

Pearson BTEC Uzbekistan Level 4 Qualifications in

Warehouse Supervision

Unit 1: Introduction to Logistics

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the units in the qualification
- recommended resources to support the delivery of the units in the qualification
- schemes of work that show the topics, activities and assessments covered in all units across the qualification
- lesson plans with detailed guidance on how to deliver the lessons in the units.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the qualification. There is information about:

- the structure of your qualification
- how you can build the qualification for your learners
- ways in which you might make contact with appropriate employers
- other support and resources available.

We have given you unit-by-unit guidance. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for each unit. These resource lists include books, websites and videos that you can direct your learners to use and/or which you can use to complement delivery.

Unit 1: Introduction to Logistics

Delivery guidance

Approaching the unit

How are goods moved from one location to another? The answer is the logistics sector. Learners will have the opportunity to visit logistics and warehousing organisations and see theory 'in action'. They will have the opportunity to meet people working in different roles in the sector and to ask them about how their organisation interacts with other organisations in the sector. They will gain a broad understanding of the size and economic contribution of the logistics sector and the considerations needed when planning to transport and warehouse different types of goods.

This unit will be delivered through a range of different teaching and learning styles, with many learner-led activities. Learners should have access to diverse research resources and workplace visits.

You can use a range of delivery methods in this unit, including:

- class- and small-group discussions to identify different modes and methods of transport, the economic contribution of the logistics sector, types of goods and constraints that influence transport and storage, integration of the supply chain and the role of warehousing in the sector
- case studies to illustrate how types of goods and time constraints influence the selection of transport mode and storage facilities
- guest speakers from different organisations to explain the requirements for cross-border transport and integration of the supply chain
- workplace visits to functioning warehouses to observe diverse functions and methods of storing goods
- research activities using the internet and/or library resources to investigate the topics covered in the unit
- trade journals and company brochures to gain a better understanding of the industry.

Group work is an acceptable form of delivery but you must ensure that each learner produces their own evidence that is sufficient for assessment.

You can involve local employers in the delivery of this unit by:

- inviting them as guest speakers
- giving learners access to their premises so that they experience real work environments in warehousing
- giving learners access to their business materials as the basis for case studies and exemplars.

Getting started

This section gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 1: Introduction to Logistics
<p>Introduction</p> <p>Begin by introducing learners to the unit specification. Introduce the logistics sector and subsectors through a presentation.</p>
Learning aim A – Understand the logistics sector and the role of warehousing
<p>Begin by introducing the unit and the unit content to learners and facilitating a group discussion about the topics to be covered.</p> <ul style="list-style-type: none"> • Ask learners to work in pairs to identify different organisations in the logistics sector and which sub-sector they fall into. Learners then discuss how these organisations interact. As part of this learners could compare the different methods of transport used. • Invite a guest speaker from a logistics organisation to explain to learners the benefits of an integrated supply chain. Learners then discuss the benefits and challenges and make notes to inform Task 1. • Introduce learners to the following books. These books could be read as private study to give learners an overview of the logistics sector and supply chain management. <ul style="list-style-type: none"> ○ Chopra, S. – <i>Supply Chain Management: Strategy, Planning, and Operation (Global Edition), Seventh Edition</i>, Pearson (2019), ISBN 978-1-292-25789-1 ○ Christopher, M. – <i>Logistics & Supply Chain Management, Fifth Edition</i>, Pearson Education Limited (2016), ISBN 978-1-292-08379-7 • Visit a functioning warehouse and ask learners to use the company brochure/staff handbook to question each other on the various functions of the warehouse visited. • Set learners the task of researching, private study, the role and functions of warehousing in the logistics sector.
Learning aim B – Understand the economic contribution of the logistics sector
<p>Begin by introducing the learning aim to learners and explaining what it will cover. Then review the assessment requirements with learners for learning aims A and B.</p> <ul style="list-style-type: none"> • Ask learners to work in groups to research the costs of developing transport infrastructure in Uzbekistan, using the internet to identify direct and indirect costs.

Unit 1: Introduction to Logistics

- Ask learners to produce a questionnaire about the economic benefits of developing Uzbekistan's transport infrastructure.
- Ask learners to produce a flow diagram of the transport infrastructure in Uzbekistan and present it to the class.
- Ask learners to role play a two-way interview for a position in a logistics organisation, to include:
 - qualifications and experience required
 - progression opportunities
 - training and development opportunities.
- Split learners into pairs to research the economic benefits and challenges of an integrated supply chain on the economy.

Learning aim C - Investigate factors that influence the movement of goods

Introduce learners to the learning aim and the second assignment brief for this unit to cover learning aim C. Explain the assessment requirements and reiterate the importance of completing the task individually and not plagiarising.

- Hand out cards with images or names of different types of goods and ask learners to work in pairs to identify the most appropriate mode of transport and storage for these goods.
- Split the group into two and instigate a debate between the two groups to discuss the implications for the environment, including the following:
 - pollution
 - recycling
 - reverse logistics
 - wastage
 - clean-up.
- Introduce a guest speaker from an international haulage organisation and ask learners to devise questions (using worksheets) on legislative requirements, including documentation required.
- Ask learners to share their findings for this learning aim with the rest of the group. Initiate group discussions to clarify the topics.

Details of links to other BTEC units and qualifications

This unit links with the following unit in this qualification:

- Unit 3: Manage Warehouse Processes.

Resources

Textbooks

Chopra, S. – *Supply Chain Management: Strategy, Planning, and Operation (Global Edition), Seventh Edition*, Pearson (2019), ISBN 978-1-292-25789-1

Christopher, M. – *Logistics & Supply Chain Management, Fifth Edition*, Pearson Education Limited (2016), ISBN 978-1-292-08379-7

Websites

www.bizcommunity.com/JobIndustries/227/11/ct-10.html – an overview of career opportunities within the logistics sector.

<https://ciltuk.org.uk/Careers/Jobs> – an overview of job roles, remuneration and qualifications required for roles within the logistics sector.

www.export.gov/article?id=Uzbekistan-Transportation-and-Warehousing – information about transport and warehousing in Uzbekistan, looking at infrastructure.

<https://freighthub.com/en/blog/modes-transportation-explained-best/> – a business blog identifying the best mode and method of transport for different products.

<http://iteca.uz/trans/eng/ForExhibitors/industry.php> – an overview of the transport and logistics industry in Uzbekistan.

www.logisticsbureau.com/reverse-logistics-who-does-it-well/ – a look at why reverse logistics is an important factor of the supply chain, including benefits to consumers and suppliers.

www.tes.com/teaching-resource/sectors-of-industry-3004255 – a simple PowerPoint explaining the three main industry subsectors.

www.tes.com/teaching-resource/business-studies-primary-secondary-tertiary-industries-picture-sort-11054736 – teaching resources explaining the three main subsectors of industry.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class, to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 1: Introduction to Logistics
Guided Learning Hours	60
Number of lessons	20
Duration of lessons	3 hours
Links to other units	Unit 3: Manage Warehouse Processes

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Introduction to unit Overview of the logistics sector: primary, secondary and tertiary sub-sectors		<ul style="list-style-type: none"> Lead in: teacher gives learners an overview of the unit and the topics to be covered. Teacher gives a presentation about the three sub-sectors. Paired activity: in pairs, learners are given a list of organisations and identify which of the three sectors they fall into. 	Unit specification. Presentation slides (PS). List of organisations in the logistics sector. Flip chart.
2	Types of organisation in the logistics sector		<ul style="list-style-type: none"> Lead in: teacher introduces different organisations in sector. Paired activity: each pair of learners is given one type of organisation to research on the internet, finding out what they do and who they interact with. Paired learners present their findings to the rest of the class. 	Unit specification. Presentation slides (PS). Internet access. Case studies. Flip chart.

#	Topic	Lesson type	Suggested activities	Resources
3	Integrating the supply chain	GS	<ul style="list-style-type: none"> • Class discussion: teacher leads discussion with guest speaker from a supply chain organisation. • Question and Answer: with guest speaker. • Teacher-led activity: teacher gives a presentation on reverse logistics. • Individual learner activity: learners research reverse logistics, identifying its benefits to different groups. • Teacher-led discussion: teacher leads discussion on integration of the supply chain, followed by a Question and Answer session to recap learning. 	Unit specification. Guest speaker. Internet access. Flip chart. Company brochures. Presentation slides.
4	The main methods and modes of transport	IS	<ul style="list-style-type: none"> • Lead in: teacher introduces the topic and activities. • Individual learner activity: learners use the internet to research and compare the different methods and modes of transport, to include analysis of their strengths and weaknesses. 	Unit specification. Presentation slides. Internet and library access. Handout on methods of transport. Flip chart.
5	The role of warehousing in the logistics sector	V	<ul style="list-style-type: none"> • Lead in: teacher introduces the topic. • Class visit: to a functioning warehouse. • Teacher-led discussion: on the role of warehousing, to take place during the visit. 	Unit specification. Access to a functioning warehouse facility. Warehouse brochure or staff handbook.

#	Topic	Lesson type	Suggested activities	Resources
6	Research	IS	<ul style="list-style-type: none"> • Individual learner activity: learners research the different sectors in the logistics sector, including the role of warehousing and the supply chain. 	Unit specification. Internet/library access. Flip chart.
7	The economic contribution of the logistics sector – costs	IS	<ul style="list-style-type: none"> • Lead in: teacher introduces the economic costs of the logistics sector. • Paired activity: learners research the cost of developing transport networks. 	Unit specification. Presentation slides. Internet access. Flip chart. Assessment Workbook.
8	The economic contribution of the logistics sector – benefits	IS	<ul style="list-style-type: none"> • Lead in: teacher introduces the economic benefits of the logistics sector. • Individual learner activity: learners produce a brief report on the economic costs and benefits of the logistics sector on the economy. • Class discussion: learners discuss their findings with the rest of the class. • Question and Answer: to assess understanding. 	Unit specification. Presentation slides. Internet access. Flip chart.

#	Topic	Lesson type	Suggested activities	Resources
9	Employment in the logistics sector	IS	<ul style="list-style-type: none"> • Lead in: teacher introduces the topic. • Individual learner activity: learners research job opportunities, finding out about the qualifications/experience required, remuneration and opportunities for advancement. They also find out about the contribution of the logistics sector to local and national economies. • Class discussion: on research findings. 	Unit specification Presentation slides Internet/library access Trade magazines Flip chart
10	Trade	IS	<ul style="list-style-type: none"> • Lead in: teacher introduces the import and export trade in Uzbekistan. • Paired activity: learners research the impact of import and export trade and its contribution to GDP. • Group discussion: on research findings. • Individual learner activity: learners research the economic advantages and disadvantages for trade of an integrated supply chain. 	Unit specification. Presentation slides. Internet and library access. Trade magazines. Flip chart.
11	Assessment Workbook, learning aims A and B – Task 1	AW	<ul style="list-style-type: none"> • Assessment activity: teacher circulates Assessment Workbooks and asks learners to complete Task 1. 	Unit specification. Assessment Workbook. All teaching, learning and research resources for the unit. Computer access.

#	Topic	Lesson type	Suggested activities	Resources
12	Types of goods	IS	<ul style="list-style-type: none"> • Lead in: teacher introduces learners to the variety of types of goods that are transported and warehoused in Uzbekistan. • Group discussion: learners discuss types of goods and implications for transport and storage. • Question and Answer: to confirm understanding. 	Unit specification. Presentation slides (PS). Internet and library access. Flip chart.
13	Types of goods	IS	<ul style="list-style-type: none"> • Teacher-led activity: individual tutorials. • Class discussion: recap of previous week's topic. • Teacher-led activity: teacher hands out case studies to learners. • Individual learner activity: learners carry out self-directed study using the internet and complete a brief report. 	Unit specification. Presentation slides (PS). Internet and library access. Case studies.
14	Transportation and storage of goods	GS	<ul style="list-style-type: none"> • Guest speaker: from an international haulier, to talk about their role and how types of goods affect modes of transport and storage implications. • Group discussion: with guest speaker – Question and Answer. 	Unit specification. Presentation slides. Guest speaker. Internet and library access.
15	Assessment Workbook, learning aims A and B – Task 2	AW	<ul style="list-style-type: none"> • Assessment activity: teacher circulates Assessment Workbooks and asks learners to complete Task 2. 	Unit specification. Assessment Workbook. All teaching, learning and research resources for the unit. Computer access.

#	Topic	Lesson type	Suggested activities	Resources
16	Different types of goods – choice of transport mode, method of storage, labelling and security	IS	<ul style="list-style-type: none"> • Lead in: teacher introduces topic by delivering a presentation about the effect of different types of goods on choice of transport mode, method of storage, labelling and security. • Individual learner activity: learners identify packaging labels and vehicle types, and match them with different types of goods. • Individual learner activity: learners research reverse logistics. • Paired learner activity: learners consider the environmental impact of transport and storage operations. • Question and Answer: led by teacher to assess understanding. 	Unit specification. Presentation slides. Internet and library access. Flip chart. Product/packing labels and picture cards.
17	Time constraints of selection of transport method and storage of goods Customer and consumer requirements Just in Time (JIT), customs requirements, shelf-life	V	<ul style="list-style-type: none"> • Lead in: teacher delivers a presentation about the time constraints that influence the selection of transport modes and storage methods. • Class visit: to a bonded goods warehouse to observe operations. • Question and Answer: teacher led to assess understanding, to take place during the visit. • Paired activity: learners discuss legal and regulatory requirements that will affect operation of a warehouse and choice of transport mode. • Class discussion: teacher-led discussion of findings. • Question and Answers: to assess understanding. 	Unit specification. Presentation slides. Worksheet. Access to a functioning warehouse where bonded goods are stored. Flip chart.

#	Topic	Lesson type	Suggested activities	Resources
18	Assessment Workbook, learning aim C – Task 3 and Task 4	AW	<ul style="list-style-type: none"> • Assessment activity: teacher circulates assessment workbooks and asks learners to complete Tasks 3 and 4. • Lead in: teacher initiates a discussion about all topics that have been covered in the unit. • Paired activity: learners review all topics and discuss the importance of the logistics sector. • Q and A: led by teacher to assess learners' understanding. 	Unit specification. Assessment Workbook. All teaching, learning and research resources for the unit. Computer access.
19	Revision of all topics covered in the unit	RS	<ul style="list-style-type: none"> • Lead in: teacher initiates a discussion about all topics that have been covered in the unit. • Paired activity: learners review all topics and discuss the importance of the logistics sector. • Question and Answer: led by teacher to assess learners' understanding. 	Unit specification. Assessment Workbook. All teaching and learning resources for the unit. Flip chart.
20	Unit review and assessment feedback	AW	<ul style="list-style-type: none"> • Individual tutor/learner review: discussion of assessor feedback. • Teacher-led discussion: learners carry out a progress review, identifying strengths and areas for improvement as a group. • Individual learner activity: individual learners amend their work and resubmit if required. • Teacher-led discussion: learner feedback on entire unit. 	Unit specification Assessment Workbook All teaching and learning resources for unit Flip chart

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	1 (3 hours)
Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • Unit 1 requirements • the assessment and achievement criteria • primary, secondary and tertiary subsectors of the logistics sector.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation on the overview of the logistics sector (PS). • List of different organisations in logistics subsectors (AS). • Flip chart.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (60 minutes)	<ul style="list-style-type: none"> • Teacher: <ul style="list-style-type: none"> ○ introduces the lesson aims ○ introduces the unit and gives an overview of the main topics in the unit ○ explains the assessment requirements for the unit ○ explains knowledge tasks and expectations, including unit content, employer involvement and plagiarism. • Learners have a group discussion on the unit learning aims.
Main activities (90 minutes)	<p>(30 minutes)</p> <ul style="list-style-type: none"> • Teacher consolidates and records key points from the group discussion on a flip chart. <p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher-led presentation on the primary, secondary and tertiary sub-sectors of the logistics sector. • Teacher separates learners into pairs and asks them to identify and list 20 different types of organisation in the logistics sector. • Teacher takes in lists, checks them and redistributes them to different pairs of learners. • In pairs, learners discuss and place each organisation in the relevant sub-sector. • Teacher consolidates learning from paired activity and gives feedback.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher leads a question and answer session on the different subsectors and their definitions to assess individual understanding. • Teacher recaps learning aims and assessment objectives.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	2 (3 hours)
Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> • different organisations in the logistics sector • interaction between different organisations • roles of different organisations in the sector.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation on the different organisations in the logistics sector (PS). • Internet access for learners. • Case studies based on different organisations in the logistics sector (AS). • Flip chart.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (45 minutes)	<ul style="list-style-type: none"> • Teacher introduces session aims. • Teacher introduces learners to the different organisations in the sector, including customs agencies, freight forwarders, transport organisations, warehousing organisations, rail intermodal and airfreight organisations. • Teacher-led discussion on how these different organisations interact with each other.
Main activities (105 minutes)	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher splits learners into pairs and gives each pair one type of organisation to research. • In pairs, learners use the internet to research this type of organisation, to find out exactly what it does and who it interacts with in the supply chain. • In pairs, learners produce a flow diagram showing where the organisation sits within the supply chain and how it relates to other organisations with which it interacts. • Teacher monitors and guides learners in their pairs. • Teacher takes in learner work and distributes it to different pairs for review and comment. <p>(45 minutes)</p> <ul style="list-style-type: none"> • In pairs, learners briefly discuss findings from other learners. • Pairs of learners share their findings with the rest of the group, using the flow diagram to help demonstrate interaction between different organisations. • Teacher consolidates and records main points on a flip chart.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher confirms the main learning points identified in the lesson. • Teacher leads a question and answer session to assess individual learner understanding.
Private study	<ul style="list-style-type: none"> • Learners research one other type of organisation in the logistics sector.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	3 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • integration of the supply chain • the benefits of an integrated supply chain • the methods used to integrate the supply chain.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Guest speaker from a supply chain organisation. • Internet access. • Flip chart. • Company brochure (supply chain organisation). • Presentation on the integration of the supply chain (PS).
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher-led presentation to introduce session aims. • Teacher introduces the topic of integration of the supply chain, to include: agreeing quality standards; sharing data; using integrated technology systems; agreeing responsibilities; and service levels.
Main activities (105 minutes)	(30 minutes) <ul style="list-style-type: none"> • Teacher-led discussion on supply chain integration, followed by a question and answer session with learners. • Teacher splits learners into small groups to discuss and note down the main factors that facilitate integration of the supply chain.
	(45 minutes) <ul style="list-style-type: none"> • Teacher introduces the guest speaker and asks learners to note down any questions they would like to ask. • Guest speaker gives a presentation about supply chain integration. • Teacher leads a question and answer session between learners and guest speaker. • Teacher summarises the main points from the session.
	(30 minutes) <ul style="list-style-type: none"> • Teacher gives a presentation on reverse logistics. • Individually, learners research reverse logistics on the internet and identify its benefits to consumers and retailers/manufacturers.
Concluding activity (45 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion and question and answer session on integration of the supply chain and reverse logistics. • Teacher recaps learning aims and assessment objectives.
Private study	<ul style="list-style-type: none"> • Learners research the guest speaker's organisation and note down what that organisation does to help integrate the supply chain.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	4 (3 hours)
Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> • main modes used to transport goods • types of vehicle/container used to transport goods via different modes • modes of transport used in Uzbekistan.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation about the main modes of transport (PS). • Internet and library access for learner research. • Hard or soft copy handout on methods of transport (AS). • Flip chart.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher introduces session aims. • Teacher introduces the topic via a presentation on the main modes and methods of transporting goods, including road, rail, air, intermodal and pipelines.
Main activities (150 minutes)	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher splits learners into groups of three and asks each group to use the internet or library resources to research the main modes and methods of transporting goods. • Teacher oversees and guides research activity. • Teacher gives each group a different mode of transport and asks them to identify how it is used in Uzbekistan. <hr/> <p>(60 minutes)</p> <ul style="list-style-type: none"> • In groups, learners note down their findings, analysing the strengths and weaknesses of the different modes and methods of transport. • Each group of learners presents their findings to the class, using a flip chart if needed. • Teacher initiates a question and answer session between each group and the other learners. <hr/> <p>(30 minutes)</p> <ul style="list-style-type: none"> • Teacher initiates a group discussion on the different modes and methods of transporting goods. • Teacher recaps learning aims of the session to confirm individual understanding.
Private study	<ul style="list-style-type: none"> • Individually, learners complete an analysis of the pros and cons of each mode of transport.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	5 (3 hours)
Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> • different functions of a warehouse • role of warehousing in the logistics sector
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Access to a functioning warehouse facility, including health and safety induction. • Warehouse brochure or staff handbook.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher introduces the warehouse tour guide to learners. • Teacher/guide informs learners about health and safety considerations in the warehouse. • Teacher asks learners to note down any questions that arise during the tour of the warehouse. • Teacher hands out warehouse brochures/staff handbooks.
Main activities (120 minutes)	(60 minutes) <ul style="list-style-type: none"> • Warehouse tour guide takes learners to each area of the warehouse, explaining the function of each department. • Learners accompany tour guide, following health, safety and security requirements and noting down any questions that come up during the warehouse tour. • Teacher ensures learners follow procedures at all times.
	(30 minutes) <ul style="list-style-type: none"> • Teacher gathers learners into a meeting room at the warehouse and asks the tour guide to take questions from them. • Learners note down answers to their questions.
	(30 minutes) <ul style="list-style-type: none"> • Learners study the warehouse brochure and, individually, think of a question to ask a fellow learner about the role of this warehouse in the supply chain. • Teacher nominates learners in turn to pose their question to one of their peers.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher-led discussion about the visit and key points learned on the role of warehousing in the logistics sector. • Teacher recaps learning aims and assessment objectives.
Private study	<ul style="list-style-type: none"> • Learners research the role of warehousing in the logistics sector.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	6 (3 hours)
Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • Task 1 of the Assessment Workbook (for learning aims A and B) • assessment requirements for Task 1. <p>To recap topics studied so far.</p>
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Internet and library access for research. • Flip chart.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (45 minutes)	<ul style="list-style-type: none"> • Teacher introduces session aims. • Teacher goes through Task 1 and answers any immediate questions. • Teacher recaps all learning activities to date, including: an overview of the logistics sector and subsectors; types of organisation in the logistics sector; integration of the supply chain; the main modes and methods of transporting goods; and the role of warehousing in the logistics sector. • Teacher initiates a group discussion on these topics.
Main activities (105 minutes)	(60 minutes) <ul style="list-style-type: none"> • Learners work individually to research the topics covered so far, as outlined above, using the internet and/or library resources. • Teacher monitors research activities and answers individual questions as they arise. • Learners makes notes to inform Task 1.
	(45 minutes) <ul style="list-style-type: none"> • Teacher splits learners into groups of three. • In their groups, learners discuss their findings and compare notes. • Teacher splits learners into groups of three with different peers. • In their new groups, learners discuss their findings and compare notes.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher brings learners together for a question and answer session on the five topics covered so far, to assess individual learner understanding. • Teacher recaps the session aims.
Private study	<ul style="list-style-type: none"> • Learners continue research in their own time.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	7 (3 hours)

Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> • economic costs of the logistics sector • costs of building and maintaining road, rail and air networks and buildings • costs of ancillary services to road, rail and air networks.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation on building the transport infrastructure and its direct and indirect costs (PS). • Internet access for research, particularly www.export.gov/article?id=Uzbekistan-Transportation-and-Warehousing. • Flip chart. • Assessment Workbook.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher delivers a presentation on the cost of building and maintaining an improved transport infrastructure. • Teacher leads a discussion on the cost of ancillary services and labour in building and maintaining an improved transport infrastructure.
Main activities (120 minutes)	<p>(90 minutes)</p> <ul style="list-style-type: none"> • Teacher splits learners into four groups and asks each group to research one of the following: <ul style="list-style-type: none"> ○ cost implications of developing road infrastructure ○ cost implications of developing rail infrastructure ○ cost implications of developing air infrastructure ○ cost implications of developing waterways and pipeline infrastructure. • Each group carries out research into the costs of developing their allocated transport infrastructure, to include maintenance, ancillary services, availability of fuel, staffing, security and IT networks. Learners may use resources on the internet (for example https://www.export.gov/article?id=Uzbekistan-Transportation-and-Warehousing) and in the library. • Learners discuss their findings in their groups and make notes to inform Task 1 from the Assessment Workbook. • One representative from each group feeds back to the rest of the class using a flip chart if needed. <p>(30 minutes)</p> <ul style="list-style-type: none"> • Teacher asks learners to remain in the same groups and discuss other considerations when developing transport infrastructure, to include: <ul style="list-style-type: none"> ○ local and regional government ○ social considerations and housing ○ public opinion ○ environmental costs.

Activities	Teaching notes
Concluding activity (30 minutes)	<ul style="list-style-type: none"> Teacher brings group together and initiates a discussion on the cost implications of developing transport infrastructure.
Private study	<ul style="list-style-type: none"> In their own time, learners continue to research the plans for developing the transport infrastructure in Uzbekistan.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	8 (3 hours)

Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> • economic benefits of the logistics sector • economic benefits of increasing efficiencies • economic benefits of reducing wastage.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation on the economic benefits of developing the transport infrastructure and reducing wastage (PS). • Internet access for research, particularly http://iteca.uz/trans/eng/ForExhibitors/industry.php. • Flip chart.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (40 minutes)	<ul style="list-style-type: none"> • Teacher introduces the session aims. • Teacher delivers a presentation on the economic benefits of developing the transport infrastructure and reducing wastage. • Teacher initiates a question and answer session on the topic.
Main activities (110 minutes)	(50 minutes) <ul style="list-style-type: none"> • Teacher asks learners to create a questionnaire to ascertain the economic benefits of developing transport infrastructure. • Learners work independently to complete their questionnaires, using various research sources (for example http://iteca.uz/trans/eng/ForExhibitors/industry.php). • Learners give their questionnaire to another learner and ask them to complete it. • Teacher initiates a group discussion, based on the completed questionnaires, on the economic benefits of developing transport infrastructure.
	(30 minutes) <ul style="list-style-type: none"> • Teacher splits learners into pairs and asks each pair to identify the economic benefits of reducing wastage. • In pairs, learners produce a simple diagram showing the economic benefits of reducing waste. • Each pair presents their diagram to the remainder of the class, using a flip chart if needed.
	(30 minutes) <ul style="list-style-type: none"> • Teacher divides the class in two and initiates a debate between the two 'teams': 'Do the economic benefits of developing transport infrastructure outweigh the costs?' • The two teams take opposing sides in the debate.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher brings learners together to discuss the outcomes of the debate. • Teacher initiates a question and answer session to assess individual understanding. • Teacher recaps session aims.
Private study	<ul style="list-style-type: none"> • Learners finish their reports in their own time if they have not completed them during the lesson.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	9 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • job opportunities in the logistics sector • the training and workforce development required in this growing sector • the economic benefit to local, national and international economies.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation on the benefits of growing employment opportunities on the economy (PS) • Internet access (for example https://ciltuk.org.uk/Careers/Jobs, www.bizcommunity.com/JobIndustries/227/11/ct-10.html). • Access to library resources and trade magazines. • Flip chart.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (40 minutes)	<ul style="list-style-type: none"> • Teacher introduces topic. • Teacher delivers a presentation about the benefits for local and national economies of increasing employment opportunities. • Teacher leads a question and answer session following presentation.
Main activities (110 minutes)	<p>(70 minutes)</p> <ul style="list-style-type: none"> • Teacher asks learners to research employment opportunities in the logistics sector, including implications for training and development of the workforce. Learners use library resources, trade magazines and the internet (for example https://ciltuk.org.uk/Careers/Jobs or www.bizcommunity.com/JobIndustries/227/11/ct-10.html). • Learners identify a job role that interests them. • Teacher splits learners into pairs to carry out a role play activity based on a job interview for their chosen role. Learners engage in a two-way interview role play to identify: <ul style="list-style-type: none"> ○ what the job entails ○ what qualifications or previous experience are required ○ prospects for advancement ○ training and development opportunities. • Learners swap roles and repeat the role play. <p>(40 minutes)</p> <ul style="list-style-type: none"> • Teacher splits class into groups of three learners. • In their groups, learners discuss the economic benefits on the local and national economy of: <ul style="list-style-type: none"> ○ growth in this sector ○ increase employment opportunities in this sector. • Each group shares their findings with one other group.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher brings learners together to discuss their findings and initiates a question and answer session to assess individual understanding. • Teacher recaps the learning aims of the session.
Private study	<ul style="list-style-type: none"> • Learners research job roles in the logistics sector.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	10 (3 hours)

Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> • import and export trade in Uzbekistan • economic advantages and disadvantages of an integrated supply chain on trade • impact of import and export trade and its contribution to GDP.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation on the import and export trade in Uzbekistan (PS). • Internet access (for example www.globalsecurity.org/military/world/centralasia/uzbek-econ.htm, www.oecd.org/eurasia/competitiveness-programme/central-asia/Uzbekistan_Peer_review_note_dec2017_final.pdf). • Access to library resources and trade magazines. • Flip chart.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (45 minutes)	<ul style="list-style-type: none"> • Teacher delivers a presentation showing the import and export trade in Uzbekistan, including tariffs and how this affects the balance of trade and GDP. • Teacher initiates a discussion on the topics covered in the presentation.
Main activities (110 minutes)	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher splits learners into pairs to research the import and export trade in Uzbekistan, using library resources, trade magazines and the internet (for example www.globalsecurity.org/military/world/centralasia/uzbek-econ.htm or www.oecd.org/eurasia/competitiveness-programme/central-asia/Uzbekistan_Peer_review_note_dec2017_final.pdf). • Learners identify the top five commodities imported and exported and produce a bar chart to show their findings. • In pairs, learners present their findings to the rest of the class (using a flip chart). • Teacher initiates a question and answer session to discuss findings.
	<p>(50 minutes)</p> <ul style="list-style-type: none"> • Teacher asks learners to work individually to research the economic advantages and disadvantages of an integrated supply chain for trade. • Learners make notes of their findings. • Teacher splits learners into groups of four. • In groups, learners discuss their findings and the impact of import and export trade on GDP.
Concluding activity (25 minutes)	<ul style="list-style-type: none"> • Teacher brings learners together to discuss the import and export trade and how an integrated supply chain is advantageous to increasing GDP. • Teacher initiates a question and answer session to assess individual learner understanding. • Teacher recaps learning aims.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	11 (3 hours)
Lesson objectives	<ul style="list-style-type: none"> • To recap the assessment requirements for Task 1 (learning aims A and B). • Learners to complete Task 1 in Assessment Workbook.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Assessment Workbook (AA). • All teaching and learning resources for unit to date, including learners' notes. • Access to internet, library resources and trade magazines. • Computer access, ideally in a quiet room.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher introduces the aims for the lesson. • Teacher goes through the requirements of Task 1. • Teacher initiates a question and answer session to ensure learners fully understand the requirements of the task.
Main activities (125 minutes)	<ul style="list-style-type: none"> • Teacher instructs learners to work independently to complete Task 1, using the internet and/or library resources and appropriate word processing software. • Teacher monitors learners' progress and answers any queries that arise.
Concluding activity (25 minutes)	<ul style="list-style-type: none"> • Teacher brings learners together to discuss their progress with Task 1 and any issues encountered. • Teacher recaps learning aims. • Teacher informs learners of the deadline for completion of Task 1.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	12 (3 hours)

Lesson objectives	<p>To introduce learners to the:</p> <ul style="list-style-type: none"> • different types of goods transported in Uzbekistan • implications for transport and storage of different types of goods • legislative requirements for transport and storage of different types of goods.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation on the different types of goods that are transported and warehoused in Uzbekistan (PS). • Access to internet and library resources. • Flip chart.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (45 minutes)	<ul style="list-style-type: none"> • Teacher delivers a presentation showing the different types of goods transported and warehoused in Uzbekistan, to include: foodstuffs; temperature-controlled; hazardous; bonded; high value; raw materials; and livestock. • Teacher initiates a class discussion on types of goods.
Main activities (110 minutes)	<div style="border-bottom: 1px solid black; padding-bottom: 10px;"> <p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher splits learners into pairs and allocates one type of goods to each pair (from the list of types in the presentation). • In pairs, learners research the specific transport and storage requirements for their allocated type of goods, to include any legislative/regulatory requirements. • Teacher asks each pair of learners to share their findings with the rest of the class, using a flip chart to demonstrate/list considerations. • Teacher summarises key learning points. </div> <div style="padding-top: 10px;"> <p>(50 minutes)</p> <ul style="list-style-type: none"> • Teacher splits the class into groups of three learners. • Each group puts together a quiz with 10 questions about transport and storage requirements for different types of goods. • Teacher makes or learners make sufficient copies of these quizzes for the other groups in the class. • Teacher distributes the quizzes to groups and asks them to answer the questions in their group. • Learners pass their answers to another group for marking. • Teacher gives the correct answers and confirms the winning team for each quiz. </div>

Activities	Teaching notes
Concluding activity (25 minutes)	<ul style="list-style-type: none">• Teacher initiates a group discussion about types of goods and their storage and transport requirements.• Teacher recaps learning aims and assessment objectives.
Private study	<ul style="list-style-type: none">• Learners familiarise themselves with Unit 1 content for learning aim C.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	13 (3 hours)
Lesson objectives	<ul style="list-style-type: none"> • To consolidate learning from the previous week about the different types of goods transported in Uzbekistan. • To carry out individual tutorials with all learners to assess learning acquired and progress made.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation on the different types of goods transported and warehoused in Uzbekistan (PS). • Internet access and library resources. • Case studies based on different types of goods. • Quiet area for individual tutorials.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher recaps learning aims and content of the previous lesson. • Teacher initiates a class discussion about types of goods.
Main activities (120 minutes)	<ul style="list-style-type: none"> • Teacher hands out case studies about specific transport and storage requirements of different types of goods, to include any legislative or regulatory requirements. • Learners work individually to research the case studies and note their findings. • While learners are carrying out their research, teacher has an individual tutorial with each learner to assess their progress and answer any queries.
Concluding activity (30 minutes)	<ul style="list-style-type: none"> • Teacher initiates a group discussion on storage and transport requirements for different types of goods, in which learners share their findings from the case study research. • Teacher recaps learning aims and assessment objectives.
Private study	<ul style="list-style-type: none"> • Learners familiarise themselves with the unit content of learning aim C.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	14 (3 hours)

Lesson objectives	<p>To introduce learners to the :</p> <ul style="list-style-type: none"> • role of a freight forwarder • choice of the most appropriate transport mode for different types of goods • regulatory requirements for transport of different types of goods cross-border.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation about how the type and status of goods informs selection of transport mode and medium (PS). • Guest speaker from an international haulage company. • Internet access and library resources.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
<p>Starter activity (45 minutes)</p>	<ul style="list-style-type: none"> • Teacher delivers a presentation showing the different types of goods transported, including foodstuffs; temperature-controlled; hazardous; bonded; high value; raw materials; and livestock. Teacher explains how type of goods informs selection of transport mode. • Teacher initiates a class discussion about types of vehicle/container.
<p>Main activities (110 minutes)</p>	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher explains to learners that a guest speaker from an international haulage company is coming to talk to them about how the type of goods, status and destination inform the choice of vehicle type. • Teacher asks learners to prepare a worksheet showing: <ul style="list-style-type: none"> ○ on the left – different types of goods, including bonded and goods for export ○ on the right – gaps to write down the type of vehicle and specific requirements for transport of these goods. • Teacher introduces guest speaker, who talks to learners about how the type of goods, status and destination inform the choice of vehicle type. • Learners complete their worksheets during the presentation. • Teacher summarises key learning points. <p>(50 minutes)</p> <ul style="list-style-type: none"> • Teacher splits class into pairs. • In pairs, learners discuss their completed worksheets, helping each other to fill in any gaps. • In pairs, learners use the internet to find out more about the type of vehicle (including specific features) needed to transport different types of goods. • Learners add their findings to their worksheets.

Activities	Teaching notes
Concluding activity (25 minutes)	<ul style="list-style-type: none"> • Teacher asks pairs of learners to swap their worksheets with another pair. • Teacher initiates a group discussion based on the completed worksheets. • Teacher answers any questions arising from the discussion. • Teacher recaps learning aims and assessment objectives.
Private study	<ul style="list-style-type: none"> • Learners familiarise themselves with the unit content of learning aim C.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	15 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the assessment requirements for Task 2 (learning aim C). • Learners to complete Task 2 in the Assessment Workbook.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Assessment Workbook (AA). • All teaching and learning resources for unit to date, including learners' notes. • Access to internet, library resources and trade magazines. • Computer access, ideally in a quiet room.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher introduces the aims for the lesson. • Teacher goes through the requirements of Task 2. • Teacher initiates a question and answer session to ensure learners fully understand the requirements of the task.
Main activities (125 minutes)	<ul style="list-style-type: none"> • Teacher instructs learners to work independently to complete the report for Task 2, using the internet and/or library resources and appropriate word processing software. • Teacher monitors learners' progress and answers any queries that arise.
Concluding activity (25 minutes)	<ul style="list-style-type: none"> • Teacher brings learners together to discuss their progress with Task 2 and any issues encountered. • Teacher recaps learning aims. • Teacher informs learners of the deadline for completion of Task 2.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	16 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • the effect of different types of goods on security and labelling in transport and storage • reverse logistics • the environmental impact of transport and storage operations.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation on the effect of different types of goods on security and labelling, and their environmental impact, while in transit and storage (PS). • Flip chart. • Access to internet or library resources. • Product/packaging labels (AS). • Picture cards showing different types of vehicle/container (AS).
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher introduces the aims of this lesson. • Teacher delivers a presentation about the effect of different types of goods on choice of transport mode, method of storage, labelling and security. • Teacher initiates a question and answer session about how the types and conditions of goods influence the choice of transport mode.
Main activities (120 minutes)	<div style="border-bottom: 1px solid black; padding-bottom: 10px;"> (30 minutes) <ul style="list-style-type: none"> • Teacher distributes packaging labels to individual learners and asks them to identify what types of goods the labels are for. • Teacher distributes picture cards showing different types of vehicle to individual learners and asks them to identify what types of goods might be transported in each vehicle type. • Learners work independently to record their answers. • Learners compare and discuss their answers in pairs. • Teacher initiates a class discussion about the labels and vehicle types and writes the correct answers on a flip chart. </div> <div style="padding-top: 10px;"> (60 minutes) <ul style="list-style-type: none"> • Teacher splits class into pairs. • In pairs, learners use the internet to research reverse logistics, identifying the pros and cons of reverse logistics for customers and logistics organisations. • Learners make notes and write five questions about reverse logistics. • Teacher asks pairs, in turn, to ask one question at a time to the rest of the class. • Teacher records key points on a flip chart. </div>

Activities	Teaching notes
	<p>(30 minutes)</p> <ul style="list-style-type: none"> • Teacher splits the class into two groups and asks each group to consider the environmental impact of transport and storage operations to include pollution, recycling, wastage, clean-up and reverse logistics. • Each group discusses ways to reduce the environmental impact of transport and storage operations. • Each group writes down the advantages and disadvantages of reducing the environmental impact, and the role of reverse logistics within it. • In turn, groups choose one person to present the group’s ideas to the rest of the class. • Teacher initiates a question and answer session to highlight the main points.
<p>Concluding activity (30 minutes)</p>	<ul style="list-style-type: none"> • Teacher summarises learning activities and initiates a question and answer session to assess individual learning. • Teacher recaps learning aims and assessment objectives.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	17 (3 hours)

Lesson objectives	<p>To introduce learners to:</p> <ul style="list-style-type: none"> • different time constraints that affect storage and transport of goods • the function of a bonded warehouse • constraints that affect scheduling of transport operations.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Presentation about different time constraints that affect storage and transport of goods (PS). • Worksheet about delivery and storage constraints. • Tour of a warehouse for bonded goods. • Flip chart.
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
<p>Starter activity (30 minutes)</p>	<ul style="list-style-type: none"> • Teacher delivers a presentation about the different time constraints that influence the selection of transport modes and storage methods, to include: shelf life of products; customer requirements; bonded goods; just-in-time; legislation governing driving hours; and local restrictions. • Teacher initiates a class discussion about time constraints on movement and storage of goods.
<p>Main activities (135 minutes)</p>	<p>(45 minutes)</p> <ul style="list-style-type: none"> • Teacher hands out a worksheet showing the different constraints that affect choice of delivery mode and storage of goods. • Teacher asks learners to work individually to complete the worksheet, showing the most appropriate method of storage and transportation for each constraint. • Teacher splits the group into pairs and asks them to discuss their responses. • Teacher initiates a question and answer session to summarise key learning points.
	<p>(60 minutes)</p> <ul style="list-style-type: none"> • Teacher introduces tour guide who will show learners around the bonded area of the warehouse. • Learners ask questions as they arise during the tour of the bonded area. • Teacher brings the group together to discuss what has been observed and learned.
	<p>(30 minutes)</p> <ul style="list-style-type: none"> • Teacher splits learners into groups of four and asks them to discuss the legal and regulatory requirements that will affect the operation of a warehouse and the choice of transport mode. • Learners make notes in their groups. • Teacher invites each group in turn to share their ideas with the rest of the class, using their notes and a flip chart. • Teacher summarises the main points covered.

Activities	Teaching notes
Concluding activity (15 minutes)	<ul style="list-style-type: none">• Teacher answers any questions arising.• Teacher recaps learning aims and assessment objectives.
Private study	<ul style="list-style-type: none">• Learners research the purpose and benefits of bonded warehousing.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	18 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To introduce the assessment requirements for Task 3 and Task 4 (learning aim C). • Learners to complete Task 3 and Task 4 in the Assessment Workbook.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Assessment Workbook (AA). • All teaching and learning resources for unit to date, including learners' notes. • Access to internet, library resources and trade magazines. • Computer access, ideally in a quiet room.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher introduces the aims for the lesson. • Teacher goes through the requirements of Task 3 and Task 4. • Teacher initiates a question and answer session to ensure learners fully understand the requirements of the task.
Main activities (125 minutes)	<ul style="list-style-type: none"> • Teacher instructs learners to work independently to complete Task 3 and Task 4, using the internet and/or library resources and appropriate word processing software. • Teacher monitors learners' progress and answers any queries that arise.
Concluding activity (25 minutes)	<ul style="list-style-type: none"> • Teacher brings learners together to discuss the progress with Task 3 and Task 4 and any issues encountered. • Teacher recaps learning aims. • Teacher informs learners of the deadline for completion of Task 3 and Task 4.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	19 (3 hours)
Lesson objectives	<ul style="list-style-type: none"> • To reinforce learning acquired over the previous 18 weeks. • To confirm understanding of all the criteria in the unit.
Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Assessment Workbook (AA). • All teaching and learning resources for unit to date, including learners' notes and completed worksheets. • Flip chart.
<p>Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide; AA: Assessment Activity</p>	

Activities	Teaching notes
Starter activity (30 minutes)	<ul style="list-style-type: none"> • Teacher introduces the lesson and states the objectives. • Teacher presents an overview of the content for each topic covered during the unit. • Teacher initiates a question and answer session about all unit content.
Main activities (130 minutes)	(90 minutes) <ul style="list-style-type: none"> • Teacher splits the class into three groups and gives each group one of the unit learning aims and the relevant teacher-led presentations. • In their groups, learners discuss the content of their learning aim. • Learners use the internet to explore in more depth the learning aim and unit content; they write notes summarising the learning acquired. • Teacher asks each group in turn to present their findings to the rest of the class.
	(40 minutes) <ul style="list-style-type: none"> • Learners from each group ask questions of the other groups to clarify understanding of each learning outcome. • Teacher initiates a group discussion of all three learning outcomes.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Teacher recaps learning aims and assessment criteria for Unit 1.
Private study	<ul style="list-style-type: none"> • Learners review all assessment tasks for this unit.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Warehouse Supervision
Unit	Unit 1: Introduction to Logistics
Lesson number	20 (3 hours)

Lesson objectives	<ul style="list-style-type: none"> • To reinforce learning acquired over the previous 19 weeks. • To confirm understanding of all the criteria in the unit. • To review assessor feedback and identify strengths and areas for improvement.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification. • Assessment Workbook (AA). • All teaching and learning resources for unit to date, including learners' notes and completed worksheets. • Flip chart. • Internet access.
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide;
AA: Assessment Activity

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> • Teacher introduces the session, states the lesson objectives and recaps the content of the previous lesson. • Teacher initiates a question and answer session to answer questions arising from the previous lesson.
Main activities (165 minutes)	<ul style="list-style-type: none"> • Teachers gives summative assessment feedback for the unit to each learner individually. • Teacher confirms and records grades subject to assessment and internal verification.

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