

# Qualification Handbook

## BIIAB Level 3 Diploma in Warehousing and Storage

601/6849/3

C00/0761/2

Version 2

## Table of Contents

<b>1. About the BIIAB Level 3 Diploma in Warehousing and Storage ....</b>	<b>1</b>
<b>2. Objective and Purpose of the Qualification .....</b>	<b>1</b>
<b>3. About this Pack .....</b>	<b>2</b>
<b>4. BIIAB Customer Service .....</b>	<b>2</b>
<b>5. What are Rules of Combination (ROC)?.....</b>	<b>3</b>
<b>6. BIIAB Level 3 Diploma in Warehousing and Storage Rules of Combination (ROC) and Structure .....</b>	<b>4</b>
<b>7. Age Restriction.....</b>	<b>7</b>
<b>8. Entry Requirements and Progression .....</b>	<b>7</b>
<b>9. Assessment .....</b>	<b>7</b>
<b>10. Initial Assessment and Induction .....</b>	<b>12</b>
<b>11. Resources.....</b>	<b>12</b>
<b>12. Design and Delivery.....</b>	<b>13</b>
<b>13. Format of Units .....</b>	<b>13</b>
<b>14. Initial Registration .....</b>	<b>14</b>
<b>15. Mandatory Units .....</b>	<b>16</b>

## **1. About the BIIAB Level 3 Diploma in Warehousing and Storage**

BIIAB is Regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulation in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a Regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>	<b>Designation Number (Wales)</b>
BIIAB Level 3 Diploma in Warehousing and Storage	601/6849/3	C00/0761/2

The BIIAB Level 3 Diploma in Warehousing and Storage has been designed to give learners the knowledge, understanding and skills to work in a variety of warehousing and storage related roles such as that of a Senior Warehouse Person/Team Leader.

## **2. Objective and Purpose of the Qualification**

The BIIAB Level 3 Diploma in Warehousing and Storage has been designed to enable learners to obtain and then demonstrate the knowledge and skills required to work effectively within a Warehousing and Storage role at level 3.

Achievement of this qualification indicates competence to undertake a warehousing and storage role in the workplace. The primary purpose of the qualification is therefore to confirm occupational competence at level 3, for example as a Senior Warehouse Person/Team Leader.

This qualification, along with Functional Skills and Employment Rights and Responsibilities, are designed to make up the component parts of the Advanced (Level 3) Apprenticeship in Warehousing and Storage.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant Regulatory, policy and funding changes users are advised to check the funding status of this qualification for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB head office.

### **3. About this Pack**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place. If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

### **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## **6. BIIAB Level 3 Diploma in Warehousing and Storage Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 3 Diploma in Warehousing and Storage learners **must** gain a **total of 40** credits. This **must** consist of:

- **Minimum total** credit: **40**
- Mandatory Group A **minimum** credit: **16**
- Optional unit Groups B, C, D, E and F **minimum** credit: **24**

This **must** consist of:

- Optional Group B **minimum** credit: **9**
- Optional Group C **minimum** credit of: **4**
- Optional Group D **minimum** credit of: **6**
- Optional Group E **minimum** credit of: **3**
- Optional Group F **minimum** credit of: **2**
- A **minimum of 24** credits **must** be achieved through the completion of units at **Level 3** and above.
- GLH: **201**
- TQT: **400**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### **Mandatory Group A**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment method</b>
WH15	Y/601/7920	Contribute to the provision of customer service in logistics operations	3	2	18	Portfolio
WH41	T/601/7603	Provide leadership for your team in logistics operations	4	3	20	Portfolio
WH38	Y/601/7934	Supervise the receipt, storage or dispatch of goods	6	3	20	Portfolio
WH42	K/601/4875	Take responsibility for health, safety and security in your team	3	3	18	Portfolio

**Optional Unit Group B**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment method</b>
WH26	J/601/7914	Moving and/or handling goods in logistics operations	4	2	15	Portfolio
WH27	H/601/7922	Use equipment to move goods in logistics operations	3	2	18	Portfolio
WH18	L/601/7932	Process returned goods in logistics operations	3	2	15	Portfolio
WH37	R/601/7933	Sort goods and materials for recycling or disposal in logistics	3	2	10	Portfolio
WH33	D/601/7935	Check stock levels and stock records	3	2	10	Portfolio
WH36	J/601/7928	Maintain the safety and security of hazardous goods and materials in logistics operations	6	3	30	Portfolio

**Optional Unit Group C**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Credit</b>	<b>Level</b>	<b>GLH</b>	<b>Assessment method</b>
WH43	R/601/7611	Allocate and check work in your team in logistics operations	3	3	12	Portfolio
WH44	Y/601/7187	Inducting new colleagues into a logistics operation	2	2	11	Portfolio
WH45	M/601/7177	Manage your own professional development in logistics operations	2	3	11	Portfolio
WH46	F/601/7183	Recruit, select and keep colleagues in logistics operations	4	3	16	Portfolio
WH47	J/601/7184	Build and manage teams in logistics operations	4	3	18	Portfolio

**Optional Unit Group D**

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
WH48	K/601/7596	Schedule logistics operations to meet customers' requirements	4	3	18	Portfolio
WH49	Y/600/7646	Arrange the transportation of goods using multiple transport modes	3	3	26	Portfolio
WH50	D/600/7647	Organise the preparation of documentation for the transportation of goods	3	3	26	Portfolio
WH51	M/601/7602	Ensure compliance with Legal, regulatory, ethical and social requirements in logistics operations	3	3	15	Portfolio

**Optional Unit Group E**

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
WH52	M601/7597	Optimise the use of logistics resources	3	3	15	Portfolio
WH53	T/601/7598	Respond to problems in logistics operations	3	3	15	Portfolio
WH54	H/601/7600	Improve performance in logistics operations	4	3	20	Portfolio
WH55	K/601/7601	Minimise the environmental impact of logistics operations	3	3	15	Portfolio

**Optional Unit Group F**

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
WH56	D/601/7174	Release vehicles for daily tasks	2	2	12	Portfolio
WH57	A/601/7599	Apply technology in logistics operations	4	3	18	Portfolio
WH58	M/601/7180	Monitor vehicle movements	2	2	12	Portfolio
WH59	A/601/7182	Manage the traffic office	4	3	16	Portfolio
WH60	T/600/6584	Principles of food safety supervision in logistics	3	3	25	Portfolio



## **7. Age Restriction**

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

## **8. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Achievement of the BIIAB Level 3 Diploma in Warehousing and Storage qualification offers opportunities for progression, including:

- 601/4601/1 BIIAB Level 4 NVQ Diploma in Management

## **9. Assessment**

### **Overview of assessment strategy**

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

### **Assessment process**

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## Assessment Strategy

The Assessment Strategy has been designed by Skills for Logistics. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current Skills for Logistics designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certifying the qualification. Centres should also refer to the full strategy available at [www.skillsforlogistics.org](http://www.skillsforlogistics.org).

## Skills for Logistics assessment strategy

### Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
  - Furthermore, 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.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

#### **Expert Witness**

- Where the assessor has not undertaken the specific training, or does not hold the 'licence' for the type of equipment on which the assessment is to take place, the testimony of an expert witness should be sought.
- An expert witness must be someone who is both competent on the type of equipment and is working sufficiently closely with the candidate to be able to comment on their operating ability. Competence may be demonstrated by the achievement of a 'licence' or evidence of specific training.
- The expert witness is not consulted as a professional assessor, but as someone who is expert in the use of the type of equipment being used.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

#### **IQAs must:**

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.

- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the workplace.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

BIIAB require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

## Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes any knowledge-based learning outcomes and assessment criteria contained in the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

## Simulation

- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible are:
  - where a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise
  - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation
  - the safety of the learner and/or resources would be put at risk.
- Learners should be enabled to complete, wherever possible, real work activities that provide both evidence of underpinning knowledge and evidence of competence to demonstrate they have met the learning outcomes and assessment criteria of the unit and that they are competent in relation to the National Occupational Standards.
- When simulation is used, those who assess the learner should be confident that the simulation replicates the workplace to such an extent that they will be able to fully transfer their occupational competence to the workplace and real situations.

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to [www.biiab.org](http://www.biiab.org)

## 10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## 11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence units
- a Summative Reflective account template
- Access to the units.

All of these resources are available for download via The Hub on [centrezone.bii.org](https://centrezone.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezone.bii.org](https://centrezone.bii.org)

### Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## **12. Design and Delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## **13. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Number / Unique Reference Number (URN)**

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **14. Initial Registration**

### **Registration and certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware



- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

**Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## **15. Mandatory Units**

The following units are mandatory for the BIIAB Level 3 Diploma in Warehousing and Storage qualification. For access to all optional units please visit [centrezon.bii.org](http://centrezon.bii.org).

<b>Unit Title</b>	<b>Contribute to the provision of customer service in logistics operations</b>	
<b>BIIAB Reference</b>	<b>WH15</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>18</b>	
<b>Unit Reference No.</b>	<b>Y/601/7920</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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: <ul style="list-style-type: none"> <li>• health, safety and security</li> <li>• personal protective equipment</li> <li>• maintaining effective customer relations</li> <li>• personal appearance and hygiene</li> <li>• reporting procedures and systems</li> <li>• recording information</li> <li>• confidentiality</li> <li>• complaints</li> </ul>
	1.2	Describe different types of customers in relation to own organisation
	1.3	Describe the importance of <ul style="list-style-type: none"> <li>• promoting the organisation's image positively</li> <li>• effective communication</li> <li>• good customer service</li> </ul>
	1.4	Identify the services available to customers in own organisation
	1.5	Describe the implications of: <ul style="list-style-type: none"> <li>• a negative image on your organisation</li> <li>• poor communication</li> <li>• poor customer service</li> </ul>
	1.6	Describe: <ul style="list-style-type: none"> <li>• own role in dealing with customer complaints and</li> <li>• the limits of your responsibility</li> </ul>
	1.7	Identify who to report to when you are unable to deal with a customer enquiry or request

<b>Unit Title</b>	<b>Contribute to the provision of customer service in logistics operations</b>	
<b>BIIAB Reference</b>	<b>WH15</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>3</b>	
<b>GLH</b>	<b>18</b>	
<b>Unit Reference No.</b>	<b>Y/601/7920</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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: <ul style="list-style-type: none"> <li>• health, safety and security</li> <li>• personal protective equipment</li> <li>• maintaining effective customer relations</li> <li>• personal appearance and hygiene</li> <li>• reporting procedures and systems</li> <li>• recording information</li> <li>• confidentiality</li> <li>• complaints</li> </ul>
	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
	2.8	Ensure the customer is promptly informed of any action that is taken
	2.9	Maintain customer confidentiality
	2.10	Update customer records accurately
	2.11	Record customer enquiries and outcomes accurately using the organisation's procedures and systems
	2.12	Deal with customer complaints effectively

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Supervise the receipt, storage or dispatch of goods</b> <b>WH38</b> <b>3</b> <b>6</b> <b>20</b> <b>Y/601/7934</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
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: <ul style="list-style-type: none"> <li>• health, safety and security</li> <li>• environmental factors</li> <li>• special requirements</li> <li>• stock rotation</li> <li>• monitoring and testing</li> </ul>
	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 organisations resources effectively
	2.5	Communicate effectively with others
	2.6	Complete records for supervising the receipt, storage or dispatch of goods accurately

<b>Unit Title</b>	<b>Provide leadership for your team in logistics operations</b>	
<b>BIIAB Reference</b>	<b>WH41</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>T/601/7603</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Know how to provide leadership for own team in logistics operations	1.1	Explain the relevant organisational policies and procedures, in relation to providing leadership for own team, that relate to: <ul style="list-style-type: none"> <li>• roles, responsibilities, information and management systems</li> <li>• setting objectives</li> <li>• equality and diversity, and inclusion</li> <li>• monitoring work activities</li> </ul>
	1.2	Explain different leadership styles
	1.3	Explain the principles of effective communication
	1.4	Explain methods for motivating, supporting and encouraging team members to achieve team objectives
	1.5	Explain the importance of creating an environment of trust and mutual respect
	1.6	Explain the importance of understanding difficult situations, conflicts and disagreements and techniques for resolving these
	1.7	Explain the benefits of encouraging creativity and innovation within a team

<b>Unit Title</b>	<b>Provide leadership for your team in logistics operations</b>	
<b>BIIAB Reference</b>	<b>WH41</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>GLH</b>	<b>20</b>	
<b>Unit Reference No.</b>	<b>T/601/7603</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Be able to provide leadership in own team in logistics operations	2.1	Follow all organisational policies and procedures, in relation to providing leadership in own team in logistics operations, that relate to: <ul style="list-style-type: none"> <li>• roles, responsibilities, information and management systems</li> <li>• setting objectives</li> <li>• equality and diversity, and inclusion</li> <li>• monitoring work activities</li> </ul>
	2.2	Communicate effectively
	2.3	Communicate the purpose and objectives of the team to all members
	2.4	Plan the achievement of the objectives with team members
	2.5	Set individual work objectives to each member of the team
	2.6	Encourage team members to achieve team objectives
	2.7	Provide support to team members
	2.8	Motivate team members
	2.9	Encourage creativity and innovation to achieve team objectives
	2.10	Encourage team members to take the lead when they have the knowledge and expertise to do so
	2.11	Ensure that any conflict is dealt with promptly
	2.12	Monitor the activities and progress of the team
	2.13	Record work according to organisational procedures

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Take responsibility for health, safety and security in your team</b> <b>WH42</b> <b>3</b> <b>3</b> <b>18</b> <b>K/601/4875</b>
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>
1 Understand health safety and security requirements	1.1 Describe organisational policies and procedures that relate to health, safety and security 1.2 Identify people and items that are vulnerable to safety and security risks in the workplace 1.3 Explain the approved precautions that can be used to minimize safety and security risks 1.4 Identify appropriate Personal Protective Equipment 1.5 Explain action that can be taken to prevent harm to individuals 1.6 Explain action that can be taken in response to accidents and emergencies 1.7 Identify the approved process for undertaking risk assessments according to organisational policies 1.8 Explain the required site protection for a particular job
2 Be able to work safely	2.1 Evaluate the safety and own security risks and those that effect the team 2.2 Report any safety and security risks using organisational procedures 2.3 Wear the correct Personal Protective Equipment according to organizational requirements 2.4 Demonstrate to visitors to work areas what the correct safety and security procedures are 2.5 Demonstrate how to prevent unauthorized access to hazardous areas 2.6 Demonstrate the organisation of site protection to own team 2.7 Undertake risk assessments according to the site and organisational procedures 2.8 Evaluate safety and security Issues that have occurred in the recent past 2.9 Make recommendations to improve site health, safety and security



## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

**Learner Name:** \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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