit points:	**4**

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 might arise when sorting the 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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Goods and materials: any waste or discarded materials or damage goods
Recycling: identifying goods or materials which can be used again

Disposal: identifying goods or materials which are not required for further re-use
Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Types of goods and materials that are suitable for recycling and those that are not
B	Organisational safety requirements applicable to recycling or disposal goods and materials
C	Organisational procedures and specifications for recycling or disposal goods and materials
D	Sources of information on the status of different types of goods and materials
E	Types of problem arising from recycling or disposal goods and materials
F	Roles and responsibilities of different colleagues
G	The relevant legal, safety and operating requirements relating to recycling or disposal of goods

Performance criteria

1	Identify the goods or materials and conduct initial checks to determine their suitability for recycling or disposal
2	Sort the goods or materials according to the organisation's procedures and specifications for recycling or disposal
3	Obtain information and advice from an appropriate person where there is a difficulty in identifying or classifying goods or materials
4	Handle goods or materials using the correct handling methods and equipment
5	Remove any parts of the goods or materials that cannot be recycled and dispose of them correctly
6	Position the goods or materials that are suitable for recycling or disposal into the correct locations
7	Prepare the goods or materials for further processing according to the recycling or disposal specifications
8	Identify any problems with recycling or disposal and take the appropriate action to deal with them
9	Record work according to organisational procedures
10	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to recycling or disposal of goods

Unit 20: Monitor the Receipt, Storage and Dispatch of Goods

Unit code:	**SFL 33**
SCQF level:	**5**
Credit points:	**3**

Unit summary

This unit is about monitoring the areas and processes for receipt, storage and dispatch of goods. It deals with ensuring that the correct equipment is used, 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 of freight forwarding.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Resources: stock control system, warehouse management systems, documentation, stock check records

Communication methods: verbal, written, electronic

Colleagues: permanent, temporary, agency staff

Legal, safety and operating requirements: safety regulations, codes of practice, load restrictions, working time directive, transport regulations

Equipment: tools, implements, machinery, lifts, conveyors, cranes, mechanical/manual, PPE

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Sources of information on the capacity and limitations of a storage facility
B	Types of goods to be received, stored or dispatched
C	Storage areas relevant to the type of goods to be received, stored or dispatched
D	Special requirements relating to the receipt, storage or dispatch of goods
E	Monitoring and testing systems and procedures
F	Methods of stock rotation and movement
G	Resources available in the organisation
H	Types of problem arising from managing the processing of goods
I	Roles and responsibilities of different colleagues
J	The relevant legal, safety and operating requirements relating to monitor the receipt, storage or dispatch of goods

Performance criteria

1	Check the quality and quantity of the goods being received, stored or dispatched
2	Check the storage conditions and equipment required to receive, store and dispatch the goods
3	Identify appropriate areas for receiving, storing, or dispatching goods
4	Organise the movement or rotation of goods to assist receiving, storing or dispatching goods
5	Identify equipment requirements to be used for the receipt, storage or dispatch of goods
6	Use the organisation's resources effectively to monitor the receipt, storage and dispatch of goods
7	Provide information on the goods and their requirements to all relevant people using appropriate communication methods
8	Identify health, safety and security issues relating to monitoring goods
9	Identify any problems with monitoring the goods and take the appropriate action to deal with them
10	Record work according to organisational procedures
11	Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to monitor the receipt, storage and dispatch of goods

Unit 21:   Contribute to the Provision of Customer Services

Unit code:	**FS2 12**
SCQF level:	**5**
Credit points:	**5**

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 organisations image and the limits of own authority when dealing with customers.

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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Communicate/communicate effectively: verbal, electronic, written
Customer(s): Internal and external

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	The organisational approach to developing and maintaining effective relationships with customers
B	What the organisation's image is, and why it is important to promote it positively
C	The range and essential features of services available and how these relate to customer requirements
D	How operational constraints and the limits of your own authority impact on service provision
E	The importance of effective communication and the implications of not communicating effectively
F	The importance of fully understanding the customer's needs
G	Why information must be relevant, accurate and up to date
H	What to do when sufficient information to meet the customer's needs is not immediately available
I	The importance of maintaining business and customer confidentiality at all times
J	Why accurate and complete records are important, the possible consequences of incorrect records and who they should be passed to
K	The importance of good customer relations and the consequences of failing to develop and maintain good customer relations
L	The organisational approach to providing service related information to customers
M	The type of customer request that must be referred to others in the organisation
N	The importance of keeping the customer informed of any action being taken
O	The range of customers likely to be encountered and the concept of an internal customer
P	Your organisation's complaints procedure and the consequences of not following procedures
Q	The importance of meeting scheduled deliveries and what action to take if you fail to meet the schedule

Performance criteria

1	Take time, within operational constraints, to develop positive relationships with customers
2	Ensure that your appearance and conduct are consistent with the organisation's image at all times
3	Ensure that commitments made to customers are realistic, within the limits of your own authority and within operational constraints
4	Communicate with the customer in a way that maintains effective working relationships and promotes confidence, goodwill and trust
5	Ensure that your information is relevant, accurate, up to date and reflects organisational policy
6	Demonstrate an ability to listen to the customer's needs and provide sufficient information
7	Promptly refer requests which are outside the limits of your authority to the relevant people
8	Maintain business and customer confidentiality at all times
9	Accurately establish the nature of a complaint
10	Pass on accurately recorded complaints and report them to the relevant person/department in your organisation
11	Demonstrate your organisation's procedures for failed deliveries

Unit 22: Maintain the Safe Storage of Food During Storage

Unit code:	**FS2**
SCQF level:	**4**
Credit points:	**2**

Unit summary

This unit is about maintaining the safe storage of food during warehousing for food safety in a logistics environment. It covers the knowledge and skills required of workers in the logistics sector in relation to the EU regulations that make it a legal requirement for all businesses that deal with food (i.e. food, drink and animal feeds) to have Food Safety Management Systems embedded into their operating and management systems.

This unit is relevant to those who work in all parts of the food supply chain, including vehicle drivers, warehousing and storage operatives, supervisors and managers.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Food: food, drink and animal feed

Correct temperature: temperatures appropriate to the type of food, as specified by relevant legislation o in your company's procedures

Cross-contamination: in a logistics environment, there are two kinds of cross-contamination, you need to guard against the transfer of harmful bacteria between foods by direct contact (e.g. the juices of raw meat dripping on to cooked meat) or indirect contact (e.g. via the hands, clothing, cloths, equipment or other surfaces) and the cross contamination of foods containing specific allergens (e.g. nuts, milk, eggs) with other food (e.g. the mixing of foods due to damaged packaging or spillage or via hands, clothing, cloths or other surfaces)

Procedures: a series of clear steps or instructions to do things; rules. Some companies document their procedures formally in writing and others simply have procedures that all staff understand and follow but which are not written down

Food safety management procedures: The policies, practices, controls and documentation that ensure that food is safe for consumers, e.g. Hazard Analysis and Critical Control Points (HACCP)

Indicators of potential food safety hazards: things which could make food unsafe for consumers, for example damaged packaging, spillage into another food, out of date stock, food not stored where it should be, storage facilities and vehicles which are not operating at the right temperature, food waste which needs disposing of, dirt and pests such as rodents or insects

Appropriate person: this could be your supervisor or manager

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Why it is important to make sure food deliveries are undamaged, at the correct temperature and within their 'use-by date' and how to do this
B	Know the process for recording significant information
C	Why it is important to prepare food for storage – for example by removing and disposing of outer packaging (while retaining any important information on the wrapping, such as instructions for use and information on allergens)
D	Why food must be put in the correct storage area and the temperatures that different foods should be stored at
E	Why it is important that storage areas are clean and tidy and what to do if they are not
F	Why it is important to store food at the correct temperatures and how to achieve this

	Performance criteria
1	Check that food and/or its wrapping/packaging is undamaged, is at the correct temperature and within its use by date on arrival and dispatch
2	Look at and record any important information on the labelling
3	Prepare food for storage and put it in the correct storage area as quickly as necessary to maintain its safety
4	Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food
5	Store food correctly to avoid cross-contamination
6	Follow stock rotation procedures
7	Safely dispose of any food not meeting safety requirements, food waste and surplus packaging in accordance with food safety management procedures
8	Keep necessary records up to date
9	Handle food in a way that ensures that food safety is maintained
10	Deal promptly and appropriately with indicators of potential food safety hazards when you have the authority to do so
11	Where you do not have the authority to deal with indicators of potential food safety hazards yourself, report promptly to the appropriate person

Unit 23: Maintain Food Safety during Loading and Unloading

Unit code:	**FS5**
SCQF level:	**5**
Credit points:	**2**

Unit summary

This unit is about maintaining food safety during loading or unloading in a logistics environment. It covers the knowledge and skills required of workers in the logistics sector in relation to the EU regulations that make it a legal requirement for all businesses that deal with food (i.e. food, drink and animal feeds) to have Food Safety Management Systems embedded into their operating and management systems.

This unit is relevant to those who work in all parts of the food supply chain, including vehicle drivers, warehousing and storage operatives, supervisors and managers.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills for Logistics assessment strategy.

Terminology

Food: food, drink and animal feed

Correct temperature: temperatures appropriate to the type of food, as specified by relevant legislation o in your company's procedures

Cross-contamination: in a logistics environment, there are two kinds of cross-contamination, you need to guard against the transfer of harmful bacteria between foods by direct contact (e.g. the juices of raw meat dripping on to cooked meat) or indirect contact (e.g. via the hands, clothing, cloths, equipment or other surfaces) and the cross contamination of foods containing specific allergens (e.g. nuts, milk, eggs) with other food (e.g. the mixing of foods due to damaged packaging or spillage or via hands, clothing, cloths or other surfaces)

Food safety management procedures: The policies, practices, controls and documentation that ensure that food is safe for consumers, e.g. Hazard Analysis and Critical Control Points (HACCP)

Indicators of potential food safety hazards: things which could make food unsafe for consumers, for example damaged packaging, spillage into another food, out of date stock, food not stored where it should be, storage facilities and vehicles which are not operating at the right temperature, food waste which needs disposing of, dirt and pests such as rodents or insects

Appropriate person: this could be your supervisor or manager

Assessment outcomes and standards

To pass this unit, the learner needs to demonstrate that they can meet all the assessment outcomes and standards for the unit. The standards outline the requirements the learner is expected to meet to achieve the unit.

	Knowledge and understanding
A	Why it is important to make sure food deliveries are undamaged, at the correct temperature and within their 'use-by date' and how to do this
B	Why it is important to prepare food for storage – for example by removing and disposing of outer packaging (while retaining any important information on the wrapping, e.g. instructions for use, information on allergens)
C	Why food must be put in the correct storage area and the temperatures that different foods should be stored at
D	Why it is important that storage areas are clean and tidy and what to do if they are not
E	Why it is important to store food at the correct temperatures and how to achieve this

Performance criteria	
1	Check that food and/or its wrapping/packaging is undamaged, is at the correct temperature and within its use by date on arrival and dispatch
2	Look at and record any important information on the labelling
3	Prepare food for storage and put it in the correct location as quickly as is necessary to maintain its safety
4	Avoid the risk of cross-contamination
5	Deal with any spillages or damages in an appropriate manner in accordance with food safety management procedures
6	Keep necessary records up to date
7	Handle food in a way that ensures that food safety is maintained
8	Deal promptly and appropriately with indicators of potential food safety hazards when you have the authority to do so
9	Where you do not have the authority to deal with indicators of potential food safety hazards yourself, report promptly to the appropriate person
10	Before loading, check the vehicle is clean and at the correct temperature

13 Further information and useful publications

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

- 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))

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of SVQ/Competence-based qualifications are available on our website, qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, go to the resources page on our website, qualifications.pearson.com

14 Professional development and training

Professional development and training

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

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website at: qualifications.pearson.com. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

To get in touch with our dedicated support teams please visit our website, qualifications.pearson.com

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website, qualifications.pearson.com

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is on our website, qualifications.pearson.com

15 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

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment strategy

Introduction

This document sets out the recommendations of Skills for Logistics for the assessment of Scottish Vocational Qualifications (SVQs) based on Skills for Logistics-developed National Occupational Standards. **For the purpose of assessing SVQs, it replaces the Assessment Strategy for NVQs and SVQs dated August 2008.**

Application of the strategy

1   The main body of this document describes the overarching strategy which applies to the assessment and verification of SVQs based Skills for Logistics National Occupational Standards.

2   Annexes describe additional assessment, verification and related certification requirements that will apply to SVQs based on specified NOS. Currently there are two such annexes: Annex B dealing with Driving Goods Vehicles and Annex C dealing with Warehousing and Storage.

As required by future qualifications development, further annexes will be developed and submitted to SQA Accreditation for approval and incorporation into the strategy.

External quality control of assessment

External quality control of assessment will be achieved through rigorous internal and external verification processes underpinned by effective risk management.

To ensure that common approaches are employed and that consistent, high standards are achieved, Skills for Logistics require Awarding Bodies delivering Skills for Logistics SVQs to participate in an Awarding Body Forum. This will, as a minimum, involve an annual meeting to discuss issues of assessment and verification.

External verifiers will be required to sample the work of all assessors and implement rigorous risk management strategies consistently across all centres for which they are responsible. Internal verifiers should sample evidence from candidates and observe each assessor conducting candidate assessments at regular intervals.

External verifiers should sample the work of candidates at each centre, appropriate to the centre size; number of candidates registered; and identified risk rating by awarding body.

Skills for Logistics recommend that awarding bodies adopt a risk rating and risk management system for centres offering Skills for Logistics SVQs. Subject to guidance from SQA Accreditation; Skills for Logistics recommend that such systems identify:

- commercial risk – is there potential for commercial pressures to ensure that candidates achieve qualifications within unduly short time frames?

- assessment/verification risk – are factors apparent in the relationship between candidates, assessors and verifiers that might prejudice a fair and consistent assessment process?

Where risks or potential risks are identified, Skills for Logistics expects that the awarding body, via the external verifier takes appropriate action to ensure that the credibility of the assessment process is not prejudiced.

Workplace assessment/simulation

Skills for Logistics units based on NOS are work-competency based and therefore candidates are to be assessed under normal workplace conditions. However it is recognised that there are situations where the workplace may not be appropriate or waiting for naturally occurring evidence is impractical. Skills for Logistics therefore allow centres to set up or devise assessment situations, with the prior agreement of the external verifier that the simulation is valid, before assessment is undertaken. The need for simulation may result from consideration of:

- safety

- legislation

- regulation

- contingency

- cost

In addition, Skills for Logistics recognises that some candidates may use these units based on NOS in the context of a learning environment as part of a programme of preparation for work. In these situations, centres may set up or devise assessment situations as required, with prior agreement of the external verifier.

Skills for Logistics re-iterates that its units based on NOS have been designed to be capable of assessment in the normal workplace and that subject to the arrangements for simulation described above this should be the case. Skills for Logistics will indicate RWE requirements within specific NOS.

An employer who wishes to use their own training programme must be able to confirm that their in-house practices conform to the requirements of Skills for Logistics NOS, in association with the prospective awarding body which will be offering the qualification. The mapping process must be agreed by the awarding body as providing the equivalent rigour and robustness as the achievement of the unit qualification.

Witness testimony

Witness testimony is recognised by Skills for Logistics as an appropriate tool for assessors in collecting evidence about candidate performance in the workplace. However before using witness testimony, assessors must satisfy themselves that:

● witnesses are clear as to the purpose and use of the testimony

● witnesses have relevant experience and expertise in the area of competence in which they are providing testimony

● there is no relationship between the candidate and witness or witness and assessor that might invalidate the testimony

Realistic work environment

To ensure that assessment is carried out in realistic work environment (RWE), Skills for Logistics requires that candidates be in a relevant job role in the logistics sector throughout the period of assessment, except in the limited circumstances set out in the above section 'Workplace Assessment/Simulation'. Assessors should ensure that they and the internal verifier agree that the candidate is in a suitable job role during the period of assessment. If required, the internal verifier should ensure that the candidate's job description is made available to the external verifier in their portfolio.

Criteria for Assessors and Verifiers

Regulations for the approval of vocational qualifications require awarding bodies to put arrangements in place for independent assessment, including criteria for the qualifications and practices of assessors, internal verifiers and external verifiers. The provisions of this strategy set out below are intended to complement, not duplicate these requirements.

Occupational expertise of Assessors and Verifiers

Skills for Logistics units based on NOS are designed to be assessed by vocationally competent assessors in the workplace, backed up by consistent internal verification, and external verification through the work of the awarding bodies. The overall criteria set out below and any criteria specific to individual SVQs indicated in the annexes will be kept under review by Skills for Logistics. Skills for Logistics will continue to encourage awarding bodies to monitor the impact of these criteria on the quality of assessment.

Assessors

Assessors must meet the following criteria:

1 Current industry experience and competence, that is verifiable and relevant, in the occupational area in which they are assessing, gained either in employment or in assessment activities. If the latter, the assessor should be able to provide the relevant external verifier with evidence of professional development showing that they have maintained the currency of their knowledge of working practices in the sector.

Experience and competence could be evidenced by:

● curriculum vitae and references

● possession of a relevant N/SVQ

- membership of a relevant professional institution
- continuing professional development

2   Current working knowledge of the national occupational standards against which they are assessing.

3   Assessors should satisfy the qualification requirements specified by the regulatory authorities, unless they are assessing in an **'employer direct'** model (below).

Workplace assessment – the role of supervisors and managers in the assessment process

Where employers opt for an **'employer direct'** model, the qualification requirements specified by the regulatory authorities may be waived as described below.

The **'employer direct'** model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their awarding body and the approval of the qualifications regulators, may choose between:

- achieving the appropriate SQA approved unit qualifications for assessment and internal verification

OR

- demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment/verification roles, is conducted to the National Standards for assessment and verification.

    The use of the alternative option described above, which waives the need for the regulatory approved units, **must** be confirmed by prior agreement with the awarding body and be applied on an 'organisation by organisation and 'qualification by qualification' basis.

Internal verifiers

Internal verifiers should assure themselves that all assessors whose assessments they are verifying meet the criteria set out above. They must also meet the following criteria:

1   Current working knowledge of the national occupational standards against which they are verifying.

2   Experience in the occupational area in which they are verifying gained either in employment or in assessment/verification activities. If the latter, the verifier should be able to provide the external verifier with evidence of professional development showing that they have maintained the currency of their knowledge of working practices in the sector.

3   Internal verifiers should satisfy the qualification requirements specified by the regulatory authorities, unless they are verifying in an **'employer direct'** model (above).

External verifiers

External verifiers should assure themselves that all internal verifiers whose verifications they are verifying meet the criteria set out above.

They must also meet the following criteria:

1   Current working knowledge of the national occupational standards against which they are verifying.

2   Satisfy the qualification requirements specified by the regulatory authorities.

3   Ideally have experience in the occupational area in which they are verifying gained either in employment or in assessment/verification activities. If the latter, the verifier should be able to provide the awarding body with evidence of professional development showing that they have maintained the currency of their knowledge of working practices in the sector.

Annex A

Rationale for the strategy

In developing and maintaining the currency of this strategy, Skills for Logistics has been guided by the following processes and arrangements:

● The development and maintenance of Skills for Logistics NOS and the oversight of their development as SVQs is overseen by the **Skills for Logistics Board**.

● Skills for Logistics have arrangements for the delivery of SVQs with **awarding bodies**. Formal arrangements are in place relating to the delivery of specific SVQs and regular meetings are held with awarding body product managers to discuss delivery issues, including assessment and verification.

● Skills for Logistics holds meetings at least annually open to all centres delivering SVQs in the sector. These provide direct feedback from assessors and verifiers using the SVQs.

Standard tests

Skills for Logistics has considered the potential value of setting standard tests to be used by the awarding bodies. It has concluded that it would be extremely difficult to devise a standard set of assessments that would be valid, credible, and practicable and still cover equitably the multifarious types of: company or body, vehicle, load, delivery conditions, and customers that comprise the industry.

As a heavily regulated industry most candidates being assessed for a qualification based on Skills for Logistics NOS are also subject to other testing relating to acquisition of a statutory licence or certificate associated with the operation of vehicles and equipment or the job role they undertake. These are therefore closely related to the content of the NOS-based qualifications. Significant among these are: the DSA Driving Tests for vans, rigid trucks and articulated trucks; certification for Lift trucks, used by warehouse operative staff, required by the Health and Safety Executive; and the Certificate of Professional Competence for Transport Operators required by an EU Directive as part of the licensing process for operators of goods vehicle fleets ('O' Licensing).

Annex B

Specific criteria for the assessment and verification of Driving Goods Vehicles

Assessors

● In the case of the qualification **Driving Goods Vehicles** assessors must hold a driving licence 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, internal verifiers must have a working knowledge of the DVLA Driving Licence regulations relating to the learner 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 C

Specific criteria for the assessment and verification of Warehousing and Storage

Assessors

In the case of the qualification Warehousing and Storage at levels 1 and 2, where the learner 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.