

# Level 2 Diploma in Introduction to Ports and Shipping

Regulator	Ofqual
Qualification Reference Number	610/2397/8
Qualification Start Date	01-04-2023
Last Date for Registration	31-03-2026
Available Age Ranges	Pre-16 x 16-18 ✓ 19+ ✓
Total Qualification Time	400
Guided Learning	40

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## About This Qualification

This qualification is designed to give learners an understanding of the workings of supply chains and the processes involved in its operation.

There are no formal entry requirements however, in order to benefit from undertaking the qualification learners should possess communication skills sufficient to allow them to address the assessment requirements.

Assessment should be through the production of a portfolio of evidence presented for assessment by a suitably qualified Assessor. Mandatory assessment methods, where applicable, can be seen within the individual unit details.

Those who undertake this qualification may wish to undertake further qualifications at a higher level in order to further develop their knowledge and skills within the warehousing industry.

## Qualification Overview

<b>Qualification Structure</b>	40 credits from any units including 1 mandatory unit.
<b>Assessor Qualification Required</b> (please check details of appropriate Assessor qualifications later within this document)	No
<b>IQA Qualification Required</b> (please check details of appropriate IQA qualifications later within this document)	No

Unit Title	Reference Number	Mandatory/Optional	Unit Level	Credit Value	Guided Learning (hours)
Introduction to Supply Chain Operations	F/650/6471	Optional	2	10	10
Introduction to the Principles of Team Leadership	H/650/6472	Optional	2	8	8
Introduction to Warehousing and Inventory Processes	J/650/6473	Optional	2	10	10
Introduction to Procurement Principles	K/650/6474	Optional	2	10	10
Introduction to Business Fundamentals	L/650/6475	Optional	2	8	8
Introduction to Costs and Resources in Business	M/650/6476	Optional	2	5	5
Introduction to Manufacturing, Planning and Control Operations	R/650/6477	Optional	2	10	10
Introduction to Logistics Operations	T/650/6478	Optional	2	10	10
Introduction to International Trade and Freight Operations	Y/650/6479	Optional	2	9	9
Introduction to Technologies used within Manufacturing Operations	F/650/6480	Optional	2	6	6
Introduction to Ports and Shipping Operations	J/650/6482	Mandatory	2	10	10
Introduction to Supplier Selection and Product Sourcing	M/650/6494	Optional	2	8	8
Introduction to the Principles of Team Development and Performance	R/650/6495	Optional	2	9	9
Introduction to the Principles of Supplier Relationships	T/650/6496	Optional	2	7	7
Introduction to Customer Service Principles	Y/650/6497	Optional	2	8	8
Introduction to the Purpose and Value of Internal Quality Assurance	A/650/6498	Optional	2	5	5
Introduction to the Principles of Health and Safety in a Warehouse Environment	D/650/6499	Optional	2	10	10
Introduction to the Movement of Goods Operations	L/650/6500	Optional	2	9	9

## About SFEDI Awards

SFEDI Awards was founded in 2007 creating the first dedicated Awarding Organisation specialising in business enterprise and business support, a standing still enjoyed to this day within the UK.

Our qualifications are built on the extensive research that underpins the SFEDI® National Occupational Standards and the expertise of the Institute of Enterprise and Entrepreneurs, the UK's only professional Institute dedicated to enterprise.

With our qualifications having been designed to be flexible to meet the wide range of demand within enterprise learning, we recognise the needs of industry to develop enterprising and entrepreneurial individuals to support the sustainability and growth of business and the wider community.

As the only dedicated UK Awarding Organisation, SFEDI Awards designs and develops a range of bespoke business enterprise and business support qualifications that are delivered through members of our both UK based and international delivery network.

Within this we also develop and publish best practice materials and resources to support the delivery of our qualifications to a high standard to ensure that learners gain all they require when either starting or progressing their enterprise journey.

## Customer Feedback

We are always keen to understand learners and centres thoughts on the content of all aspects of our qualifications and welcome feedback. This can be done by emailing us at [customerservices@sfediawards.com](mailto:customerservices@sfediawards.com) and indicate in the header field, 'Customer Feedback'.

## The Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) is the vehicle for regulating qualifications within England and vocational qualifications within Northern Ireland. The framework provides a single, simple system for cataloguing all qualifications regulated by Ofqual by both level and size.

Qualifications on the Regulated Qualifications Framework (RQF) have both a level and a size allocated to them in order to support individuals in making an informed choice about the most appropriate qualification for them.

Each RQF qualification title contains the following:

- ✓ The level of the qualification (from entry level to Level 8)
- ✓ The size of the qualification (Award/Certificate/Diploma)
- ✓ Details indicating the content of the qualification

Each qualification has a published structure setting out what must be achieved by an individual in order to demonstrate their knowledge and skills in order to meet the required standard as part of the delivery and certification process.

### Qualification Level

The level of a qualification relates to the complexity and difficulty associated with the development of the knowledge and skills of a particular subject.

Qualification levels start at Entry Level and then progress from Level 1 through to Level 8

### Qualification Size

The size of a qualification is an indication of the total amount of time a qualification will take to complete indicated using the term Total Qualification Time (TQT)

Qualification sizes are expressed using the terms Award, Certificate or Diploma

### Total Qualification Time (TQT)

Total Qualification Time (TQT) provides a guide of the average time it takes to complete a qualification broken down into two types of activity:

- ✓ **Guided Learning (GL)** - made up of activities completed by the learner under the direct instruction or supervision of a lecturer, supervisor or tutor whether through physical presence or electronic means provided as a measurement of time in hours
- ✓ **Total Qualification Time (TQT)** - made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor provided as a measurement of time in hours

## What Does SFEDI Awards Expect?

To offer this qualification an organisation is required to hold SFEDI Awards centre status and also apply for qualification approval. The latest information on the SFEDI Awards website can be viewed by [clicking here](#).

As we operate as a regulated Awarding Organisation we hold high regard to the standards of professional service we provide to centres and, in turn, the service centres deliver to their learners.

To support this we operate a number of policies and procedures to ensure that we always operate in a fair and open manner.

Published on the SFEDI Awards website are policies and procedures covering the following areas:

- ✓ Appeals
- ✓ Complaints
- ✓ Continuous Professional Development (CPD)
- ✓ Customer Service Policy
- ✓ Assessor Strategy
- ✓ IQA Strategy
- ✓ Direct Claims Status
- ✓ Equality and Diversity
- ✓ Invoicing
- ✓ Qualification Titling in Marketing and Logo Usage
- ✓ Malpractice and Maladministration
- ✓ Privacy
- ✓ Quality Bulletins
- ✓ Reasonable Adjustments and Special Considerations
- ✓ Recognised Prior Learning
- ✓ Registration and Certification
- ✓ Retention of Records
- ✓ Whistleblowing

We are continually updating the policies and procedures available to view through the website so please keep checking back to make sure you have the latest information available. You can see the latest versions of all of these policies by [clicking here](#).

## Learner Registration and Certification

Our online registration and certification system, Registr8, allows you to process information efficiently and quickly. You can register and certificate learners, produce reports, retrieve and view customer information and also access invoices and monitoring reports.

Learners should be registered with SFEDI Awards within 4 weeks of commencing the programme or qualification. It is the responsibility of the centre to obtain a Unique Learner Number (ULN), from the [LearnerRecords Service](#), and accurately enter this into the Registr8 system in order that learner achievements can be recorded on their Personal Learning Record (PLR).

SFEDI Awards centres must use the Registr8 system to indicate where a learner has successfully completed the



qualification and/or units within it. Where a centre holds Direct Claims Status (DCS) certificates will be issued, where this is not the case an External Quality Assurer will contact the centre to arrange sampling.

## How We Monitor Qualification Delivery

We pride ourselves in the continued quality of the delivery of our qualifications through our delivery network and in order to ensure that this is maintained we conduct both folder and systems monitoring activities.

We provide two monitoring activity reviews per year where a member of our Monitoring Team will review your organisation's activities in order to provide feedback and support on your qualification delivery. If you think you need a visit simply contact our Customer Service Team on [customerservices@sfediawards.com](mailto:customerservices@sfediawards.com) or 0845 224 5928 and we will be more than happy to discuss your requirements with you.

You will be provided with a report on completion of the monitoring activity feeding back on your organisation's current performance against the SFEDI Awards Core Principles and planning activities to help support continuous improvement and the sharing of best practice.

In order to inform future monitoring activities, SFEDI Awards makes use of a risk rating system that provides an organisation with a rating determined by the findings of monitoring activities.

SFEDI Awards also conducts additional monitoring activities in order to provide support and ensure the continued quality of the delivery of our qualifications including:

- ✓ Customer Satisfaction Surveys
- ✓ Mystery Shopping
- ✓ Qualification Consultations and Reviews
- ✓ Thematic Reviews

Each of these allows us to ensure that the qualifications we provide and the way they are provided continues to support the development of the enterprise skills agenda and a truly entrepreneurial community.

## Direct Claims Status (DCS)

We operate a system called Direct Claims Status (DCS) providing you with the ability to certificate learners' achievements without the need for external monitoring activity taking place first. It is awarded at qualification level and not centre level and can be awarded and removed dependent on the consistency, quality and integrity of the qualification delivery within the centre.

Where a centre holds DCS a monitoring officer from SFEDI Awards will sample a selection of the folders worked on and completed since the last external monitoring activity.

Where a centre does not hold DCS for a qualification it will require an external monitoring activity to take place prior to being able to gain certification for learners.

## Internal Quality Assurance

Internal Quality Assurance will be completed by the SFEDI Awards centre and involves sampling of learners' documents and assessment decisions to ensure standardisation across Delivery/Assessment staff and consistency and fairness of assessment following Awarding Organisation requirements.

SFEDI Awards provides quality assurance documentation that can be used by the centre for recording quality assurance decisions. We have provided templates which can be used within the annex of this document or alternatively they, and

other templates, can be accessed on the [SFEDI Awards website](#). These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure quality assurance practices are not disadvantaged. Minimum requirements can be accessed on the [SFEDI Awards website](#).

## **Delivery/Assessment**

SFEDI Awards centre staff should work with learners to ensure they understand the nature of the qualification and assessment approach. Both centre staff and the learner should agree at the beginning of the assessment journey how the assessment will be undertaken and what each can expect from the other, including arranging times and dates for learning and assessment activity and support. The Delivery/Assessment staff will follow the principles of plan, judge and feedback as described within professional standards.

SFEDI Awards provides assessment documentation that can be used by the centre for recording the planning, judging and feeding back of assessments. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, can be accessed on the [SFEDI Awards website](#). These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure assessment practices are not disadvantaged.

Minimum requirements can be accessed on the [SFEDI Awards website](#).

## **Delivery/Assessment/Quality Assurance Staff Requirements**

There is no requirement for Delivery/Assessment or Internal Quality Assurance staff to hold the Assessment or Internal Quality Assurance qualification. It is recommended that, as best practice, staff should be working towards these or already achieved the appropriate qualification. If the centre decides to use none qualified tutors/trainers/line managers for the delivery or quality assurance of a qualification, prior approval must be sought from SFEDI Awards.

If you wish to access public funding for the delivery of qualifications, please refer to your funding agency for delivery staff qualification requirements.

## Assessment Methods

The following provides examples and explanations of the most common forms of assessment methods. Other methods can be used by centres to enable learners to demonstrate they meet the standards as detailed within the units.

### Initial Assessment

Centres should complete an initial assessment with learners prior to the commencement of the qualification to ensure that the subject matter and level of the qualification is the most appropriate to meet their needs.

This initial assessment should also form part of the planning process so that the most appropriate methods of assessment are chosen to suit the learner and their learning environment whilst also meeting any mandatory assessment methods the qualification may contain.

### Mandatory Assessment Methods

Some units may require mandatory forms of assessment to be completed. SFEDI Awards will make note in each unit whether mandatory assessment methods apply. If it states that there are no mandatory assessment methods, a suggestion of the types of assessments that could be used will be provided.

### Expert Witness/Witness Testimony

These are provided by external people as the Delivery/Assessment staff cannot possibly be present at all times when a learner completes a task that could be used as evidence. The testimony will be expected to detail who and what the activity entailed and where the activity took place. A template for the collection of a witness testimony has been provided later within this document.

### Observation

This is a recorded report of an observed activity to show who and what the activity entailed and where the activity took place. It is normally recorded by the Delivery/Assessment staff and should be planned for. On occasions the opportunity may arise for a naturally occurring observation but this must not be seen as common practice. A template for the collection of an observation has been provided later within this document.

### Product Evidence

This is a work product, for example a letter or research, that has been produced which can support the evidencing of performance. When using this form of evidence it is important to ensure that confidentiality is adhered to and no information is provided that may compromise this. It may be appropriate to reference the location of product evidence within a professional discussion so that, if the quality assurer wishes to view it, then they can request a copy. A template for the collection of product evidence has been provided later within this document.

### Professional Discussion

This is a recorded report of a discussion between the learner and the Delivery/Assessment staff and should give real examples, where possible, of activity completed. It is normally recorded by the Delivery/Assessment staff and should be planned for. A Professional Discussion is not a question and answers session and should be led by the learner. A

template for the collection of a professional discussion has been provided later within this document.

## Recognition of Prior Learning

Prior Learning can form part of the assessment process where the learner is able to demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess. In this instance the learner must provide evidence to show that the assessment criteria have been met.

The Assessor will make a professional judgement about the evidence presented, which could be in a variety of forms, including, a statement or professional discussion to explain what prior activity has taken place and how this links to the standards to be achieved. The assessment process for Recognition of Prior Learning should be rigorous, reliable and fair.

For full details of how recognition of prior learning can be used within SFEDI Awards qualifications please see the SFEDI Awards website.

## Recognition of Prior Assessment

Voluntary work, performance at work and/or a professional certificate to practice can be used in terms of recognition of prior achievement – e.g. a case which led to a successful promotion, evidence to demonstrate achievement of objectives within a personal development plan or an assessment undertaken to gain a certificate that was required to practice in a profession.

## Written Assignment

The most popular choice of assessment method, a written assignment enables the learner to reflect upon their learning and detail their knowledge/understanding to the Assessor. Each assessment question will detail key objectives such as 'identify, describe, explain'. There will be a minimum and maximum word count requirement for each assessment question. The learner will be required to adhere to the assessment guidelines to demonstrate their capability to read, interpret and follow instructions. Dependent upon the level of study, learners may be required to carry out independent research which they will need to list utilising the Harvard referencing system.

## Learner Statement

For assessment by the method, the learner could provide a written statement demonstrating their knowledge or understanding or seeing the context of some other evidence. It could also be an explanation of the application of their skills. However, if used to support a competency-based claim (i.e., a practical skill) then this statement can only be provided in support of that claim. For competency-based criteria the learner must be observed in some way. For example, if the learner submitted minutes of a meeting, they might write a statement explaining their involvement in this activity. Did they simply attend the meeting or were they involved in more detail such as instigating the meeting, generating the agenda, writing minutes etc.) Where statements are used to demonstrate knowledge and understanding and/or to set the context of something they must be signed and dated by the learner. Signatures for colleagues in a more senior position to the learner to corroborate their statement are required and should be provided on learner headed paper with their full name and job title. The statement could also be provided from a more senior person within the business instead of the learner writing their own. Again, a full and detailed explanation would be required.

## Case Study

A Case study is a version of the learner statement. The learner writes a statement, but it is based upon a particular scenario which they have experienced. For example, if they were involved in a slightly more complicated customer service inquiry or complaint there may be a number of activities which happened, and they can outline their involvement in a chronological order.

## Pre-Approved Worksheets

This assessment method is available for some units of study. Learners are required to complete pre-approved worksheets that reflect the learning criteria of the unit of study. Further information on this assessment will be provided upon request to any learner, client or delivery partner who would like to over this assessment method.

## Blended Assessment

Learners can utilise a range of the assessment options available to them, presenting their work to the Assessor in a way that clearly evidences their understanding or experience of the topics listed within the assessment criteria

## Authentication of Learner Evidence

Centres must have knowledge and certainty that all assessments undertaken are entirely the work of the learner being assessed and a statement of authenticity signed by the learner and Assessor must be present within the portfolio. A template to record this statement has been provided later within this document.

## Feedback

Feedback must be provided to the learner for each assessment carried out and recorded on the assessment documentation and should feed into both assessment planning and the completion of progress reviews. The feedback should provide the learner with information relating to:

- ✓ Whether the planned assessment has been completed
- ✓ The quality of the assessment completed
- ✓ What has been covered within the standards
- ✓ What is required to be completed to move the qualification forward

Templates to support the planning and feedback functions have been provided later within this document.

## Data Protection and Confidentiality

Many of the potential assessment methods that could be used in order to support the delivery of a qualification may lead to the inadvertent collection of data and confidential information, for example where a piece of product evidence has been gathered.

In these instances both the learner and the centre should take all reasonable steps to ensure that data protection and confidentiality legislation and policies are followed and data that should not be released within the public domain is protected.

## Protection of Minors in Evidence Collection

Where video or photography is used in order to collect evidence for the completion of a qualification, care should be taken where minors (those under 18) are included within. Both the learner and the centre have responsibility for ensuring child protection legislation and policies are followed and that minors are not put at risk.

If a minor is included within video and/or photographic evidence it is the responsibility of the centre to inform the learner of:

- ✓ The requirement to obtain the permission from the minor's parent or guardian prior to collecting the evidence
- ✓ The purpose of the restrictions that are in place when making use of video and/or photographic evidence
- ✓ The requirement to retain evidence for the purpose of quality assurance and the timeframe that evidence will be retained
- ✓ The requirement to store video and/or photographic evidence securely
- ✓ The associated child protection legislation

## Unit Structure

The following demonstrates the structure of units within SFEDI Awards qualifications:

<b>Unit Reference Number</b>	<b>Unit Title</b>
<b>Unit Status</b>	This will show whether the unit is mandatory or optional
<b>Unit Level</b>	Level allocated to the unit on the RQF unit databank
<b>Credit Value</b>	Credit value assigned to the unit
<b>Guided Learning hours</b>	Learning hours required to complete the unit under the guidance of a lecturer, supervisor or tutor whether through physical presence or electronic means

### Unit Overview

This will provide you with the rationale for the unit and the knowledge and skills the learner will develop by undertaking the unit.

### Assessment of This Unit

This will provide you with the grading structure for the unit and also will list the mandatory and/or suggested assessment methods for use in the completion of the unit.

### Unit Content

This will provide you with the learning outcomes and assessment criteria that the learner must provide evidence for in order to complete the unit.

<b>Learning Outcomes - The learner will:</b>	<b>Assessment Criteria - The learner can:</b>
This shows what the learner needs to know, understand or do	This sets out the criteria the learner must meet and provide evidence against in order to complete the unit



## Qualification Unit Details

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The following pages contain the units that are contained within this qualification

## F/650/6471 Introduction to Supply Chain Operations

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 10

**Guided Learning hours** 10

### Unit Overview

The Introduction to Supply Chain unit will provide an understanding of the foundations and principles of Supply Chain Operations. By exploring the purpose, roles, and responsibilities found within the supply chain, the requirement for effective communication and potential barriers and risks associated with the operation of a supply chain. Upon completion of the unit learners will have the knowledge of,

- The characteristics of a Supply Chain
- The different functions, and their purpose, in a supply chain
- Relationships between the links of a Supply Chain
- The importance of communication in a Supply Chain

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement
- Recognition of Prior Learning
- Witness Testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand the characteristics and links within a Supply Chain	1.1 Describe the characteristics of a supply chain and explain the relationship between the links of a supply chain
2. Understand the roles of other organisations in the supply chain	2.1 Define the roles organisations play within a supply chain 2.2 Explain the organisation of a supply chain
3. Understand the communication methods used within a supply chain	3.1 Outline the methods used within a supply chain 3.2 Identify the potential barriers to effective communication within a supply chain
4. Understand the key functions and inter-relations of a typical supply chain	4.1 Research a supply chain (one you are a part of, familiar with, or a well-known one). 4.2 Describe the main functions required within that supply chain to operate successfully

## H/650/6472 Introduction to the Principles of Team Leadership

---

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 8

**Guided Learning hours** 8

### Unit Overview

This unit will allow the learner to obtain an understanding of the principles of Team Leading. Indicative content will cover:

- The roles and responsibilities of a team leader
- The authority and accountability of a team leader
- How to build a shared sense of purpose within the team
- The importance of communication

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
1. Understand the role and responsibilities of a team leader	1.1 Describe the attributes of a team leader 1.2 Discuss the role and responsibilities of a team leader 1.3 Explain the team leader’s role in the development of team members.
2. Understand the authority and accountability levels of a team leader	2.1 Explain the levels of authority of a team leader 2.2 Describe what is meant by accountability within a team leader role 2.3 Compare the differences in the relationship between authority and its responsibility.
3. Understand how a team leader builds a shared sense of purpose with a team	3.1 Define what is meant by a shared sense of purpose 3.2 Describe how effective communication methods contribute to a shared sense of purpose. 3.3 Explain how a team leader can communicate a clear vision and shared values
4. Understand how to communicate effectively within a team	4.1 Identify the potential barriers to effective communication in the workplace 4.2 Evaluate the principles of effective communication within a team

## J/650/6473 Introduction to Warehousing and Inventory Processes

---

**Unit Status** Optional

**Unit Level** 2

**Credit Value** 10

**Guided Learning hours** 10

### Unit Overview

This unit will allow the learner to obtain an understanding of the foundations and principles of Warehouse and Inventory. The unit content will cover:

- Description of inventory, its purpose, and the importance of inventory control.
- Goods receiving, verification and storage processes.
- Warehouse operation activities.
- The use of Manual Handling Equipment.
- Understanding the employer's and employee's responsibilities for Health and Safety (H&S) within the workplace.
- H&S legislation and regulations applicable to a warehouse operation.

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
1. Understand the purpose of inventory	1.1 Define the term Inventory 1.2 Discuss the purpose of inventory
2. Understand how goods are received in a warehouse	2:1 Explain the processes used to receive and verify goods that arrive in a warehouse
3. Understand key warehousing activities and the importance of Manual Handling Equipment	3.1 Identify four warehouse activities 3.2 Discuss the importance of Manual Handling Equipment
4. Understand the health and safety responsibilities in a warehouse environment	4.1 Explain the employer's and the employee's responsibilities for health and safety in a warehouse
5. Be able to evaluate the purpose and main functions of a warehouse	5.1 Outline the purpose and key functions of a warehouse within a Supply Chain 5.2 Evaluate how a warehouse can deliver a competitive advantage within a supply chain

## K/650/6474 Introduction to Procurement Principles

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 10

**Guided Learning hours** 10

### Unit Overview

This unit will allow the learner to obtain an understanding of the foundations and principles of Procurement. Indicative content will cover:

- Key features of the procurement and purchasing function
- Different stages of the purchasing process
- Gain an understanding of the supply market
- Contracting in Purchasing
- The importance of monitoring supplier performance

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment



**Unit Content**

Learning Outcomes	Assessment Criteria
1. Understand the role of the procurement and purchasing function	1.1 Explain the key features of the procurement function 1.2 Discuss the role purchasing plays in the procurement function
2. Understand the stages of the purchasing process	2.1 Identify the stages of the purchasing process 2.2 Explain the order processing cycle and lead time.
3. Understand the concept of supply market information	3.1 Identify how a SWOT analysis could aid in gaining information. 3.2 Discuss the supply market and its types, explaining methods used to gain information about the supply market.
4. Be able to follow the requirements and processes of monitoring supplier performance	4.1 Outline how organisations select suitable suppliers 4.2 Justify the importance of monitoring supplier performance 4.3 Evaluate the information required to monitor supplier performance
5. Be able to evaluate the importance of a purchasing contract and define its purpose within an organization	5.1 Outline what is meant by a contract 5.2 Communicate the standard terms of contracts within your business or one you are familiar with 5.3 Evaluate the consequences of not fulfilling contract terms.

## L/650/6475 Introduction to Business Fundamentals

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 8

**Guided Learning hours** 8

### Unit Overview

This unit will allow the learner to develop their understanding of fundamental business principles and techniques.

- Different types of businesses, their purposes and the roles and responsibilities of departments
- The types, and use, of communication within organisations and the importance of effective communication in the overall business strategy
- The scale and scope of Quality Management Systems

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
<p>1. Understand the purpose and functions of a range of businesses.</p>	<p>1.1 Explain the purpose of a range of different types of businesses.</p> <p>1.2 Describe the various functions or departments within those businesses.</p>
<p>2. Understand the importance of effective communication skills within a business.</p>	<p>2.1 Identify a target audience based on the information required for communication.</p> <p>2.2 Assess what techniques and methods can be used to communicate information effectively according to the target audience.</p>
<p>3. Understand the scale and scope of quality management systems.</p>	<p>3.1 Discuss the importance of quality management systems.</p> <p>3.2 Explain the benefits of two different types of quality management standards.</p> <p>3.3 Evaluate the quality objectives required to achieve a successful quality management system.</p>

## M/650/6476 Introduction to Costs and Resources in Business

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Guided Learning hours** 5

### Unit Overview

This unit will allow the learner to develop their understanding of essential business principles, methods, and procedures.

- Identification and the safe management of key resources
- Cost accounting in business

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Know how to identify and manage key resources safely.	1.1 List five important resources within a business. 1.2 Discuss ways to maintain and safeguard those resources.
2. Understand the importance of cost accounting efficiently in business	2.1 Explain the importance of a business's cost recording system. 2.2 Describe the components of cost accounting. 2.3 Evaluate the value of preparing a basic balance sheet and profit and loss account.

## R/650/6477 Introduction to Manufacturing, Planning and Control Operations

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 10

**Guided Learning hours** 10

### Unit Overview

This unit will allow the learner to obtain an understanding of the foundations and principles of Manufacturing, Planning & Control. Indicative content will cover:

- The Manufacturing Process
- The process of engaging external organisations to participate in the manufacturing process
- The importance of production planning
- Manufacturing improvement techniques

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
1. Understand the manufacturing process	1.1 Identify the key features of the manufacturing process, and the procedure of converting inputs into outputs 1.2 Explain the main stages of the assembly process
2. Understand the process of engaging external organisations to participate in the manufacturing process	2.1 Identify why it may be appropriate to engage external organisations in the manufacturing process 2.2 Describe how external organisations are engaged in the manufacturing process 2.3 Discuss how conclusions are made that may lead to a 'Make' or a 'Buy' decision in the manufacturing process
3. Be able to evaluate effective production planning	3.1 Identify two examples of effective production planning that your business uses or one that you are familiar with 3.2 Evaluate the benefits of a business's manufacturing planning and control system
4. Understand manufacturing improvement techniques	4.1 Compare the benefits of two manufacturing techniques utilised in a business 4.2 Reflect on the value of introducing improvement techniques for a business

## T/650/6478 Introduction to Logistics Operations

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<b>Unit Status</b>	Optional
<b>Unit Level</b>	2
<b>Credit Value</b>	10
<b>Guided Learning hours</b>	10

### Unit Overview

This unit will allow the Learner to understand how production and procurement methods can impact logistics, the different types of logistics services and the role they play in the supply chain. Upon completion of this unit, the learner will have a comprehensive understanding of,

- Different types of logistics activities including air, sea, road, and rail.
- The challenges and legislation concerning different modes of transportation.
- The most appropriate methods used to monitor performance.
- Health & Safety, policies and procedures affecting logistics operations.

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment



**Unit Content**

Learning Outcomes	Assessment Criteria
1. Understand the function of logistics	1.1 Define the term logistics 1.2. Explain the purpose and function of logistics
2. Understand the logistics activities used by organisations	2.1 List the types of logistics activities carried out in a range of organisations 2.2 Explain the performance measures used in logistics activities
3. Understand how organisational policies and procedures affect logistics operations	3.1 Describe the following organisational policies and procedures that support an effective logistics operation, <ul style="list-style-type: none"> <li>▪ Health Safety &amp; Security</li> <li>▪ Personal protective clothing</li> <li>▪ The work role</li> <li>▪ Quality standards</li> </ul> 3.2 Discuss communication methods that can positively impact a business within the logistics sector
4. Be able to support improvements to the logistics function within a business	4.1 Carry out research on your organisation, or one you are familiar with, to identify the logistics activities carried out. 4.2 Reflect on the purpose of these activities and provide suggestions of two changes the business could make to improve its logistics function.

## Y/650/6479 Introduction to International Trade and Freight Operations

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 9

**Guided Learning hours** 9

### Unit Overview

This unit will allow the learner to obtain an understanding of the foundations and principles of International Trade and Freight. The course content covers:

- The link between, trade, freight, goods, and transport,
- An explanation of trade legislation and regulations for customer and supplier requirements,
- Advantages and disadvantages of different modes of transport
- A description of carriage, legislation, insurance, and costs involved with international trade and freight,
- International Trade and Freight risks and associated issues

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning

- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
1. Understand Trade and Freight	1.1 Define the terms Trade and Freight 1.2 Compare the difference between local and international Trade, including the various elements that make local and international trade possible 1.3 Explain the links between Trade, Freight, Goods and Transport
2. Understand how to identify the goods to be traded	2.1 Discuss how to identify the goods to be traded. 2.2 List current legislation and regulations that need to be considered for goods to be traded.
3. Understand how to identify, select, and recommend suitable modes of transporting goods	3.1 Identify various methods for transporting goods including their advantages and limitations. 3.2 Explain Trade terms and International Standards for Freight Carriage, Insurance and Cost.
4. Understand the national and international legislation and regulations relevant to the transportation of goods	4.1 Identify national legislation and regulations for the transportation of goods by road, rail, sea, and air. 4.2 Explain INCOTERMS in relation to international trade. 4.3 Assess how to obtain all relevant information to transport goods.
5. Be able to identify risks that can occur in international trade	5.1 Research your business or one you are familiar with to identify potential risks that exist in international trade 5.2 Evaluate ways a business can effectively mitigate risk.
6. Be able to support effective planning for international trade	6.1 Outline the planning considerations for the successful international trade of dangerous

	<p>goods.</p> <p>6.2 Evaluate customer needs, preferred method(s) for transportation, supplier information, and customer regulatory requirements for international trade.</p>
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## F/650/6480 Introduction to Technologies used within Manufacturing Operations

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 6

**Guided Learning hours** 6

### Unit Overview

Throughout this unit the student will gain foundation and understanding of IT in Manufacturing, influencing factors and ways to achieve results. Indicative content will include,

- The development and evolution of IT in the Manufacturing and Supply Chain Sectors
- Process Planning and Computer aided Process Planning
- Manufacturing to Scheduling
- Planning and Real Time Control Systems
- Potential downfalls and how to overcome them
- Control of data and data flow
- Legislation, measures, and monitoring of IT

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement

- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand the function of IT in manufacturing	1.1 Define what is meant by IT in manufacturing 1.2 Describe the key elements and importance of IT in a manufacturing environment.
2. Understand the role of IT in manufacturing	2.1 Explain how IT in manufacturing operates within an organisational context. 2.2 Identify the advantages and limitations of IT in manufacturing.
3. Understand the policies and procedures that affect IT in manufacturing	3.1 Evaluate the impact that IT policies and procedures have on manufacturing operations



## J/650/6482 Introduction to Ports and Shipping Operations

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**Unit Status** Mandatory

**Unit Level** 2

**Credit Value** 10

**Guided Learning hours** 10

### Unit overview

This unit will allow the learner to obtain an understanding the basics of Ports and Shipping. The learning content will also cover:

- The Key Functions of Ports and Shipping Containers
- The role of Ports and Shipping in an organisation
- Understand the policies and procedures that affect the efficient operation of Ports and Shipping
- Recognise the importance of tracking and monitoring Ports and Shipping and ways of doing this

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand the function of ports and shipping	1.1 Define the terms ports and shipping 1.2 Describe the key elements of ports and shipping
2. Be able to evaluate the role of ports and shipping	2.1 Outline how ports and shipping operate within an organisational context. 2.2 Evaluate the advantages and disadvantages of ports and shipping.
3. Understand the policies and procedures that affect ports and shipping	3.1 Explain the policies and procedures that affect ports and shipping within an organisational context
4. Be able to support the monitoring of ports and shipping within an organisational context	4.1 Communicate how a business monitors ports and shipping. 4.2 Assess the impact on an organisation of monitoring ports and shipping effectively.

## M/650/6494 Introduction to Supplier Selection and Product Sourcing

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 8

**Guided Learning hours** 8

### Unit overview

This unit will allow the learner to obtain an understanding sourcing of products after evaluating and selecting qualified suppliers and the internal processes required. Indicative content will include,

- Product scheduling and management
- Sourcing strategies
- Resource Management
- Stock controls methodologies
- Supplier identification, evaluation, and selection methods

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
<p>1. Understand how to prepare a schedule of the supplies needed for your business</p>	<p>1.1 Identify utilities, equipment (including IT), tools, and materials that may be needed for a business</p> <p>1.2 Explain how to prepare a schedule of what and when supplies may be needed for the business</p> <p>1.3 Describe how to use the schedule to decide the resources that may be required, such as staff, time, storage space, and costs.</p>
<p>2. Understand how to purchase supplies for a business</p>	<p>2.1 Define different suppliers and purchase options for utilities, equipment, tools, and materials</p> <p>2.2 Compare costs and benefits of possible suppliers and choose the most favourable for a business</p> <p>2.3 Explain how to keep accurate records of agreements with suppliers</p>
<p>3. Be able to contribute to effective stock control of a business's supplies</p>	<p>3.1 Research your own business or one you are familiar with to identify how and where different supplies are likely to be stored</p> <p>3.2 Develop a plan of how the supplies should be managed and maintained.</p>

## R/650/6495 Introduction to the Principles of Team Development and Performance

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 9

**Guided Learning hours** 9

### Unit Overview

This unit will allow the learner to obtain an understanding of the principles used in Team Development and Performance. Indicative content will cover:

- The role of an employee induction programme and training plans
- The communication and setting of team objectives that meet the organisations needs
- Supporting team members and how to promote opportunities and handle difficulties
- The monitoring and evaluation of team performance against agreed objectives

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
<p>1. Understand employee induction programmes and ongoing training plans</p>	<p>1.1 Identify how training plans are compiled</p> <p>1.2 Describe the need for an induction programme for new team members</p> <p>1.3 Explain how to obtain the relevant information to compile an induction programme</p>
<p>2. Be able to support organisational aims through team goal setting and effective communication.</p>	<p>2.1 Develop a plan that incorporates SMART objectives to meet organisational aims.</p> <p>2.2 Outline how to allocate tasks to a team to achieve SMART objectives.</p> <p>2.3 Communicate the skills and knowledge required by a team to meet SMART objectives.</p> <p>2.4 Illustrate the importance of effective communication in meeting organisational aims</p>
<p>3. Understand how to promote team opportunities and alleviate challenges</p>	<p>3.1 Describe ways to engage and support team members from the initial planning stages.</p> <p>3.1 Assess various challenges that could occur within a team and including ways to deal with them.</p>
<p>4. Know how to monitor and evaluate team performance against agreed objectives</p>	<p>4.1 Identify appropriate methods to monitor team progress in achieving agreed objectives</p> <p>4.2 Evaluate how to give feedback to a team on their performance</p>

## T/650/6496 Introduction to Principles of Supplier Relationships

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 7

**Guided Learning hours** 7

### Unit overview

The Introduction to Understanding Supplier Relationships level 2 unit provides a rounded understanding of the importance of building and maintaining relationships with suppliers. Indicative content will include,

- The different kinds of relationships depending on the supply model.
- How to build supplier relationships, and the key watchouts.
- The main applicable policies and procedures that need to be in place to support the business relationship.
- The most appropriate methods to monitor supplier performance to ensure that the service being paid for is effectively delivered.

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
1. Understand the role of supplier relationships	1.1 Explain different types of supplier relationships 1.2 Assess relationship models based on the strategic importance of what is being transacted
2. Understand the importance of effective supplier relationships	2.1 List the advantages and limitations of developing supplier relationships. 2.2 Explain the impact of effective supplier relationships on a business
3. Understand how policies and procedures affect supplier relationships	3.1 Describe policies relevant to supplier relationships 3.2 Assess how policies affect procedures and supplier relationships
4. Understand effective monitoring of supplier relationships	4.1 Identify ways a business can assess supplier performance. 4.2 Evaluate the importance of monitoring supplier relationships. 4.3 Reflect on the impact on a business if suppliers are not monitored efficiently



## Y/650/6497 Introduction to Customer Service Principles

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 8

**Guided Learning hours** 8

### Unit Overview

This unit will allow the learner to obtain and demonstrate an understanding of basic customer service principles and techniques. This includes,

- Explaining the importance of customer service to all parties involved, from the supplier, employees within the organisation through to the customer.
- Explaining the difference between internal and external customers.
- Understand the organisation's policies and procedures for developing and maintaining effective relationships with customers.
- Explain the significance of developing and maintaining effective customer relations and the effects of not doing so.
- How to utilise customer feedback to improve service quality.

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
1. Understand the principles of customer service	1.1 Explain the principles of internal and external customer service 1.2 Describe the importance of effective customer service to internal and external stakeholders
2. Understand how to meet the needs of a diverse range of customer types	2.1 Identify how to deal with customers from different cultures and age ranges 2.2 Discuss how to deal with challenging customers
3. Understand an organisation's policies and procedures for developing and maintaining effective relationships with customers	3.1 Outline organisational policies for developing and maintaining customer relationships 3.2 Evaluate the advantages and disadvantages of developing and maintaining effective customer relations
4. Understand how to support customer service improvements within a business	4.1 Define the importance of evaluating customer service 4.2 List the most common methods used to evaluate customer service. 4.3 Describe ways to support customer service improvements

## A/650/6498 Introduction to the Purpose and Value of Internal Quality Assurance

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 5

**Guided Learning hours** 5

### Unit Overview

This unit will allow the learner to obtain an understanding of how to secure quality and timely delivery of goods and services; indicative content will also cover:

- Techniques and processes to ensure the supply of quality goods
- Expediting, Inspection and Management
- Role of feedback to enhance supply chain performance
- Factors to be considered for disposal of goods when no longer required

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcome	Assessment Criteria
1. Understand how to ensure the supply of quality goods	1.1 Compare a selection of documents used in the control and monitoring of quality goods 1.2 Explain the differences between Quality Assurance and Quality control
2. Understand the purpose of Expediting	2.1 Define the principles of Expediting 2.2 List the main documents to Expediate goods 2.3 Explain the advantages and limitations for a business when expediting goods
3. Understand supply risks and the value of feedback to improve future performance	3.1 Describe supply risks involved with the delivery of equipment from an international supplier 3.2 Evaluate the value of feedback to increasing supply chain performance
4. Understand the factors to consider when disposing of goods	4.1 Explain reasons why a company chooses to take items out of service 4.2 Assess the options for the correct disposal of goods taken out of service

## D/650/6499 Introduction to the Principles of Health and Safety in a Warehouse Environment

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 10

**Guided Learning hours** 10

### Unit Overview

This unit will allow the Learner to identify sources of information about Health & Safety legislation and the role that management plays in this area. Indicative content includes:

- Legislation pertaining to Warehouse operations including COSHH (control of substances hazardous to health),
- DSE (display screen equipment),
- Health & Safety and First Aid regulations.
- Hazardous materials and
- How to identify risks in the workplace and perform risk assessments.
- Procedures to follow in the event of an accident.

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning

- Witness testimony
- Blended Assessment

**Unit Content**

Learning Outcomes	Assessment Criteria
<p>1. Understand the role of legislation within a warehousing and storage environment</p>	<p>1.1 Identify appropriate sources of information about health and safety legislation,</p> <p>1.2 Discuss the importance of protecting confidential information relating to health and safety</p> <p>1.3 Explain how key health and safety legislation impacts on the job role</p>
<p>2. Understand the legal requirements for the storage and distribution of specific goods and materials</p>	<p>2.1 Identify where information can be obtained for advice about the storage and distribution of specific goods and materials,</p> <p>2.2 Explain the legal requirements required for the distribution of specific goods and materials.</p>
<p>3. Be able to identify workplace Health, Safety and Security risks</p>	<p>3.1 Outline the aim and objectives of undertaking risk assessments in the workplace.</p> <p>3.2 Identify various Health, Safety and Security risks in your workplace or a workplace you are familiar with.</p> <p>3.3 Evaluate the roles and responsibilities of employees in preventing and reducing Health, Safety, and Security risks in the workplace.</p>
<p>4. Understand how to respond effectively to incidents in the workplace</p>	<p>4.1 Identify the key procedures to be followed in the event of an accident within a warehouse</p> <p>4.2 List the appropriate safety equipment to be used according to the type of incident</p> <p>4.3 Explain the organisational and legal reasons for reporting and recording accidents and incidents at work</p>

## L/650/6500 Introduction to the Movement of Goods Operations

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**Unit Status** Optional

**Unit Level** 2

**Credit Value** 9

**Guided Learning hours** 9

### Unit Overview

This unit will allow the learner to obtain an understanding of the movement of goods and the best processes for handling and processing stock and product. Indicative content includes:

- The characteristics of goods impact their handling process
- The concept of route planning and scheduling for the movement of goods
- The aspects of different modes of transportation
- Collection, storage, and distribution within a business
- Regulatory and enforcement bodies for movement of goods (in own country)

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment



**Unit Content**

Learning Outcomes	Assessment Criteria
<p>1. Understand how characteristics of goods impact their handling process</p>	<p>1.1 Identify the safety handling principles and security measures for moving different types of goods</p> <p>1.2 Describe three different types of goods and their characteristics</p> <p>1.3 Explain the factors that influence the flow of goods</p>
<p>2. Understand the concept of route planning and scheduling for the movement of goods</p>	<p>2.1 Identify the difference between regular and non-regular service types</p> <p>2.2 Describe linear or hub and spoke route systems</p> <p>2.3 Explain different sources and destinations of goods to ensure the appropriate use of resources</p>
<p>3. Understand the characteristics of different modes of transportation</p>	<p>3.1 Define the characteristics of four main modes of transportation</p> <p>3.2 Describe what is meant by inter-modal, intra-modal, and combined transport</p> <p>3.3 Explain how to select an appropriate mode, or combination of modes, for any movement of goods</p>
<p>4. Be able to evaluate the role of collection, storage, and distribution centres</p>	<p>4.1 Identify the reasons for having a collection, storage, and distribution centre</p> <p>4.2 Evaluate how a collection, storage, and distribution centre functions within a supply chain network</p>
<p>5. Be able to follow legal policies and procedures for the movement of goods</p>	<p>5.1 Outline relevant national and international legislation required to move goods</p> <p>5.2 Assess the procedures involved in moving goods nationally and internationally</p>

## Annex

The following pages provide documentation supplied for your use in the delivery of this qualification. We do not mandate the use of this documentation but if you choose to not make use of it then it is expected that you have the necessary documentation in place which meets the minimum requirements in order to allow delivery to take place in an effective and efficient manner.

## Learner Registration Form

<b>Full Name (as will appear on certificate)</b>	
<b>Title (delete as appropriate)</b>	Mr/Mrs/Miss/Ms/Dr/Prof
<b>Home Address</b>	
<b>Telephone Number</b>	
<b>Email Address</b>	
<b>Unique Learner Number (centre to source and enter this information)</b>	
<b>Qualification/Unit Title</b>	

<b>Date of Birth</b>		
<b>Gender (delete as appropriate)</b>	Male/Female	
<b>Disability (delete as appropriate)</b>	Yes/No/Not Stated	
<b>Ethnicity (tick as appropriate)</b>	Asian Bangladeshi	
	Asian Indian	
	Asian Pakistani	
	Any Other Asian Background	
	White and Black Caribbean	
	White and Black African	
	Asian and White	
	Any Other Mixed Background	
	Black African	
	Black Caribbean	
	Any Other Black Background	
	White British	
	White English	
	White Irish	
	White Scottish	
	White Welsh	
	Any Other White Background	
Chinese		
Other		

## Assessment Plan

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Qualification/Unit Title(s)</b>	
<b>Date of Plan</b>	
<b>Next Review Date</b>	

Feedback on previous planned tasks (to be used to explain the tasks that have been completed, how well the learner has performed and how much of the qualification has been achieved to date)

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<b>Unit Reference Number</b>	<b>Description of task to be completed including any preparation requirements</b>	<b>TargetDate</b>
Naturally occurring evidence may be used as appropriate but this will not be the main form of evidence generation		

<b>Learner Signature</b>		<b>Date:</b>
<b>Assessor Signature</b>		<b>Date:</b>
<b>IQA Signature (if sampled)</b>		<b>Date:</b>

## Assessment Report

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Date of Assessment</b>	
<b>Evidence Reference Number</b>	

Tick one or more options below to indicate the method of assessment used

<b>Professional Discussion</b>	<input type="checkbox"/>	<b>Observation</b>	<input type="checkbox"/>	<b>Questioning</b>	<input type="checkbox"/>	<b>Product Evidence</b>	<input type="checkbox"/>
<b>Other (please specify)</b>							

Use the space below to provide a full account of the assessment carried out	Criteria covered by assessment

Use the space below to provide a full account of the assessment carried out	Criteria covered by assessment

Use this space to provide feedback to the learner:

Learner Signature		Date:
Assessor Signature		Date:
IQA Signature (if sampled)		Date:

## Witness Testimony Report

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Witness Name</b>	
<b>Relationship to Learner</b>	
<b>Date of Witness Testimony</b>	
<b>Evidence Reference Number</b>	

Use the space below to provide a full account of the witness testimony provided	Criteria covered by assessment

Use the space below to provide a full account of the witness testimony provided	Criteria covered by assessment

Use this space to provide feedback to the learner:

Learner Signature		Date:
Assessor Signature		Date:
Witness Signature		Date:
IQA Signature (if sampled)		Date:



<b>Learner Name</b>		<b>Assessor Name</b>	
<b>IQA Name</b>		<b>Unit Number</b>	

Description of evidence (eg. CV, observation)	Evidence Reference Number	Assessment Criteria (enter the assessment criteria reference numbers below and tick in the corresponding column where the evidence referenced meets the requirement)												

Description of evidence (eg. CV, observation)	Evidence Reference Number	Assessment Criteria (enter the assessment criteria reference numbers below and tick in the corresponding column where the evidence referenced meets the requirement)												

I confirm that the evidence above meets the requirements of the unit in full and is the work of the learner. The evidence is also authentic, sufficient, valid and current to the standards required and the unit is now ready to be signed off as complete.

<b>Learner Signature</b>		<b>Date</b>	
<b>Assessor Signature</b>		<b>Date</b>	
<b>IQA Signature (if sampled)</b>		<b>Date</b>	

<b>Learner Name</b>	
<b>Qualification/Unit Title</b>	

## Learner Statement

I confirm that all of the evidence presented in relation to the above qualification/unit has been produced by myself and meets the requirement of being authentic, sufficient, valid and current to the standards required.

<b>Learner Signature</b>		<b>Date:</b>
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## Assessor Statement

I confirm that I have assessed all of the work produced and have ensured that the work is that of the above learner. I have ensured that during the learning process the evidence is authentic, sufficient, valid and current to the standards required.

<b>Assessor Signature</b>		<b>Date:</b>
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<b>IQA Signature (if sampled)</b>		<b>Date:</b>
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## Internal Quality Assurance Sampling Report

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Qualification/Unit Title(s)</b>	
<b>Date of Sample</b>	
<b>Next Sample Date (if applicable)</b>	

<b>Type of sampling activity completed (tick at least one option on each of the first two rows):</b>					
<b>Interim sampling</b>	<input type="checkbox"/>	<b>Summative sampling (certification can be claimed)</b>	<input type="checkbox"/>	<b>Summative sampling (folder referred for actions)</b>	<input type="checkbox"/>
<b>Folder check</b>	<input type="checkbox"/>	<b>Observation of delivery (observation report attached)</b>	<input type="checkbox"/>	<b>Learner interview (interview record attached)</b>	<input type="checkbox"/>
<b>Other (please detail):</b>					

<b>Assurance of the assessment process (tick at least one option for each question):</b>	<b>Yes</b>	<b>No</b>
Has an initial assessment taken place?	<input type="checkbox"/>	<input type="checkbox"/>
Has an assessment/development plan been agreed with the learner?	<input type="checkbox"/>	<input type="checkbox"/>
Is the Assessor recording assessment outcomes after each assessment has taken place and providing the learner with feedback?	<input type="checkbox"/>	<input type="checkbox"/>
Has the Assessor confirmed authenticity, sufficiency, accuracy, consistency and validity whilst assessing the evidence?	<input type="checkbox"/>	<input type="checkbox"/>
Are the learner's assessment/development records being updated and completed on an ongoing basis?	<input type="checkbox"/>	<input type="checkbox"/>

Action points/feedback to the Assessor:

Assessor Signature		Date:
IQA Signature		Date:

Actions complete (folder not ready for certification)		Actions complete (folder can be claimed for certification)	
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Assessor Signature		Date:
IQA Signature		Date:

## Learner Interview Record

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Qualification/Unit Title</b>	
<b>Date of Interview</b>	

<b>Interview Questions:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Did the Assessor explain the requirements of the programme and assessment methods at induction?			
Did the Assessor explain the appeals, the complaints and the whistleblowing procedures?			
Did the Assessor explain the quality assurance process and the part that the IQA, Awarding Organisation and Regulator play within this?			
Did anyone find out about any training you needed and organise for this to take place?			
Did the Assessor agree an assessment plan so that you understood what is required, by when and why in order to achieve the qualification?			
Did the Assessor consider your prior learning and experience in the development of the assessment plan?			
Did the Assessor review and update assessment plans to provide clear structure and guidance to you for the completion of the qualification?			
Do you feel you have received the required support to complete the required assessments?			
Do you feel you can discuss disagreements with assessment decisions with the Assessor?			
Do you feel the qualification will help you in the future?			
Have you been provided with advice and guidance on what you could progress to after the completion of this qualification?			

**Any other comments:**

<b>Learner Signature</b>		<b>Date:</b>
<b>IQA Signature</b>		<b>Date:</b>

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