BIIAB

BIIAB Level 2 Certificate in Warehousing and Storage

Level 2 Certificate - 601/6956/4 (England)
            - C00/0761/0 (Wales)

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.

Copyright

Version	Date	Details of Change
3.1	November 2023	Reformatted Qualification Guide into new branding

BIIAB

Contents

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 - 601/6956/4 (England) - C00/0761/0 (Wales)	

Qualification Purpose	To give learners the knowledge, understanding and skills 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	• 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)	99 hours
Total Qualification Time (TQT)	260 hours
Credit Value	26
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

About the BIIAB Level 2 Certificate in Warehousing and Storage

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	601/6956/4 (England) C00/0761/0 (Wales)

Objective and Purpose of this Qualification

The BIIAB Level 2 Certificate 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 2.

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 2.

This qualification, along with Functional Skills and Employment Rights and Responsibilities, are designed to make up the component parts of the Intermediate (Level 2) 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 this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB Qualifications Limited 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.

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)
- 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 Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Warehousing and Storage learners **must** gain a **total of 26** credits. This **must** consist of:

- **Minimum total** credit: **26**
- Mandatory Group A **minimum** credit: **7**
- Optional Unit Groups B, C, D, E and F **minimum** credit**: 19.**
  This **must** consist of:
    - Optional Unit Group B **minimum** credit of **6, maximum** credit of **7**
    - Optional Unit Group C **maximum** credit: **3**
    - Optional Unit Group D **minimum** credit of **1, maximum** credit of **4**
    - Optional Unit Group E **maximum** credit: **3**
    - Optional Unit Group F **minimum** credit: **6**
- Guided Learning hours (GLH): **99** hours
- Total Qualification Time (TQT): **260** 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 are the qualification units.

Qualification Guidance

Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
WH19	K/502/1072	Health, Safety & Security at Work	2	3	20	Portfolio
WH13	H/601/7919	Develop effective working relationships with colleagues in logistics operations	2	4	15	Portfolio

Optional Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
WH20	R/601/7916	Pick goods in logistics operations	2	3	15	Portfolio
WH21	Y/601/7917	Wrap and pack goods in logistics operations	2	3	12	Portfolio
CVO33	T/601/7925	Place goods in storage in logistics operations	2	4	16	Portfolio
WH17	F/601/7930	Process orders for customers in logistics operations	2	3	10	Portfolio
WH22	J/601/7931	Assemble orders for dispatch in logistics operations	2	3	12	Portfolio

Optional Group C

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
WH23	M/601/7910	Maintain the cleanliness of equipment in logistics operations	2	3	10	Portfolio

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Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
WH24	F/601/7913	Keep work areas clean in logistics operations	2	3	10	Portfolio
WH25	L/601/7929	Maintain hygiene standards in handling and storing goods in logistics operations	2	3	16	Portfolio

Optional Group D

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
WH26	J/601/7914	Moving and/or handling goods in logistics operations	2	4	15	Portfolio
WH27	H/601/7922	Use equipment to move goods in logistics operations	2	3	18	Portfolio
WH28	A/601/8994	Use a forklift side-loader in logistics operations	2	1	2	Portfolio
WH29	M/601/8992	Use an industrial forklift truck in logistics operations	2	1	2	Portfolio
WH30	T/601/8993	Use a hoist in logistics operations	2	1	2	Portfolio
WH31	F/601/8995	Use a compact crane in logistics operations	2	1	2	Portfolio

Qualification Guidance

Optional Group E

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
WH32	T/601/7911	Keep stock at required levels in logistics operations	2	3	12	Portfolio
WH33	D/601/7935	Check stock levels and stock records	2	3	10	Portfolio

Optional Group F

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
WH34	D/601/7921	Operate equipment to perform work requirements in logistics operations	2	8	30	Portfolio
WH35	K/601/7923	Receive goods in logistics operations	2	3	15	Portfolio
WH36	J/601/7928	Maintain the safety and security of hazardous goods and materials in logistics operations	3	6	30	Portfolio
WH18	L/601/7932	Process returned goods in logistics operations	2	3	15	Portfolio
WH337	R/601/7933	Sort goods and materials for recycling or disposal in logistics operations	2	3	10	Portfolio
WH38	Y/601/7934	Supervise the receipt, storage or dispatch of goods	3	6	20	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
WH15	Y/601/7920	Contribute to the provision of customer service in logistics operations	2	3	18	Portfolio
WH39	H/600/6578	Principles of food safety in logistics	2	1	9	Portfolio

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.

Assessment

Overview of assessment strategy

The qualification contains a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by BIIAB Qualifications Limited. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Competence units are assessed following NVQ principles.

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.

Qualification Guidance

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 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 certificating 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 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 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.

Qualification Guidance

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 Qualifications Limited 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 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:

- Evidence matrixes for the competence / NVQ units, including a Learner Summative Reflection
- Assessment Knowledge Modules (AKMs)
- Assessor Guidance for each of the AKMs
- 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 and 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.

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.

Qualification Guidance

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.

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

Qualification Guidance

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 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.

Qualification Guidance

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.

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 units are mandatory for this qualification.

Health, Safety and Security at work

Unit Reference	K/502/1072
BIIAB Reference	WH19
Level	2
Credit Value	3
Guided Learning (GL)	20
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to be able to work safely, monitor the workplace for hazards and contribute to workplace security.
Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.2) The learner can:
1. Be able to work safely	1.1 Take appropriate action in the event of fire, emergencies or accidents 1.2 Identify where alarms, emergency exits, escape routes, emergency equipment and assembly points are located 1.3 Demonstrate safe and appropriate use of emergency equipment 1.4 Distinguish between different alarm sounds 1.5 Comply with equipment operating procedures and manufacturer's instructions 1.6 Demonstrate safe handling and lifting techniques 1.7 Demonstrate correct use and maintenance of any protective clothing and/or equipment 1.8 Comply with personal responsibilities under the Health & Safety at Work Act / COSHH 1.9 Identify who the nominated first aiders are

2. Be able to monitor the workplace for hazards	2.1 Identify hazardous substances that are used in the workplace and demonstrate methods of making them safe or reducing their danger in the event of an accident
	2.2 Identify hazards posed by machinery that is used in the workplace and demonstrate methods of making safe or reducing their danger in the event of an accident
	2.3 Demonstrate how to handle and store hazardous substances including debris
	2.4 Demonstrate how to store materials and equipment
	2.5 Explain what the most likely accidents and emergencies in the workplace are and how to deal with them
	2.6 Comply with personal responsibilities under the COSHH (Control of Substances Hazardous to Health)
3. Be able to contribute to workplace security	3.1 Outline and comply with the organisation's rules, codes, guidelines and standards relating to security
	3.2 Explain how to deal with loss of property

Develop effective working relationships with colleagues in logistics operations

Unit Reference	H/601/7919
BIIAB Reference	WH13
Level	2
Credit Value	4
Guided Learning (GL)	15
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. Know how to develop effective working relationships with colleagues in logistics operations	1.1 Explain the relevant organisational policies and procedures for developing effective working relationships in logistics operations that relate to: • health, safety and security • quality standards • confidentiality • equality and diversity 1.2 Describe own roles and responsibilities and those of colleagues 1.3 Explain the importance of good communication methods 1.4 Explain the importance of feedback to improve work performance 1.5 Explain how to identify learning needs and the opportunities for learning that are available 1.6 Explain how to deal constructively with misunderstandings and difficulties that can arise in working relationships

2. Be able to develop effective working relationships with colleagues in logistics operations	2.1 Communicate with colleagues effectively
	2.2 Confirm tasks, priorities and responsibilities clearly and accurately with colleagues
	2.3 Respond to requests from colleagues that fall within your responsibility
	2.4 Report any circumstances that prevent the achievement of quality standards
	2.5 Seek relevant feedback on work achievements and performance from relevant people
	2.6 Determine own learning needs based on feedback and observation of own performance
	2.7 Agree a learning plan that outlines realistic development opportunities and timescales