



Qualification Guidance



BIIAB Level 2 Certificate in Warehousing and Storage Principles

Level 2 Certificate - 601/7067/0



Qualification Guidance

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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Version	Date	Details of Change
3.1	November 2023	Reformatted Qualification Guide into new branding
3.2	June 2025	Unit specification correction
3.3	July 2025	Progression routes text updated to reflect live and available qualifications only

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 2 Certificate in Warehousing and Storage Principles - 601/7067/0							
Qualification Purpose	To give learners the knowledge to work in a variety of warehousing and storage related roles such as that of a Warehouse Operative.						
Age Range	Pre 16		16-18	✓	18+		19+ ✓
Regulation	The above qualification is regulated by Ofqual						
Assessment	<ul style="list-style-type: none"> Portfolio of Evidence Practical Demonstration/Assignment 						
Type of Funding Available	See FaLa (Find a Learning Aim)						
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges						
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed						
Operational Start Date	01/12/2015						
Review Date	31/07/2025						
Operational End Date							
Certification End Date							
Guided Learning (GL)	110 hours						
Total Qualification Time (TQT)	140 hours						
Credit Value	14						
BIIAB Qualifications Limited Sector	Retail and Warehousing						
Ofqual SSA Sector	07.2 Warehousing and distribution						
Support from Trade Associations							
Administering Office	See BIIAB Qualifications Limited website						



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About the BIIAB Level 2 Certificate in Warehousing and Storage Principles

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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.

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Certificate in Warehousing and Storage Principles	601/7067/0

Objective and Purpose of this Qualification

The BIIAB Level 2 Certificate in Warehousing and Storage Principles has been designed to allow learners to obtain the knowledge required to work effectively within a warehousing and storage role at level 2.

Achievement of this qualification does not indicate competence but the knowledge obtained aids progression onto the BIIAB Level 2 Certificate in Warehousing and Storage or an Apprenticeship in Warehousing and Storage, which allows full demonstration of competence.

The primary purpose of the qualification is to progress to the next level of vocational learning by preparing for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards for warehousing and storage at this level, as such, the sub-purpose is to develop knowledge and/or skills in a subject area.

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

About this Guidance

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



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The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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

What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups 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)

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- the title, Unit Regulation Number and BIIAB Qualifications Limited 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.

BIIAB Level 2 Certificate in Warehousing and Storage Principles Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Warehousing and Storage Principles learners **must** gain a **total of 14** credits. This **must** consist of:

- Minimum total** credit: **14**
- Mandatory Group A **minimum** credit: **14**
- Guided Learning hours (GLH): **110** hours
- Total Qualification Time (TQT): **140** hours

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 is the qualification unit.

Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
WH40	L/502/2764	Warehousing and Storage Principles	2	14	110	Assessment Knowledge Module (AKM)

Age Restriction

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+

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 2 Certificate in Warehousing and Storage Principles qualification will allow for a number of progression routes into other areas of learning.

Assessment

Overview of assessment strategy

The qualification contains a knowledge unit. This unit is assessed by an Assessment Knowledge Module (AKM) externally set by BIIAB Qualifications Limited. The AKM is an internally marked assessment, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

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.

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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 review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance 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 Qualifications Limited 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 Qualifications Limited 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.

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

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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

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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 business.
- 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

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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 the knowledge-based learning outcomes and assessment criteria of 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

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

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 Qualifications Limited 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.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Module (AKM)
- Assessor Guidance for each of the AKM
- Learner Summative Reflection
- Access to the units

All of these resources are available on request.

Evidence matrixes

BIIAB Qualifications Limited provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes are covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (e.g. implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.



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Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB Qualifications Limited set questions within the context of knowledge modules that can be used to assess the learners competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does not have to be undertaken within secure conditions, but must be collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not the assessment. A password will be provided to allow access this document upon approval for the qualification.

These are internally marked and verified but must be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB Qualifications Limited suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not to** the possible answers of the assessment. A password will be provided to allow access this document upon approval for the qualification.

Learner Summative Reflection

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

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 Qualifications Limited includes the mandatory units within this guidance document.

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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 forms part of the delivery.

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

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 GL, will include the estimated number of hours spent 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.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

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 guidance document 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 / Unit Reference Number (URN)

The Unit 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

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included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent 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.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

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Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to 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.

Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

Mandatory Units

The following unit is mandatory for this qualification.

Warehousing and Storage Principles

Unit Reference	L/502/2764
BIIAB Reference	WH40
Level	2
Credit Value	14
Guided Learning (GL)	110
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to develop effective working relationships with colleagues in logistics operations.
Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.7) The learner can:
1. Understand how to receive and store goods and materials	1.1 Explain the importance of knowing what goods are due and when they are due 1.2 Explain the importance of correctly preparing the receiving area for the goods 1.3 State the importance of checking the quality and quantity of the goods received. 1.4 Explain the purpose of an effective stock control system 1.5 Explain the methods and conditions for storing goods 1.6 Explain the importance of reporting and recording variations in deliveries or damage, breakages, quality or out of date items in storage 1.7 State the Personal Protective Equipment used in a Warehouse and Storage environment
2. Understand how to process orders and dispatch goods	2.1 Explain how customer requirements translate into orders 2.2 Identify the documents and systems that are used for checking availability of stock

	<p>2.3 Explain the importance of completing the order process accurately and in optimum time</p> <p>2.4 Outline the procedures for packing items safely, securely and labelling correctly</p> <p>2.5 Explain the importance of using the correct form of packaging and wrapping</p> <p>2.6 Identify the types of equipment and handling methods used to assemble orders</p> <p>2.7 Explain the characteristics and special requirements of goods being dispatched</p> <p>2.8 Explain health, safety and security considerations when dispatching goods</p> <p>2.9 State the importance of correctly preparing the dispatch area</p> <p>2.10 Explain when to use different loading methods</p> <p>2.11 Outline the requirements of the Lifting Operations and Lifting Equipment Regulations 1988 (LOLER)</p>
<p>3. Understand how to deliver effective customer service</p>	<p>3.1 Describe key roles within the supply chain</p> <p>3.2 State the qualities a customer expects from an individual</p> <p>3.3 State the qualities an employer expects from an employee</p> <p>3.4 Explain the listening skills required for dealing with different types of customers</p> <p>3.5 Describe the benefits to a business of having satisfied customers</p>

	<p>3.6 List common causes for customer complaints</p> <p>3.7 Explain the importance of communicating in an efficient and courteous manner</p> <p>3.8 Explain the benefits of understanding the stock range</p> <p>3.9 Explain where to find information about the stock range</p> <p>3.10 Explain the reasons for keeping up to date with information on stock</p> <p>3.11 State the reasons for keeping goods clean and in good condition</p>
4. Understand Health, Safety, Security and Legislation	<p>4.1 State the rights of employees according to the Health and Safety at work Act</p> <p>4.2 Identify the groups of people for which employers are liable in terms of health and safety</p> <p>4.3 State employees' responsibilities for health and safety</p> <p>4.4 State employees' responsibilities for health and safety</p> <p>4.5 Identify sources of information required for maintaining legal requirements</p> <p>4.6 Explain the importance of risk assessment</p> <p>4.7 Explain the correct safety procedures for lifting heavy items</p> <p>4.8 Describe procedures for dealing with emergencies</p>

	<p>4.9 Identify the essential contents of an accident report</p> <p>4.10 State the reasons for carrying out good housekeeping practices</p> <p>4.11 State the types of security incidents and external threats that may occur</p> <p>4.12 Explain the importance of monitoring unauthorised access by staff and others</p> <p>4.13 Explain ways of controlling threatening and/or violent behaviour from others</p>
5. Understand how to be an effective team worker	<p>5.1 Explain the importance of working effectively in a team</p> <p>5.2 State the importance of following organisational guidelines for communication</p> <p>5.3 Explain the benefits to an individual of knowing how their role fits within the team and organisation</p> <p>5.4 Explain the importance of feedback in personal development</p> <p>5.5 State the resources available for improving own performance</p> <p>5.6 State the methods available to identify own training needs</p> <p>5.7 Explain the benefits of a personal development plan to the individual and business</p> <p>5.8 Explain how to recognise and resolve conflict situations within a team</p>