



GQA PAA\VQSET LEVEL 2

CERTIFICATE IN WAREHOUSING AND STORAGE

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Centre Qualification Handbook

Competence-based Qualifications

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INTRODUCTION TO THE HANDBOOK

This qualification sits within the Regulated Qualifications Framework (RQF).

This Qualification Handbook has been developed to ensure that GQA Centres understand the requirements of the qualification. The Handbook contains the following information:

- Qualification Structure
- Assessment Requirements
- Assessment Methods
- Glossary
- Qualification Units

This Qualification Handbook has been developed to provide support in the implementation of the qualification as well as giving information to ensure that the assessment and quality assurance is consistent, robust and reliable within each centre and nationally. The handbook also contains details of the skills and/or knowledge the learner must obtain to achieve the units and qualification.

Qualification Structure

This section of the handbook summarises the content of the qualification and the skills and/or knowledge learners that achieve it can be expected to gain. It also outlines the units required to achieve the qualification and will give the learner an idea of how long the qualification will take to achieve through the Total Qualification Time (TQT) and how much contact time they can expect through the Guided Learning Hours (GLH). It also provides information about possible progression opportunities once the qualification has been achieved.

Assessment Requirements

The assessment requirements for the qualification will cover any specific information about how the qualification may be assessed, such as whether assessors require specific qualifications or occupational competence and whether simulation is permitted in the achievement process.

Assessment Methods

This section summarises the different assessment methods and types of evidence that support assessment; these may be used to demonstrate competence or the achievement of knowledge and understanding.

Qualification Units

The unit overview summarises the content of the unit and the skills and/or knowledge the learner will have gained on achievement of the unit. The units may also contain additional information in the assessment context which will describe the areas to be covered and any appropriate assessment guidance and evidence requirements which will outline additional assessment requirements and should be built into assessment plans and included on assessment records. The unit detail will also confirm whether simulation is permitted for that particular unit.

Qualification Assessment and Support Materials

Centres will be sent the following qualification assessment and support materials:

- Assessment Forms - it is not mandatory to use these forms. Centres may wish to use their own assessment documentation - these should be approved by the External Verifier prior to use.
- Learner Guide
- Qualification Handbook
- Registration Spreadsheet & Certification Claim Forms

LEVEL 2 CERTIFICATE IN WAREHOUSING AND STORAGE

Qualification Summary

This qualification will provide recognition of the skills and knowledge of individuals working in warehousing and storage. It covers health, safety and security at work; developing effective working relationships with colleagues; dealing with goods and orders; cleanliness and hygiene; moving goods using various types of equipment and stock keeping.

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Guided Learning Hours (GLH)

Guided Learning Hours are the time the learner is under the immediate supervision or guidance of a lecturer, supervisor, tutor or other appropriate provider or education or training.

The GLH for this qualification is 102

Total Qualification Time (TQT)

Total Qualification Time is comprised of 2 elements:

1. GLH
plus
2. an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by (but not under the immediate supervision of) a lecturer, supervisor, tutor or other appropriate provider or education or training

The TQT for this qualification is 260

Achieving the Qualification

To achieve the qualification learners must complete a minimum of 26 Credits (maximum of 32 Credits)

Mandatory Units: 2 Mandatory Units must be achieved, totalling 7 Credits.

Optional Units: Learners must achieve 2 Optional Units from Group 1, 1 Optional Unit from Groups 2, 3 and 4; and any combination of Units from Option Group 5 to a minimum of 6 Credits.

Mandatory Units

Unit No.	Unit Name	Credit Value
ABC 01	Health, Safety and Security at Work	3
2SfL22	Develop effective working relationships with colleagues in logistics operations	4

Option Group 1

Learners must achieve 2 Optional Units from Group 1.

Unit No.	Unit Name	Credit Value
2SfL20	Pick goods in logistics operations	3
2SfL21	Wrap and pack goods in logistics operations	3
2SfL26	Place goods in storage in logistics operations	4

2SfL29	Process orders for customers in logistics operations	3
2SfL30	Assemble orders for dispatch in logistics operations	3

Option Group 2

Learners must achieve 1 Optional Unit from Group 2, 3 and 4.

Unit No.	Unit Name	Credit Value
2SfL16	Maintain the cleanliness of equipment in logistics operations	3
2SfL18	Keep work areas clean in logistics operations	3
2SfL28	Maintain hygiene standards in handling and storing goods in logistics operations	3

Option Group 3

Learners must achieve 1 Optional Unit from Group 2, 3 and 4.

Unit No.	Unit Name	Credit Value
2SfL19	Moving and/or handling goods in logistics operations	4
2SfL24	Use equipment to move goods in logistics operations	3
2SfL161	Use an industrial forklift truck in logistics operations	1
2SfL162	Use a hoist in logistics operations	1
2SfL163	Use a forklift side-loader in logistics operations	1
2SfL164	Use a compact crane in logistics operations	1

Option Group 4

Learners must achieve 1 Optional Unit from Group 2, 3 and 4.

Unit No.	Unit Name	Credit Value
2SfL17	Keep stock at required levels in logistics operations	3
2SfL34	Check stock levels and stock records	3

Option Group 5

Learners must achieve any combination of Units from Option Group 5 to a minimum of 6 Credits.

Unit No.	Unit Name	Credit Value
2SfL12	Contribute to the provision of customer service in logistics operations	3
2SfL23	Operate equipment to perform work requirements in logistics operations	8
2SfL25	Receive goods in logistics operations	3
3SfL27	Maintain the safety and security of hazardous goods and materials in logistics operations	6
2SfL31	Process returned goods in logistics operations	3

2SfL32	Sort goods and materials for recycling or disposal in logistics operations	3
3SfL33	Supervise the receipt, storage or dispatch of goods	6
FSL2	Principles of food safety in logistics	1

Progression

This Level 2 Certificate has been developed from the Warehousing and Storage National Occupational Standards (NOS).

Further information can be found on the GQA website www.GQAQualifications.com or on the Register of Regulated Qualifications website <http://register.ofqual.gov.uk>

ASSESSMENT REQUIREMENTS

Assessors must ensure that, when assessing the skills, knowledge and/or understanding, the evidence produced by learners is:

- Valid - does evidence meet the requirements described in the unit?
- Authentic - has the learner produced the evidence?
- Current - has the evidence been produced recently and does it demonstrate current competence?
- Sufficient - is there enough evidence to demonstrate competence?

to enable reliable and consistent judgements to be made about the achievement of all the requirements of the unit(s) and qualification.

GQA Centres must ensure that people involved in the assessment process have the appropriate expertise and are adequately informed and supported to fulfil their responsibilities.

ASSESSMENT STRATEGY

Below is the information to support the assessment requirements of the qualification:

- Mandatory use of evidence from workplace performance
- Use of Simulation
- Occupational competence of assessors and verifiers

Mandatory use of evidence from workplace performance

- a. Unless the use of simulation is expressly permitted within the qualification or unit specific evidence requirements, evidence must demonstrate the learner's competence in a real or realistic environment.
- b. Knowledge and Understanding will be assessed via (pre-set and/or free form) questions, or by inference from performance, which cover three primary types of knowledge:
 - Knowledge of facts and procedures
 - Understanding of principles, concepts and underpinning procedures
 - How to apply principles and procedures in specific contexts

All questions must be asked by the assessor at appropriate moments throughout the assessment process, preferably linked to observed activity and/or review of documentary evidence. The questions asked of, and answers provided by, the learner must be recorded.

Use of Simulation

- c. The qualification or unit specific assessment requirements will define where evidence from simulation is acceptable, and in which contexts.

Simulation should be used only where direct evidence of learner performance cannot be obtained. Under these circumstances simulation may be used for summative assessment. Reasons for the use of simulation should be made clear to and agreed by the external verifier and should include the following details:

- which competence (and standards) the simulation was designed to assess;
- the kind of equipment, facilities and physical environment proposed for the simulation of performance. It is unlikely that the External Verifier will approve a simulation if it does not involve real plant and equipment;
- how the simulated activity relates to the learner's normal work context in terms of the pressures of time, access to resources and access to information, and the communication media; and

- how the simulation was set up and conducted, preferably supported by physical evidence such as photographs or inspection of a test rig.

Assessors, internal verifiers and external verifiers should monitor the proportion of evidence generated via simulations to ensure that it is not the primary source of a learner's claim to competence.

- d. Under these circumstances simulations are reserved for aspects of competence illustrated by the following contexts:
 - where demonstration of emergency shutdown and related safety procedures would be; **dangerous and/or disruptive** to plant/environment/individuals; **too costly** such as total plant shutdown or dealing with spillage of dangerous substances; where **issues of confidentiality** restrict access to real work opportunities;
 - demonstrating specific aspects of the operation which rarely or never occur due to effective quality assurance systems;
 - the capacity to integrate disparate knowledge to cope with unforeseen events and to solve problems; or
 - aspects of working relationships and communications for which no opportunity has presented for the use of naturally occurring workplace evidence of learner performance.
- e. Simulation must enable the individual to demonstrate competence in a real or realistic work environment. In this context this means in specialist centres which replicate the workplace in terms of equipment and environment, reflect normal working situations and use relevant industrial or commercial standards and procedures. Short work placements or non-realistic work environments which do not replicate the pressures and requirements of normal commercial or industrial activities will not be acceptable. The bulk of the learner's evidence should be drawn from their normal working activity and not consist of artificially contrived opportunities for one-off demonstration of competence. Similarly equipment must be that used in current commercial and industrial contexts. Procedures and standards used should be those which are nationally or internationally recognised or devised by specific companies as standard operating procedure.
- f. Simulation must enable the individual to acquire his/her skills and knowledge in a realistic work environment. In this context this means in specialist centres which replicate the workplace in terms of equipment and environment, it reflects normal working situations and uses relevant industrial or commercial standards and procedures. Where possible providers should attempt to replicate the pressures and requirements of normal commercial or industrial activities. Equipment must be that used in current commercial and industrial contexts. Procedures and standards used should be those which are nationally or internationally recognised or devised by specific companies as standard operating procedure.
- g. Circumstances outside of those listed in Section D above may also be considered suitable for the use of simulation with the agreement of the External Verifier and GQA. Under these circumstances simulation may be used for formative assessment only.

Occupational competence of Assessor and Verifiers

h. Assessors:

- must be competent in the units they are assessing. This is shown through the assessor having achieved the award they are assessing OR providing quality evidence to the external verifier that they are able to make valid judgements of the competence of learners. This could be done through a combination of a) personal interview, b) review of employment histories and/or c) examination of the assessor's judgement during assessments.
- must have a working knowledge of awards and a full understanding of that part of the award for which they have responsibility.
- should hold or be working towards suitable qualifications for assessment, as defined by GQA.

i. Internal verifiers:

- must be either working in the appropriate sector itself OR they must be able to demonstrate they possess practical and up-to-date knowledge of current working practices appropriate to the sector in which they are carrying out verification practices; and
- must be appointed by a GQA recognised centre
- must have a working knowledge of the awards they are internally verifying
- should hold or be working towards suitable qualifications for verification, as defined by GQA.

Specific criteria for the Assessment and Verification of Warehousing and Storage

Assessors

In the case of qualifications titled Warehousing and Storage, 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 learner 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.

ASSESSMENT METHODS AND TYPES OF EVIDENCE

The following section gives information on the different assessment methods/types of evidence that support assessment. The following assessment methods/types of evidence may be used to demonstrate competence or that the learner has achieved the required level of knowledge and understanding.

Observation of Performance

Observation allows the assessor to see learners carrying out their work activities. It will take place primarily in the workplace but can also be undertaken in a training scheme. Natural discussion should take place where possible during observation, allowing the assessor to ask questions relating to what they are observing at the time. Assessors must capture their observations either by a written report and/or other methods (e.g. video, audio recording).

Questioning

This method of assessment can be used to ensure that the learner has knowledge and understanding to support their skills. Questions can be used to check knowledge - these questions can either be verbal during or at the end of an observation, or they can be set in a written format in formal or informal conditions. As some units may focus entirely on learners' knowledge, assessors may encourage a variety of evidence to meet the requirements of the unit - use of verbal and/or written questions, learner statements and professional discussion (see below). Verbal questioning or professional discussion should be captured, either by written notes or audio recording.

Products

Work product evidence may be generated as a result of work activities undertaken by learners, and could include reports, letters, or records of work carried out.

Witness Statement or Testimony

A Witness Statement or Testimony is confirmation by others that the learner carried out an activity or series of activities relevant to the requirements of the unit. It could be written by the learner and signed by the witness to confirm that it did take place, or the witness may write the statement. Alternatively, the assessor could speak to the witness and record the discussion. The statement can then be used as evidence within an assessment.

There may be occasions when an Expert Witness may be required to contribute to the assessment process. GQA's definition of an Expert Witness is 'an experienced employee who works in partnership with the assessor, by observing the learner carrying out their duties and recording their observations in line with the assessment procedures'. It should be noted that while the Expert Witness makes a valued contribution to the assessment process, it is the assessor who makes the assessment decision.

Simulation

Simulations are a source of performance evidence showing how an activity is carried out. Simulations require careful planning to ensure that they reflect as near as possible "real life" conditions and the requirements of the qualification(s). As a result of this the costs to set up a simulation may be considerable. Simulations are likely to be used in the following situations:

- they occur infrequently (e.g. dealing with emergencies)
- they involve unusual working conditions (e.g. working in isolation, outside the workplace)
- the work is hazardous
- it is not cost effective

Any use of simulation should be discussed and agreed with the GQA External Verifier and approved prior to implementation.

Recognition of Prior Learning (RPL)

This is the process whereby credit is given to experienced individuals for their previous achievements. It requires careful mapping of the individual's experience to the unit(s) to ensure that it meets the requirements. This exercise must be referred to the External Verifier to ensure that all the evidence presented is acceptable.

Professional Discussion

A Professional Discussion gives the learner the opportunity to tell their assessor what they are doing and why they are doing it in a particular way. The discussion should be supported by appropriate evidence - an observation report, work product or witness testimony. Professional Discussions should be planned to give the learner the chance to prepare, and should be recorded.

Learner Statements

A Learner Statement is an account of an activity that took place, described by the learner. A detailed statement could demonstrate skill, and also provides evidence of knowledge and understanding. Learner statements should be authenticated by an appropriate person.

Photographs and use of other media

Photographs and use of other media, e.g. video and audio, can provide detail of work activities carried out and questioning. Photographs are more effective when used with supporting statements. Video and audio evidence should be effectively referenced to allow specific activities or questioning to be found easily. It is important to note that if photographs and other media are to be used, the learner and assessor should ensure that permission is gained from all people who may be involved.

GLOSSARY

Term	Definition
Access Arrangements	Arrangements that are approved in advance of an examination or assessment to allow achievement to be demonstrated by learners with a disability, special learning needs (including where the learner's first language is not English, Welsh or Irish) or to avoid unlawful discrimination
Appeal	The process through which an awarding organisation may be challenged on the outcome of an enquiry about results or, where appropriate, other procedural decisions affecting a centre or an individual learner
Assessment	The process of making judgements about the extent to which a learner's work meets the requirements of a unit, or any additional assessment requirements of a qualification
Assessor	A person who assesses a learner's work
Award of Qualifications	A certificate (electronic or paper-based) issued to an individual that recognises their achievement
Award	A qualification with a TQT value between 10 and 129
Awarding Organisation	A body recognised by the qualifications regulators to award qualifications
Centre	An organisation accountable to an awarding organisation for assessment arrangements leading to the award of qualifications
Centre Recognition	A process through which a centre wishing to offer an award or awards is confirmed as being able to maintain the required quality and consistency of assessment, and comply with other requirements of the awarding organisation
Certificate (1) for a Unit or Qualification	A record of attainment of a qualification issued by an awarding organisation
Certificate (2)	A qualification with a TQT value between 130 and 369
Credit	An award that may be made to a learner in recognition of the achievement of a unit or qualification
Credit Value	The number of credits that may be awarded to a learner for the successful achievement of a unit or qualification
Diploma	A qualification with a TQT value of 370 or above
Guided Learning Hours	The number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification
Learning Time	The amount of time a learner at the level of the unit is expected to take, on average, to complete the unit to the standard required
Level	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner in demonstrating that achievement

Term	Definition
Mandatory Units	Units that must be achieved for the qualification to be awarded
National Occupational Standards (NOS)	Describe what a person needs to do, know and understand in a job to carry out the role in a consistent and competent way
Optional Unit	A unit that a learner may choose to complete to achieve the required number of units for award of the qualification
Pathway	A route to the achievement of a qualification that requires particular units to be achieved and is identified by an endorsement to a qualification title
Qualification	An award made to a Learner for the achievement of the required units or other components for that qualification
Qualification Level	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner, represented by a qualification
Qualifications Regulators	Government-designated statutory organisations required to establish national standards for qualifications and secure consistent compliance with them
Recognition of Prior Learning (RPL)	A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning
Sector Skills Council	A body responsible for formulating and reviewing occupational standards for a specific sector across the UK, and for supporting the development of units and qualifications based on these standards. Each SSC is an employer-led, independent organisation and is licensed by government
Standardisation Of Assessment	A process to ensure that assessment leading to the award of qualifications is applied consistently by individuals, centres and awarding organisations
Unique Learner Number (ULN)	The unique number that is used to identify an individual learner
Unit	A component of a qualification

LEVEL 2 CERTIFICATE IN WAREHOUSING AND STORAGE

CONTENT OF THE QUALIFICATION

MANDATORY UNITS

UNIT ABC 01	HEALTH, SAFETY AND SECURITY AT WORK
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	20

Unit Overview

This unit is for those who take responsibility for their own health, safety and security in the workplace, and monitor the workplace for hazards. The job role involves contributing to the safety and security in the workplace, taking action in the event of an incident, raising the alarm, following correct procedures, using emergency equipment correctly and safely, and monitoring the workplace for hazards.

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show different examples of the learner's competence over a period of time (approximately 3 months) in activities relating to this unit.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is acceptable in the assessment of this unit.

Information on use of Assessment Context

Assessment should be in the work place as much as possible. If simulated activities are used as part of the assessment process, these should be approved by the External Verifier prior to assessment taking place.

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to work safely	1.1. Take appropriate action in the event of fire, emergencies or accidents 1.2. Identify where alarms, emergency exits, escape routes, emergency equipment and assembly points are located 1.3. Demonstrate safe and appropriate use of emergency equipment 1.4. Discriminate between different alarm sounds 1.5. Comply with equipment operating procedures and manufacturer's instructions 1.6. Demonstrate safe handling and lifting techniques 1.7. Demonstrate correct use and maintenance of any protective clothing and/or equipment 1.8. Comply with personal responsibilities under the Health & Safety at Work Act / COSHH 1.9. Identify who the nominated first aiders are
2. Be able to monitor the workplace for hazards	2.1. Identify hazardous substances that are used in the workplace and demonstrate methods of making them safe or reducing their danger in the event of an accident 2.2. Identify hazards posed by machinery that is used in the workplace and demonstrate methods of making safe or reducing their danger in the event of an accident 2.3. Demonstrate how to handle and store hazardous substances including debris 2.4. Demonstrate how to store materials and equipment 2.5. Explain what the most likely accidents and emergencies in the workplace are and how to deal with them 2.6. Comply with personal responsibilities under the COSHH (Control of Substances Hazardous to Health)
3. Be able to contribute to workplace security	3.1. Outline and comply with the organisation's rules, codes, guidelines and standards relating to security 3.2. Explain how to deal with loss of property

UNIT 2SFL22	DEVELOP EFFECTIVE WORKING RELATIONSHIPS WITH COLLEAGUES IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	4
GUIDED LEARNING HOURS	15

Unit Overview

What this unit is about

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 for reducing conflicts with others.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show different examples of the learner's competence over a period of time (approximately 3 months) in activities relating to this unit.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to develop effective working relationships with colleagues in logistics operations	1.1. Explain the relevant organisational policies and procedures for developing effective working relationships in logistics operations that relate to:- • Health, safety and security • Quality standards • Confidentiality • Equality and diversity 1.2. Describe own roles and responsibilities and those of colleagues 1.3. Explain the importance of good communication methods 1.4. Explain the importance of feedback to improve work performance 1.5. Explain how to identify learning needs and the opportunities for learning that are available 1.6. Explain how to deal constructively with misunderstandings and difficulties that can arise in working relationships
2. Be able to develop effective working relationships with colleagues in logistics operations	2.1. Communicate with colleagues effectively 2.2. Confirm tasks, priorities and responsibilities clearly and accurately with colleagues 2.3. Respond to requests from colleagues that fall within your responsibility 2.4. Report any circumstances that prevent the achievement of quality standards 2.5. Obtain information and assistance from colleagues 2.6. Seek relevant feedback on work achievements and performance from relevant people 2.7. Determine own learning needs based on feedback and observation of own performance 2.8. Agree a learning plan that outlines realistic development opportunities and timescales

OPTION GROUP 1

UNIT 2SFL20	PICK GOODS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	15

Unit Overview

What this unit is about

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.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to pick goods in logistics operations	1.1. Explain the relevant organisational policies and procedures for picking goods in logistics operations that relate to:- • Health, safety and security requirements • Environmental factors • Special requirements • Personal protective equipment • Picking methods 1.2. Identify any specific hazards in relation to moving and handling the goods 1.3. Describe the types of equipment that can be used to pick the goods 1.4. Describe the correct handling methods for the goods 1.5. Describe the roles and responsibilities of colleagues in relation to picking goods 1.6. Identify problems that can occur when picking and handling the goods 1.7. Explain appropriate action when dealing with identified problems
2. Be able to pick the goods in logistics operations	2.1. Locate the goods to be picked 2.2. Apply correct picking methods/equipment for the type of goods and size of order 2.3. Use the correct handling methods and/or picking equipment to pick the goods
3. Be able to prepare the goods for assembling orders in logistics operations	3.1. Place the goods into the appropriate location, receptacle or onto pallets 3.2. Position the picked goods ready for assembling orders 3.3. Use the correct handling methods and/or equipment to place the goods correctly for assembling orders

UNIT 2SFL21	WRAP AND PACK GOODS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	12

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to prepare the goods for wrapping and packing in logistics operations	1.1. Explain the relevant organisational policies and procedures for packing the goods in logistics operations that relate to:- • Health, safety and security requirements • Environmental factors • Special requirements • Personal protective equipment • Waste minimisation and disposal 1.2. Describe the types of wrapping and packing materials to be used for packing the goods 1.3. Describe the tools and equipment to be used for packing the goods 1.4. Describe the roles and responsibilities of colleagues in relation to packing the goods 1.5. Identify problems that can occur when wrapping and packing the goods 1.6. Explain appropriate action when dealing with identified problems
2. Be able to wrap and pack the goods in logistics operations	2.1. Check that the goods being packed match the specifications provided in the information 2.2. Comply with all health, safety and security issues relating to wrapping and packing the goods 2.3. Schedule the packing of the goods according to agreed work instructions 2.4. Protect goods from damage while they are being packed 2.5. Use the appropriate tools and equipment safely in accordance with organisational procedures 2.6. Pack, wrap and seal goods using the correct type and quantity of packing materials 2.7. Minimise waste 2.8. Label the packages with the correct information for further use 2.9. Dispose of waste materials correctly and promptly

UNIT 2SFL26	PLACE GOODS IN STORAGE IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	4
GUIDED LEARNING HOURS	16

Unit Overview

What this unit is about

This unit is about placing goods into storage in logistics operations 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.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how to place goods in storage in logistics operations	1.1. Explain the relevant organisational policies and procedures for placing the goods into storage in logistics operations, that relate to:- • Health, safety and security • Environmental factors • Special requirements • Storage conditions • Stock rotation 1.2. Describe the different sources and types of information required for placing the goods 1.3. Describe the areas for storing different types of goods 1.4. Explain the importance of preparing storage areas before placing goods 1.5. Describe the equipment and facilities required in the area receiving goods 1.6. Explain the correct handling methods for different types of goods 1.7. Identify problems that can occur when placing goods in storage 1.8. Explain appropriate action when dealing with identified problems
2. Be able to place goods in storage in logistics operations	2.1. Ensure that the area is clean, tidy and clear of obstructions 2.2. Use the correct handling methods and/or equipment to place the goods into storage 2.3. Place the goods in the correct location for space utilisation, to prevent damage and meet distribution requirements 2.4. Update stock control records accurately 2.5. Communicate clearly and accurately, with appropriate people, the monitoring and storage arrangements for the goods

UNIT 2SFL29	PROCESS ORDERS FOR CUSTOMERS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	10

Unit Overview

What this unit is about

This unit is about identifying customers order requirements and any problems with the order. It deals with the information that should be passed on to customers and the recording of information.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how prepare for the processing of orders to customers in logistics operations	1.1. Explain the relevant organisational policies and procedures for processing orders for customers in logistics operations, that relate to:- • Health, safety and security • Personal protective equipment • Environmental factors • Special requirements • Stock control and ordering systems • The importance of confidentiality 1.2. Describe different types of customer 1.3. Explain the information required for processing customer orders 1.4. Identify problems that can occur when processing orders for customers 1.5. Explain appropriate action when dealing with identified problems
2. Be able to process orders for customers in logistics operations	2.1. Obtain information to process orders for customers 2.2. Provide customers with the correct delivery information 2.3. Pass on orders and invoicing information to the appropriate people 2.4. Demonstrate how to deal with enquires relating to the processing of orders 2.5. Communicate effectively with different types of customers 2.6. Store customers' details securely and in accordance with organisational policies and procedures

UNIT 2SFL30	ASSEMBLE ORDERS FOR DISPATCH IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	12

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to assemble orders for dispatch in logistics operations	1.1. Explain the relevant organisational policies and procedures for assembling orders for dispatch in logistics operations, that relate to:- • Health, safety and security • Personal protective equipment • Environmental factors • Special requirements • Stock recording systems • Scheduling 1.2. Describe the characteristics of the order to be assembled 1.3. Explain the handling methods and equipment to be used when assembling the orders 1.4. Identify problems that can occur when assembling orders for dispatch 1.5. Explain appropriate action when dealing with identified problems
2. Be able to assemble the orders for dispatch in logistics operations	2.1. Obtain information to assemble the orders for dispatch 2.2. Check that the area used to dispatch to goods is clean and clear of obstructions and hazards 2.3. Check that the goods are in stock and accessible for assembly 2.4. Assemble the order with the correct type and quantity of goods ready for dispatch, in accordance with the information obtained 2.5. Demonstrate how to maintain the condition of the goods whilst the order is being assembled

OPTION GROUP 2

UNIT 2SFL16	MAINTAIN THE CLEANLINESS OF EQUIPMENT IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	10

Unit Overview

What this unit is about

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.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to prepare self and equipment for inspection and cleaning in logistics operations	1.1. Explain the relevant organisational policies and procedures, in relation to inspecting and maintaining the cleanliness of equipment in logistics operations, that relate to:- • Health, safety and security • Legal requirements • Operating requirements • Personal protective equipment • Waste disposal • Replenishment 1.2. Describe how to ensure the equipment is safe before routine inspection and cleaning 1.3. Explain the following, in relation to the equipment that is to be inspected and cleaned:- • Cleaning routines • Methods • Materials 1.4. Identify problems that can occur with inspecting and maintaining the cleanliness of the equipment 1.5. Explain appropriate action when dealing with the identified problems
2. Be able to inspect and maintain the cleanliness of equipment in logistics operations	2.1. Use the correct Personal Protective Clothing when inspecting and cleaning the equipment 2.2. Use the correct cleaning routines according to organisational procedures and the required timescales 2.3. Use the approved cleaning methods and materials as specified in the manufacturer's instructions
3. Be able to undertake post cleaning procedures for keeping the equipment in good working order in logistics operations	3.1. Dispose of waste in accordance with health and safety, and operational procedures 3.2. Check that the equipment can be safely returned to operating conditions after cleaning 3.3. Store any unused cleaning materials correctly according to manufacturer's instructions 3.4. Replenish used materials

UNIT 2SFL18	KEEP WORK AREAS CLEAN IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	10

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the requirements relating to the cleaning of work areas in logistics operations	1.1. Explain the relevant organisational policies and procedures for cleaning work areas in logistics operations, that relate to:- • Health, safety and security • Environmental factors • Legal requirements • Operating requirements • Personal protective equipment • Personal health and hygiene standards • Replenishment • Waste disposal 1.2. Describe different procedures to maintain cleanliness in different work areas 1.3. Explain the importance of keeping the workplace clean and tidy for health and safety purposes 1.4. Identify problems that can occur when maintaining the cleanliness of work areas 1.5. Explain appropriate action when dealing with the identified problems
2. Be able to carry out correct cleaning procedures in logistics operations	2.1. Use Personal Protective Equipment correctly 2.2. Clean the work area thoroughly using the correct cleaning materials 2.3. Protect people in the work area from cleaning hazards during the cleaning process 2.4. Use the correct signage during the cleaning process 2.5. Follow operational procedures to ensure that other people are not inconvenienced during the cleaning process
3. Be able to follow post cleaning procedures in logistics operations	3.1. Dispose of any waste in accordance with organisational procedures 3.2. Ensure any unused cleaning materials are stored correctly according to manufacturer's instructions 3.3. Replenish used materials

UNIT 2SFL28	MAINTAIN HYGIENE STANDARDS IN HANDLING AND STORING GOODS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	16

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show different examples of the learner's competence over a period of time (approximately 3 months) in activities relating to this unit.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to maintain hygiene standards when handling and storing goods in logistics operations	1.1. Explain the relevant organisational policies and procedures for maintaining hygiene standards in handling and storing goods in logistics operations, that relate to:- • Health, safety and security • Protective clothing • Personal hygiene • Environmental factors • Special requirements • Waste disposal 1.2. Identify problems that can occur when maintaining hygiene standards when handling and storing goods 1.3. Explain appropriate action when dealing with identified problems
2. Be able to maintain standards of hygiene when handling and storing goods in logistics operations	2.1. Maintain standards of personal hygiene required for the handling and storage of goods in specific storage environments 2.2. Use the correct protective clothing in relation to the goods and the storage environment 2.3. Apply the hygiene standards required to maintain the quality and condition of the goods and the storage environment 2.4. Handle the goods using the correct handling methods and equipment 2.5. Dispose of waste in accordance with organisational policies and procedures

OPTION GROUP 3

UNIT 2SFL19	MOVING AND/OR HANDLING GOODS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	4
GUIDED LEARNING HOURS	25

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to move and/or handle goods in logistics operations	1.1. Explain the relevant organisational policies and procedures for moving and/or handling goods in logistics operations that relate to:- • Health, safety and security • Environmental factors • Special requirements • Legal requirements • Operating requirements • Personal protective equipment 1.2. Identify any specific hazards in relation to moving and/or handling the goods 1.3. Describe methods for moving and/or handling the goods safely 1.4. Explain circumstances when assistance is required to move and/or handle the goods and how this assistance is applied 1.5. Identify problems that can occur when moving and/or handling the goods 1.6. Explain appropriate action when dealing with identified problems
2. Be able to move and/or handle the goods in logistics operations	2.1. Identify the goods to be moved and/or handled 2.2. Use suitable handling methods to move the goods safely and correctly 2.3. Position and set down the goods in the required location 2.4. Place the goods so that they can be easily identified and accessed

UNIT 2SFL24	USE EQUIPMENT TO MOVE GOODS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	18

Unit Overview

What this unit is about

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.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to use equipment to move goods in logistics operations	1.1. Explain the relevant organisational policies and procedures for using equipment in a logistics operation that relate to:- • Health, safety and security requirements • Environmental factors • Special requirements • Personal protective equipment • Operating requirements • Hazards • Loss or damage to goods 1.2. Describe the characteristics of the different types of goods to be moved 1.3. Describe different types of equipment that can be used for moving and transferring goods 1.4. Describe methods for lifting, moving and setting down different types of goods 1.5. Explain how the equipment is used 1.6. Explain the importance of positioning goods in a suitable way for future use 1.7. Identify problems that can occur when using the equipment 1.8. Explain appropriate action when dealing with identified problems
2. Be able to use equipment to move goods in logistics operations	2.1. Check the goods are suitable for lifting 2.2. Identify the correct equipment to use for lifting the goods 2.3. Check that the area of work is safe and secure for the movement and transfer of the goods 2.4. Undertake the pre-checks required for the equipment 2.5. Confirm the location for the goods to be positioned and set down 2.6. Undertake the operation in a safe and controlled manner with due regard to the surrounding environment

UNIT 2SFL161	USE AN INDUSTRIAL FORKLIFT TRUCK IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	1
GUIDED LEARNING HOURS	5

Unit Overview

What this unit is about

This unit is about using an industrial forklift truck in logistics operations, it covers the pre and post checks required, operation of the forklift truck in relation to stacking and de-stacking goods.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

Colleagues: permanent, temporary, agency staff

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to prepare the forklift truck for work in logistics operations	1.1. Explain the relevant organisational policies and procedures, in relation to using a forklift truck in logistics operations, that relate to:- • Health, safety and security • Legal requirements • Operating requirements • Personal protective equipment • Reporting defects 1.2. Describe how to carry out all manufacturers' pre-start checks 1.3. Explain the operation of the vehicle instruments and controls 1.4. Describe how to prepare the forklift truck for each lift 1.5. Explain the observations required to ensure the safety of self and others 1.6. Identify problems that can occur when preparing the forklift truck for work 1.7. Explain appropriate action when dealing with the identified problems
2. Use a forklift truck in logistics operations	2.1. Use the correct Personal Protective Clothing when undertaking manoeuvring and lifting operations 2.2. Carry out all manufacturers' pre-start checks 2.3. Manoeuvre the forklift truck safely and include:- • The appropriate use of signals • Using the appropriate speed for the forklift truck and manoeuvre • Monitoring the actions of others • Ensuring there is no damage to the forklift truck and surrounding environment • Ensuring the vehicle is in a suitable position for the required activities 2.4. Stack goods using the forklift truck 2.5. De-stack goods using the forklift truck 2.6. Carry out shut down, isolation and securing procedures 2.7. Carry out all manufacturers' post operational checks

UNIT 2SFL162	USE A HOIST IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	1
GUIDED LEARNING HOURS	5

Unit Overview

What this unit is about

This unit is about using a hoist in order to lift goods in logistics operations.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

Colleagues: permanent, temporary, agency staff

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to prepare the hoist for work in logistics operations	1.1. Explain the relevant organisational policies and procedures, in relation to preparing a hoist for work in logistics operations, that relate to:- • Health, safety and security • Legal requirements • Operating requirements • Personal protective equipment • Reporting defects 1.2. Describe how to carry out all manufacturers' pre-start checks 1.3. Describe how to check that all related equipment is positioned in relation to manufacturers' instructions 1.4. Describe how to carry out the emergency lowering procedure 1.5. Identify problems that can occur when using a hoist in logistics operations 1.6. Explain appropriate action when dealing with the identified problems
2. Use a hoist in logistics operations	2.1. Use the correct Personal Protective Clothing when undertaking manoeuvring and lifting operations 2.2. Carry out all manufacturers' pre-start checks 2.3. Prepare an exclusion zone in the relevant area 2.4. Agree signal codes with the signaller 2.5. Use the hoist safely and correctly 2.6. Carry out shut down, isolation and securing procedures 2.7. Carry out all manufacturers' post operational checks

UNIT 2SFL163	USE A FORKLIFT SIDE-LOADER IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	1
GUIDED LEARNING HOURS	5

Unit Overview

What this unit is about

This unit is about using a forklift side-loader in logistics operations, it covers the pre and post checks required, operation of the forklift side-loader in relation to stacking and de-stacking goods.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

Colleagues: permanent, temporary, agency staff

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to prepare a forklift side-loader in logistics operations	1.1. Explain the relevant organisational policies and procedures in relation to using a forklift side-loader, that relate to:- • Health, safety and security • Legal requirements • Operating requirements • Personal protective equipment • Reporting defects 1.2. Describe how to carry out all manufacturers' pre-start checks 1.3. Explain the operation of the vehicle instruments and controls 1.4. Describe how to prepare the forklift side-loader for each lift 1.5. Explain the observations required to ensure the safety of self and others 1.6. Identify problems that can occur when preparing the forklift side-loader for work 1.7. Explain appropriate action when dealing with the identified problems
2. Use a forklift side-loader in logistics operations	2.1. Use the correct Personal Protective Clothing when undertaking manoeuvring and lifting operations 2.2. Carry out all manufacturers' pre-start checks 2.3. Manoeuvre the forklift side-loader safely and include:- • The appropriate use of signals • Using the appropriate speed for the forklift side-loader and manoeuvre • Monitoring the actions of others • Ensuring there is no damage to the forklift side-loader and surrounding environment • Ensuring the vehicle is in a suitable position for the required activities 2.4. Stack goods using the forklift side-loader 2.5. De-stack goods using the forklift side-loader 2.6. Carry out shut down, isolation and securing procedures 2.7. Carry out all manufacturers' post operational checks

UNIT 2SFL164	USE A COMPACT CRANE IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	1
GUIDED LEARNING HOURS	5

Unit Overview

What this unit is about

This unit is about using a compact crane in order to lift goods in logistics operations.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

Colleagues: permanent, temporary, agency staff

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to prepare a crane for work in logistics operations	1.1. Explain the relevant organisational policies and procedures in relation to using a compact crane in logistics operations that relate to:- • Health safety and security • Legal requirements • Operating requirements • Personal protective equipment • Reporting defects 1.2. Describe how to carry out all manufacturers' pre-start checks 1.3. Explain the operation of the instruments and controls 1.4. Identify problems that can occur when using a compact crane 1.5. Explain appropriate action when dealing with identified problems
2. Use a compact crane in logistics operations	2.1. Use the correct Personal Protective Clothing when undertaking manoeuvring and lifting operations 2.2. Carry out all manufacturers' pre-start checks 2.3. Use the compact crane safely and correctly 2.4. Carry out shut down, isolation and securing procedures 2.5. Carry out all manufacturers' post operational checks

OPTION GROUP 4

UNIT 2SFL17	KEEP STOCK AT REQUIRED LEVELS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	12

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to maintain required stock levels in logistics operations	1.1. Explain the relevant organisational policies and procedures, in relation to keeping stock at required levels in logistics operations, that relate to:- • Health, safety and security • Legal requirements • Operating requirements • Rotation methods 1.2. Describe when to replenish stock 1.3. Describe how the regular or routine checks on stock levels are carried out 1.4. Explain the process for dealing with any damaged, faulty or out of date items 1.5. Describe the correct handling methods and/or equipment to move stock 1.6. Describe correct labelling procedures 1.7. Identify problems that can occur when maintaining stock levels 1.8. Explain appropriate action when dealing with the identified problems
2. Be able to maintain stock at required levels in logistics operations	2.1. Check the required stock level and the actual level of stock 2.2. Identify any damaged, faulty or out of date items and move them to the appropriate location 2.3. Use stock rotation methods to ensure the stock is utilised effectively 2.4. Replenish the stock 2.5. Handle the goods using safe and correct handling methods 2.6. Label stock accurately according to organisational requirements 2.7. Position the stock in the correct locations for further use 2.8. Update the stock records after replenishing stock levels according to organisational requirements

UNIT 2SFL34	CHECK STOCK LEVELS AND STOCK RECORDS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	10

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to check stock levels and stock records in logistics operations	1.1. Explain the relevant organisational policies and procedures for checking stock levels and stock records in logistics operations, that relate to:- • Health, safety and security • Environmental factors • Special requirements • Stock control systems • Reporting and recording systems 1.2. Explain the purpose of a stock check 1.3. Explain the roles and responsibilities of colleagues involved with checking stock levels and stock records 1.4. Describe the format, structure and content of stock check reporting required by the organisation 1.5. Explain how to identify discrepancies in stock figures and records 1.6. Identify problems that can occur when checking stock levels and stock records 1.7. Explain appropriate action when dealing with identified problems
2. Be able to check stock levels and stock records in logistics operations	2.1. Carry out the checking of the stock levels according to organisational procedures 2.2. Record the results of the stock check accurately 2.3. Check the findings against the records to identify any discrepancies 2.4. Check for any discrepancies 2.5. Disseminate the information to relevant people

OPTION GROUP 5

UNIT 2SFL12	CONTRIBUTE TO THE PROVISION OF CUSTOMER SERVICE IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	18

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

Communicate/Communicate effectively: verbal, electronic, written

Customer(s): Internal and external

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to contribute to the provision of customer services in logistics operations	1.1. Explain the relevant organisational policies and procedures, in relation to the provision of customer services in logistics operations, that relate to:- • Health, safety and security • Personal protective equipment • Maintaining effective customer relations • Personal appearance and hygiene • Reporting procedures and systems • Recording information • Confidentiality • Complaints 1.2. Describe different types of customers in relation to own organisation 1.3. Describe the importance of:- • Promoting the organisation's image positively • Effective communication • Good customer service 1.4. Identify the services available to customers in own organisation 1.5. Describe the implications of:- • A negative image on your organisation • Poor communication • Poor customer service 1.6. Describe:- • Own role in dealing with customer complaints and • The limits of own responsibility 1.7. Identify who to report to if unable to deal with a customer enquiry or request
2. Be able to contribute to the provision of customer services in logistics operations	2.1. Follow all organisational policies and procedures, in relation to contributing to customer services in logistics operations, that relate to:- • Health, safety and security • Personal protective equipment • Maintaining effective customer relations • Personal appearance and hygiene • Reporting procedures and systems • Recording information • Confidentiality • Complaints 2.2. Develop positive relationships with customers 2.3. Ensure that own personal appearance and hygiene meet organisational policies and standards 2.4. Communicate effectively with customers 2.5. Ensure that all information available is up-to-date and accurate 2.6. Identify customer needs 2.7. Deal effectively with customer enquiries

- | |
|---|
| <ul style="list-style-type: none">2.8. Ensure the customer is promptly informed of any action that is taken2.9. Maintain customer confidentiality2.10. Update customer records accurately2.11. Record customer enquiries and outcomes accurately using the organisation's procedures and systems2.12. Deal with customer complaints effectively |
|---|
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UNIT 2SFL23	OPERATE EQUIPMENT TO PERFORM WORK REQUIREMENTS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	8
GUIDED LEARNING HOURS	30

Unit Overview

What this unit is about

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.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to operate equipment to perform work requirements in logistics operations	1.1. Explain the relevant organisational policies and procedures for operating equipment in a logistics operations that relate to:- • Health, safety and security requirements • Environmental factors • Special requirements • Personal protective equipment • Operating requirements 1.2. Describe the different types of equipment that can be used for the work activities 1.3. Explain:- • The characteristics and capabilities • How to set up and adjust • Common types of defect of the equipment that can be used to perform the work activities 1.4. Explain how to set up and adjust the equipment to be used to perform the work activities 1.5. Identify problems that can occur when operating the equipment 1.6. Explain appropriate action when dealing with identified problems
2. Be able to check that the appropriate equipment is available, safe to use and operational in logistics operations	2.1. Check that the equipment is suitable, safe and available for use 2.2. Check that the equipment is set up in accordance with work instructions and organisational procedures 2.3. Carry out routine checks before and after using the equipment 2.4. Adjust the equipment in accordance with manufacturer's instructions, safety and work requirements
3. Be able to operate and monitor the equipment to maintain safe operation throughout the work activity in logistics operations	3.1. Select the equipment for the work activity 3.2. Use the equipment safely in accordance with work requirements, operational and organisational procedures and practices 3.3. Use the correct Personal Protective Equipment when operating the equipment 3.4. Monitor the equipment and report and/or record any defects and damage to the equipment immediately, according to manufacturer's instructions, operational and organisational procedures and practices
4. Be able to shut down the equipment and complete post operational maintenance procedures	4.1. Shut down the equipment safely and in accordance with manufacturer's instructions, operational and organisational procedures and practices 4.2. Complete post operation maintenance procedures for the equipment in accordance with manufacturer's instructions, operational and organisational procedures and practices

UNIT 2SFL25	RECEIVE GOODS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	15

Unit Overview

What this unit is about

This unit is about receiving goods into logistics 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.

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to receive goods in logistics operations	1.1. Explain the relevant organisational policies and procedures on the goods being received in logistics operations, that relate to:- • Health, safety and security • Environmental factors • Special requirements • Operational requirements • Stock control 1.2. Describe the different sources and types of information required for receiving the goods 1.3. Describe the equipment and facilities required in the area receiving goods 1.4. Explain the correct handling methods for different types of goods 1.5. Explain the correct procedures for unloading vehicles 1.6. Identify problems that can occur when receiving goods 1.7. Explain appropriate action when dealing with identified problems
2. Be able to receive goods in logistics operations	2.1. Check the goods received match the specifications provided in the information 2.2. Check that any equipment to be used has been prepared correctly in accordance with manufacturer's instructions, work requirements, operational and organisational procedures and practices 2.3. Check that the area to be used for receiving the goods is clean and free from obstructions and hazards 2.4. Demonstrate the correct method for handling, moving and setting down the goods 2.5. Use the correct handling equipment for lifting, moving and setting down the goods in accordance with organisational procedures and practices 2.6. Check the goods have been unloaded safely in accordance with storage requirements 2.7. Complete all required documentation accurately

UNIT 3SFL27	MAINTAIN THE SAFETY AND SECURITY OF HAZARDOUS GOODS AND MATERIALS IN LOGISTICS OPERATIONS
LEVEL	3
CREDIT VALUE	6
GUIDED LEARNING HOURS	30

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

Safety equipment: firefighting equipment, exhaust systems, breathing apparatus, containment sets, 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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to maintain the safety and security of hazardous goods and materials in logistics operations	1.1. Explain the relevant organisational policies and procedures for maintaining the safety and security of hazardous goods and materials in logistics operations, that relate to:- • Health, safety and security • Personal protective equipment • Environmental factors • Special requirements • Storage conditions • Monitoring systems 1.2. Explain the appropriate action to take in an emergency 1.3. Explain the meaning of different hazardous markings and areas 1.4. Describe storage and distribution requirements for the hazardous goods and materials including any precautions that must be taken 1.5. Explain the use of equipment that can be used when maintaining the safety and security of hazardous goods and materials 1.6. Identify problems that can occur when maintaining the safety and security of hazardous goods and materials 1.7. Explain appropriate action when dealing with identified problems
2. Be able to maintain the safety and security of hazardous goods and materials in logistics operations	2.1. Obtain all relevant information on the hazardous goods and materials 2.2. Demonstrate that the correct precautions have been undertaken in accordance with health and safety and organisational policies and procedures 2.3. Monitor the condition of the hazardous goods and materials in accordance with manufacturer's instructions and organisational policies and procedures 2.4. Manoeuvre the hazardous goods and materials safely with the appropriate equipment according to agreed procedures

UNIT 2SFL31	PROCESS RETURNED GOODS IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	15

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know how to process returned goods in logistics operations	1.1. Explain the relevant organisational policies and procedures for processing returned goods in logistics operations, that relate to:- • Health, safety and security • Personal protective equipment • Environmental factors • Special requirements • Customer rights • Stock recording systems • Scheduling • Waste management 1.2. Describe the main reasons for goods being returned 1.3. Explain the process for goods being returned 1.4. Identify problems that can occur when processing returned goods 1.5. Explain appropriate action when dealing with identified problems
2. Be able to process returned goods in logistics operations	2.1. Obtain all relevant information on the goods being returned 2.2. Return the goods to the appropriate locations 2.3. Update stock control records accurately 2.4. Label any goods that are to be returned to the supplier or manufacturer 2.5. Dispose of any waste correctly and promptly in accordance with work instructions, requirements, organisational procedures and practices

UNIT 2SFL32	SORT GOODS AND MATERIALS FOR RECYCLING OR DISPOSAL IN LOGISTICS OPERATIONS
LEVEL	2
CREDIT VALUE	3
GUIDED LEARNING HOURS	10

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

Goods and materials: any waste or discarded materials or damaged 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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to sort goods and materials for recycling or disposal in logistics operations	1.1. Explain the relevant organisational policies and procedures for sorting goods and materials for recycling and disposal in logistics operations, that relate to:- • Health, safety and security • Personal protective equipment • Environmental factors • Special requirements • Waste management • Roles and responsibilities of colleagues 1.2. Explain the types of goods and materials that are suitable for recycling and those that are not 1.3. Identify problems that can occur when sorting goods for recycling or disposal 1.4. Explain appropriate action when dealing with identified problems
2. Be able to sort the goods and materials for recycling or disposal in logistics operations	2.1. Undertake initial checks to determine the suitability of the goods and materials for recycling or disposal 2.2. Sort the goods and materials correctly 2.3. Remove any parts of the goods and materials that are not suitable for recycling and dispose of them correctly 2.4. Handle the goods and materials using the correct handling methods and equipment 2.5. Position the goods or materials suitable for recycling or disposal into the correct locations 2.6. Prepare the goods or materials for further processing according to the organisation's specifications for recycling or disposal

UNIT 3SFL33	SUPERVISE THE RECEIPT, STORAGE OR DISPATCH OF GOODS
LEVEL	3
CREDIT VALUE	6
GUIDED LEARNING HOURS	20

Unit Overview

What this unit is about

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

Who this unit is for

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

Assessment Guidance and Evidence Requirements

Evidence Requirements

The learner should provide evidence to meet the requirements of the Assessment Criteria, and those aspects of the Assessment Context (described below) that are relevant to their workplace and work role.

In order to demonstrate consistent performance, evidence should be provided to show that learners carry out activity relevant to this unit on at least two separate occasions.

For the Assessment Criteria relating to the learner's knowledge, different types of evidence and assessment methods could be used, for example learner statements, questioning and professional discussion which should be recorded for verification.

Assessment Guidance

- The use of simulation is not acceptable in the assessment of this unit.
- Workplace performance evidence is mandatory.
- Please refer to the requirements outlined in the Assessment Strategy section of this Handbook, relating to assessment of learners who use equipment that requires specific training or a licence.

Information on use of Assessment Context

The following terms have a specific meaning in this unit:

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

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to supervise the receipt, storage or dispatch of goods in logistics operations	1.1. Explain the relevant organisational policies and procedures for supervising the receipt, storage or dispatch of goods in logistics operations, that relate to:- • Health, safety and security • Environmental factors • Special requirements • Stock rotation • Monitoring and testing 1.2. Explain sources of information required to determine the capacity and limitations of the storage facility 1.3. Describe the equipment that can be used for the receipt, storage or dispatch of the goods 1.4. Identify problems that can occur when monitoring the receipt, storage or dispatch of goods 1.5. Explain appropriate action when dealing with identified problems
2. Be able to supervise the receipt, storage or dispatch of goods in logistics operations	2.1. Inspect the type, condition, quantity of the goods being received, stored or dispatched 2.2. Check the storage conditions and equipment required to receive, store or dispatch the goods 2.3. Organise the movement or rotation of goods to assist receiving, storing or dispatching goods 2.4. Demonstrate how to use the organisation's resources effectively 2.5. Communicate effectively with others 2.6. Complete records for supervising the receipt, storage or dispatch of goods accurately

UNIT FSL2	PRINCIPLES OF FOOD SAFETY IN LOGISTICS
LEVEL	2
CREDIT VALUE	1
GUIDED LEARNING HOURS	9

Unit Overview

This unit will provide individuals with an understanding of the principles of food safety in logistics. It covers an understanding of: cleanliness and hygiene, how to keep storage areas and vehicles clean, and how to keep food safe.

Assessment Guidance and Evidence Requirements

The learner should provide evidence to meet all the required knowledge and understanding within this unit. This could be provided through different types of evidence and assessment methods, for example learner statements, questioning and professional discussion which should be recorded for verification.

Learning Outcome and Assessment Criteria

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how individuals must take responsibility for food safety	1.1. Outline the roles and responsibilities in an organisation's food safety procedures 1.2. Describe how to report and record food safety hazards and illnesses 1.3. Outline the legal responsibilities of drivers and warehouse staff with regard to keeping food safe
2. Understand how to keep him/herself clean and hygienic	2.1. Explain the importance of personal hygiene in contributing to overall food safety 2.2. Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds and avoiding unsafe behaviour
3. Understand how to keep storage areas and vehicles clean	3.1. Explain how to keep storage areas and vehicles clean and tidy through the effective use of cleaning methods and equipment 3.2. State how to use and store chemicals safely to avoid contamination 3.3. Outline the importance of pest control
4. Understand how to keep food safe	4.1. State the risks to food and food packaging in transit, storage and at delivery from microbial, chemical, physical and allergenic hazards 4.2. Describe food safety procedures for delivery, storage, date marking and stock rotation 4.3. Explain the importance of food and environmental temperature controls 4.4. State why accurate records should be kept of food that is delivered or returned 4.5. State the reasons why food may be returned 4.6. State the controls needed to maintain food safety in the event of controls not being met 4.7. State the corrective actions that are required to reduce the risk of food contamination when controls are not met