

Qualification specification

**NCFE Level 2 Certificate in the Principles of
Warehousing and Storage**

QN: 603/0634/8

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Summary of changes

This section summarises the changes to this qualification specification since previous versions.

| Version | Publication Date | Summary of amendments |
|---------|------------------|--|
| v3.1 | January 2020 | Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 14) |
| v3.2 | February 2020 | Removed broken web links and updated learning resource information |
| v3.3 | June 2022 | <p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p> |

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in the Principles of Warehousing and Storage.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in the Principles of Warehousing and Storage.

Things you need to know

| | |
|--------------------------------|---|
| Qualification number (QN) | 603/0634/8 |
| Aim reference | 60306348 |
| Total Qualification Time (TQT) | 135 |
| Guided Learning Hours (GLH) | 101 |
| Level | 2 |
| Assessment requirements | Internally assessed and externally quality assured portfolio of evidence. |

Total Qualification Time (TQT)

Total Qualification Time is 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.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/0634/8.

This qualification has been developed in conjunction with experts from the warehousing and storage industry.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed for learners who want to enter and/or progress from entry roles in the Warehousing and Storage industries. Learners will develop the underpinning knowledge necessary to support them in their role in this sector. Completion of this qualification will support progression into employment or into higher level roles in the industry. The qualification is ideal for learners not in employment, or who cannot access an Apprenticeship. It would also be ideal for prison-based learners preparing for release.

This qualification will:

- focus on the study of the warehousing and storage industry
- offer breadth and depth of study, incorporating a key core of knowledge.

Qualification objectives

The objectives of this qualification are to:

- allow learners to progress to employment within the warehousing and storage industry
 - provide informed and prepared potential employees.
-

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in the Principles of Warehousing and Storage, learners are required to successfully complete all 5 mandatory units.

Mandatory units

| Unit No | Unit title |
|---------|--|
| Unit 01 | Introduction to warehousing and storage |
| Unit 02 | Understand how to receive and store goods |
| Unit 03 | Understand how to process orders and prepare them for dispatch |
| Unit 04 | Understand how to check stock and update records |
| Unit 05 | Customer service in warehousing and storage |

The learning outcomes for each unit are provided in Section 2 (page 16).

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the NCFE Level 2 Certificate in the Principles of Warehousing and Storage, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Unit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Direct Claim Status

Direct Claim Status will be transferred for this qualification for centres already delivering NCFE Level 2 Certificate in Warehousing and Storage (600/1344/8).

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for learners aged 16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Award in Warehousing
- Level 3 Diploma in Warehousing and Storage.

It may also be useful to learners studying qualifications in the following sector:

- Retail and Commercial Enterprise.
-

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge from the NCFE website. You do not have to use the LETL – you can devise your own evidence tracking document instead.

Customer Support team

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke, subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- total unit time
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- achievement descriptors and explanations
- delivery and assessment (including types of evidence for internal assessment).

The regulators' regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Introduction to warehousing and storage (H/615/2642)

| | |
|------------------------------|--|
| Unit summary | The aim of this unit is for learners to gain an overview of warehousing and storage. |
| Total unit time | 30 |
| Guided learning hours | 22 |
| Level | 2 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 understand the warehousing and storage industry

The learner must know about:

- 1.1 the 6 rights associated with logistics
- 1.2 the different types of warehousing

| Achievement descriptor | Explanation |
|---|---|
| Supports all points with examples or explanations. | The learner will apply their understanding of the 6 rights associated with logistics and the different types of warehousing, providing examples or explanations of these. |
| Delivery and assessment: | |
| <p>The learner must explain the 6 rights associated with logistics:</p> <ul style="list-style-type: none"> • getting the right things • in the right quantity • to the right place • at the right time • in the right condition • at the right price. <p>The learner must know the different types of warehousing, to include:</p> <ul style="list-style-type: none"> • private warehouse • public warehouse • automated warehouse • climate-controlled warehouse • distribution centre • bonded warehouse. <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p> | |

Unit 01 Introduction to warehousing and storage (H/615/2642) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

Evidence could include:

- short answer questions
- question and answer session (audio/visual/written records)
- workbooks
- task sheets
- presentation (including notes and slides)
- posters.

Unit 01 Introduction to warehousing and storage (H/615/2642) (cont'd)**Learning outcome 2**

The learner will:

- 2 understand the functions and benefits of warehousing

The learner must know about:

- 2.1 the functions of warehousing
2.2 the benefits of warehousing

| Achievement descriptor | Explanation |
|---|---|
| Supports all points with examples or explanations. | The learner will demonstrate their understanding of the functions and benefits of warehousing, supporting all of the functions and a minimum of 3 benefits with examples or explanations. |
| Delivery and assessment: | |
| <p>The learner must know about the following functions of warehousing:</p> <ul style="list-style-type: none"> • storage • grading and packing. <p>The learner must outline a minimum of 3 benefits of warehousing which could include:</p> <ul style="list-style-type: none"> • regular production • time utility • store of surplus goods • price stabilisation • minimisation of risk • packing and grading • financing. <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p> | |
| Types of evidence: | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • short answer questions • question and answer session (audio/visual/written records) • workbooks • task sheets • presentation (including notes and slides) • posters. | |

Unit 02 Understand how to receive and store goods (K/615/2738)

| | |
|------------------------------|--|
| Unit summary | The aim of this unit is to help the learner understand how to receive and store goods. The learner will also understand the health and safety risks involved in these processes. |
| Total unit time | 28 |
| Guided learning hours | 23 |
| Level | 2 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 understand how to receive goods

The learner must know about:

- 1.1 preparations for receiving goods
- 1.2 checking incoming goods and reporting and recording variations

| Achievement descriptor | Explanation |
|--|--|
| Supports all points with examples or explanations. | The learner will understand how to receive goods, including preparations for receiving goods and checking incoming goods and reporting and recording variations. They will support all points with examples or explanations. |
| Delivery and assessment: | |
| <p>Learners must understand the importance of knowing what goods are due and when they are due. They must also understand the importance of preparing to receive goods in the incoming goods/offload inspection area to include:</p> <ul style="list-style-type: none"> • PPE (personal protective equipment) appropriate for the role • ensuring the area is clean and tidy and free from obstructions • making sure handling equipment is available if appropriate • ensuring there is space available for the incoming goods. <p>Learners must be aware of the types of handling equipment available, which could include:</p> <ul style="list-style-type: none"> • forklift trucks • pallet trucks • cranes • hoists • conveyors. <p>Learners must explain the necessary daily checks required to ensure efficient and safe operation of manual handling equipment.</p> | |

Unit 02 Understand how to receive and store goods (K/615/2738) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Learners must understand the importance of checking the condition and quantity of the goods received in relation to all documentation (which could be a packing note, or information stored on hand-held recording/scanning devices).

They must also understand the importance of reporting and recording variations in deliveries which could include quantity, temperature, damage, breakages and condition. They should be aware of who to report to.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

Evidence could include:

- short answer questions
- question and answer session (audio/visual/written records)
- workbooks
- task sheets
- presentation (including notes and slides)
- poster.

Unit 02 Understand how to receive and store goods (K/615/2738) (cont'd)**Learning outcome 2**

The learner will:

- 2 understand how to store goods

The learner must know about:

- 2.1 stock control systems
2.2 conditions for storing goods
2.3 methods of storing goods

| Achievement descriptor | Explanation |
|--|---|
| Supports all points with examples or explanations. | The learner will demonstrate their understanding of how to store goods. They will support all points with examples or explanations. |
| Delivery and assessment: | |
| <p>Learners must explain the purpose of stock control systems, providing examples of a manual system and an electronic system. They must also explain the importance of keeping the stock control system updated. Learners must explain, with examples, the purpose of location numbering systems.</p> <p>Learners must know the correct conditions for storing goods, including:</p> <ul style="list-style-type: none"> • type of goods (eg food, hazardous, flammable, fragile, controlled substances) • correct conditions <ul style="list-style-type: none"> - temperature (eg hot, chilled, frozen) - humidity - lighting. <p>Learners should also consider the size of goods being stored.</p> <p>Learners must understand the importance of preparing to move goods to storage area, to include:</p> <ul style="list-style-type: none"> • PPE (personal protective equipment) appropriate for the role • ensuring the area is clean and tidy and free from obstructions • making sure handling equipment is available if appropriate • ensuring there is space available for the incoming goods. <p>Learners must explain the areas for storing different types of goods, including:</p> <ul style="list-style-type: none"> • shelving • storage racking • cantilever racking • pallet racking • bins • bays • security cages. <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p> | |

Unit 02 Understand how to receive and store goods (K/615/2738) (cont'd)**Learning outcome 2 (cont'd)****Types of evidence:**

Evidence could include:

- short answer questions
- question and answer session (audio/visual/written records)
- workbooks
- task sheets
- presentation (including notes and slides)
- poster.

Unit 02 Understand how to receive and store goods (K/615/2738) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand health and safety requirements when receiving and storing goods

The learner must know:

- 3.1 potential health and safety risks when receiving and storing goods
 3.2 preventative actions to reduce health and safety risks when receiving and storing goods
 3.3 potential risks to the environment in regards to receiving and storing goods
 3.4 preventative actions to reduce the risk to the environment when receiving and storing goods

| Achievement descriptor | Explanation |
|--|---|
| Supports all points with examples or explanations. | The learner will apply their understanding of health and safety requirements in the context of receiving and storing goods. They will support all points with examples or explanations. |
| Delivery and assessment: | |
| <p>Learners must understand the risks when receiving and storing goods. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • manual handling • manual handling equipment • controlled substances. <p>Learners must understand how to prevent risks when receiving and storing goods. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • manual handling • manual handling equipment • controlled substances. <p>Learners must understand the risks to the environment when receiving and storing goods. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • controlled substances • packing waste. <p>Learners must understand how to reduce the risks to the environment when receiving and storing goods. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • controlled substances • packing waste. <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p> | |

Unit 02 Understand how to receive and store goods (K/615/2738) (cont'd)**Learning outcome 3 (cont'd)****Types of evidence:**

Evidence could include:

- risk assessment
- posters
- reporting documentation
- case studies
- scenarios.

Unit 03 Understand how to process orders and prepare them for dispatch (K/615/2660)

| | |
|------------------------------|--|
| Unit summary | The aim of this unit is to help the learner understand how to process orders and package goods for dispatch. The learner will also understand the health and safety risks involved in these processes. |
| Total unit time | 31 |
| Guided learning hours | 23 |
| Level | 2 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 understand how to process orders for dispatch

The learner must know:

- 1.1 how to accurately select goods for dispatch
- 1.2 how to check selected goods for dispatch
- 1.3 why stock is held

| Achievement descriptor | Explanation |
|---|--|
| Supports all points with examples or explanations. | The learner will understand how to process orders for dispatch, supporting all points with examples or explanations. |
| Delivery and assessment: | |
| <p>Learners must explain:</p> <ul style="list-style-type: none"> • the use of coding/bar-coding/RFID (radio-frequency identification) when selecting goods for dispatch • the importance of completing the order process accurately and on time • how returned goods may be selected for redispach • the consequences of an incorrect or delayed order • the importance of reporting any issues with goods (eg damaged, missing or inaccessible goods). <p>Learners must also identify the types of equipment and handling methods used to assemble orders.</p> <p>Learners must explain the reasons for holding stock, including:</p> <ul style="list-style-type: none"> • cost savings • bulk buying • just-in-time delivery. <p>Learners must explain the terms first in, first out (FIFO) and last in, first out (LIFO) and the differences between them.</p> <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p> | |

Unit 03 Understand how to process orders and prepare them for dispatch (K/615/2660) (cont'd)**Learning outcome 1 (cont'd)****Types of evidence:**

Evidence could include:

- short answer questions
- question and answer session (audio/visual/written records)
- workbooks
- task sheets
- presentation (including notes and slides)
- poster.

Unit 03 Understand how to process orders and prepare them for dispatch (K/615/2660) (cont'd)**Learning outcome 2**

The learner will:

- 2 understand how to package goods for dispatch

The learner must know about:

- 2.1 how to prepare goods for dispatch

| Achievement descriptor | Explanation |
|--|---|
| Supports all points with examples or explanations. | The learner will understand how to package goods for dispatch, supporting all points with examples or explanations. |
| Delivery and assessment: | |
| <p>Learners must explain the importance of following instructions from customers or organisations relating to the standards of packaging which should be used.</p> <p>Learners must list different forms of packaging materials and protective packaging (eg shock absorbing, desiccants) relating to types of goods, delivery methods and destinations.</p> <p>Learners must explain the consequences of not packing goods safely, securely or labelled correctly. They must also identify the types of equipment and handling methods used to package goods.</p> <p>Learners must explain why the goods are moved to a dispatch area. This must include checking goods for accuracy, collating goods from different picking lists into one external packaging carrier, where required, ready for transportation.</p> <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p> | |
| Types of evidence: | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • short answer questions • question and answer session (audio/visual/written records) • workbooks • task sheets • presentation (including notes and slides) • poster • case study. | |

Unit 03 Understand how to process orders and prepare them for dispatch (K/615/2660) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand health and safety requirements when processing orders and dispatching goods

The learner must know:

- 3.1 potential health and safety risks when processing orders and dispatching goods
 3.2 preventative actions to reduce health and safety risks when processing orders and dispatching goods
 3.3 potential risks to the environment in regards to processing orders and dispatching goods
 3.4 preventative actions to reduce the risk to the environment when processing orders and dispatching goods

| Achievement descriptor | Explanation |
|--|---|
| Supports all points with examples or explanations. | The learner will apply their understanding of health and safety requirements in the context of processing orders and dispatching goods. They will support all points with examples or explanations. |
| Delivery and assessment: | |
| <p>Learners must understand the risks when processing orders and dispatching goods. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • manual handling • manual handling equipment • controlled substances. <p>Learners must understand how to prevent risks when processing orders and dispatching goods. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • manual handling • manual handling equipment • controlled substances. <p>Learners must understand the risks to the environment when processing orders and dispatching goods. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • controlled substances • packing waste. <p>Learners must understand how to reduce the risks to the environment when processing orders and dispatching goods. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • controlled substances • packing waste. <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p> | |

Unit 03 Understand how to process orders and prepare them for dispatch (K/615/2660) (cont'd)**Learning outcome 3 (cont'd)****Types of evidence:**

Evidence could include:

- a risk assessment
- posters
- reporting documentation
- case studies
- scenarios.

Unit 04 Understand how to check stock and update records (M/615/2661)

| | |
|------------------------------|--|
| Unit summary | The aim of this unit is to provide learners with an understanding of what a stock check is and why and how it is carried out. Learners will also understand how records are updated following a stock check. |
| Total unit time | 31 |
| Guided learning hours | 23 |
| Level | 2 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 understand the purpose of a stock check

The learner must know:

- 1.1 what a stock check is
- 1.2 why stock checks are carried out
- 1.3 what corrective actions might be taken following a stock check

| Achievement descriptor | Explanation |
|---|---|
| Supports all points with examples or explanations. | The learner will understand the purpose of a stock check. They will support all points with examples or explanations. |
| Delivery and assessment: | |
| Learners must explain the importance of a stock check and describe different types of stock checks (continuous, cyclical/periodic, spot checking) as well as the reasons for them. Learners must also describe when stock checks may be carried out. | |
| Learners must explain the process for dealing with any damaged, faulty or out of date items. They must also describe the process for adjusting stock levels following a stock check. Learners must explain the operational impact of surpluses and deficiencies to include: <ul style="list-style-type: none"> • impact on the customer • impact on the organisation. | |
| The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification. | |
| Types of evidence: | |
| Evidence could include: <ul style="list-style-type: none"> • short answer questions • question and answer session (audio/visual/written records) • workbooks • task sheets • presentation (including notes and slides) • poster. | |

Unit 04 Understand how to check stock and update records (M/615/2661) (cont'd)**Learning outcome 2**

The learner will:

- 2 understand how stock levels are checked and records updated

The learner must know:

- 2.1 how stock levels are checked against stock records
2.2 how records are updated following a stock check

| Achievement descriptor | Explanation |
|--|--|
| Supports all points with examples or explanations. | The learner will understand how stock levels are checked and records updated, supporting all points with examples or explanations. |
| Delivery and assessment: | |
| <p>Learners must explain:</p> <ul style="list-style-type: none"> • different methods of checking stock depending on type of stock • what to do with the result of the stock count • the roles and responsibilities of colleagues involved with checking stock and updating records. <p>Learners must also outline a common stock check process.</p> <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p> | |
| Types of evidence: | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • short answer questions • question and answer session (audio/visual/written records) • workbooks • task sheets • presentation (including notes and slides) • poster. | |

Unit 04 Understand how to check stock and update records (M/615/2661) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand health and safety requirements when checking stock

The learner must know about:

- 3.1 potential health and safety risks when checking stock
3.2 preventative actions to reduce health and safety risks when checking stock

| Achievement descriptor | Explanation |
|--|--|
| Supports all points with examples or explanations. | The learner will apply their understanding of health and safety requirements in the context of checking stock. They will support all points with examples or explanations. |
| Delivery and assessment: | |
| <p>Learners must understand the risks when checking stock. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • manual handling • manual handling equipment • controlled substances. <p>Learners must understand how to prevent risks when checking stock. Risks must include examples of the following:</p> <ul style="list-style-type: none"> • manual handling • manual handling equipment • controlled substances. <p>The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p> | |
| Types of evidence: | |
| <p>Evidence could include:</p> <ul style="list-style-type: none"> • risk assessment • posters • reporting documentation • case studies and scenarios. | |

Unit 05 Customer service in warehousing and storage (T/615/2662)

| | |
|------------------------------|--|
| Unit summary | The aim of this unit is for learners to learn about the importance of customer service in warehousing and storage and how it can have positive and negative impacts. |
| Total unit time | 15 |
| Guided learning hours | 10 |
| Level | 2 |
| Mandatory/optional | Mandatory |

Learning outcome 1

The learner will:

- 1 understand the importance of meeting customer needs

The learner must know about:

- 1.1 the importance of customer service
- 1.2 customer needs
- 1.3 impacts – positive and negative
- 1.4 positive communication skills in customer service
- 1.5 the importance of working effectively in a team

| Achievement descriptor | Explanation |
|--|--|
| Supports all points with examples or explanations. | The learner will understand the importance of meeting customer needs. They will support all points with examples or explanations. They will understand a minimum of 3 positive communication skills and provide examples or explanations of these. |
| Delivery and assessment: | |
| <p>The learner must explain the purpose of customer service and why customer service is important. They must also describe how customer service is measured.</p> <p>The learner must identify types of customers both internal and external. They must describe the customer's different needs, including general needs as well as those specific to the situation.</p> <p>The learner will understand how meeting or not meeting customer needs could have positive or negative impacts on the following:</p> <ul style="list-style-type: none"> • reputation • brand • customer experience • public perception • competitive advantage. | |

Unit 05 Customer service in warehousing and storage (T/615/2662) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment (cont'd):**

Positive communication skills could include:

- first impressions
- verbal and non-verbal (body language)
- listening skills (including handling telephone calls from customers/colleagues)
- personal presentation and manner with customers
- basic communication - sender, message, receiver, check understanding
- how using LEAPS (listen, empathise, ask, paraphrase, summarise) could help staff offer better customer service and handle customer complaints.

The learner must also explain the importance of working effectively in a team.

The Glossary of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence:

Evidence could include:

- written reports
- case studies
- blogs/vlogs
- poster
- leaflets
- presentations.

Suggested evidence could be obtained by watching relevant TV programmes, visiting organisations, guest speakers or reviewing case studies to look at the impacts of customer service situations.

Learners could support work with examples of customer service policies and reference to how customer service skills are embedded through staff recruitment and training.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Certificate in the Principles of Warehousing and Storage is internally assessed and externally quality assured.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 16).

Internally assessed work should be completed by the learner in accordance with the timetable of the course and should be supervised and assessed by the Tutor. Assessment activities can be integrated with the teaching of the unit.

Work to be completed outside of the classroom may be set where applicable, such as where learners are required to research a topic. Any work submitted for assessment must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that the majority of the portfolio should be completed in normal class time.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners

Tutors/Assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Tutors/Assessors should supervise the work carried out by learners to:

- monitor their progression
 - prevent plagiarism
 - ensure that any practical work is undertaken safely and in accordance with health and safety requirements
 - ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.
-

Supporting learners

Tutors/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
 - help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
 - motivate the learner to work consistently through the programme, including helping them work to deadlines
 - encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
 - provide reference material — however, model or worked answers should not be copied by the learner.
-

Feedback to learners

NCFE qualifications have been designed to enable learners to demonstrate their knowledge, understanding and skills. It is expected that performance will improve over the course and Tutor feedback is an essential part of the process.

Feedback should focus on helping learners to evaluate their own performances in order to reduce any discrepancies between their current performance and that which is desired.

Tutors should:

- focus on what the learner has done well and why
- encourage the learner to work out how to apply successful techniques elsewhere
- make all comments general so that the learner can apply them to new situations
- encourage self-regulation and criticism, for example, 'You know the key features of making an evaluation. Check whether these are included in your own work'
- reference learning points, for example, 'Your answer might be better if you included strategies we discussed earlier'
- limit comments to one or two key areas
- always record feedback given to individual learners.

Tutors must not:

- provide templates or model answers
- give feedback on specific elements of tasks (unless required by the learning outcome)
- list negative points for correction.

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

The assessment activities should be comparable (eg between Tutors in different classes, or from one week to the next within a class).

Tutors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

Tutors must encourage independent working and development of responsibility.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
 - permit and encourage authentic activities where the learner's own work can be clearly judged.
-

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blond hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Late submissions

Tutors and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Glossary of terms

Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

| | |
|-----------------------------------|--|
| Accurately | Learner carries out all stages of a process correctly and without errors (see <i>mostly accurately</i>). |
| Advanced ways | Solutions may be more complex or more considered. For example – my table was unsteady so I shaved a little bit off some of the legs (see <i>basic ways and considered ways</i>). |
| Appropriate | Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where learners are directed. |
| Application | Using skills or knowledge to complete a specific task. Using technical language. |
| Balanced conclusions | All arguments are considered in making a conclusion (see <i>reasoned conclusions</i>). |
| Basic ways | Straightforward, mostly obvious ideas or solutions. For example – my table was unsteady so I put a rubber foot on one leg (see <i>advanced ways and considered ways</i>). |
| Complex task/brief | A task/brief made up of several, interrelated elements. |
| Complex technical problems | A problem specific to the vocational area that has several interrelated elements (see <i>technical problems</i>). |
| Considered experimentation | Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (see <i>limited experimentation and simple experimentation</i>). |
| Considered ways | Ideas or solutions show some degree of thought (see <i>advanced ways and basic ways</i>). |
| Correctly applies | Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context (see <i>use</i>). |
| Directed tasks | Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor. |
| Effective solutions | Solutions are appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting some paper under the leg but you could efficiently solve it by shaving some off the other legs (see <i>possible solutions</i>). |
| Efficiently solves | Solves in a manner appropriate to the vocational area. For example - you might solve the problem of an unsteady table by putting a rubber foot on one leg but you could efficiently solve it by shaving some off the other legs. |
| Everyday language | The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (see <i>specialist terms/language and technical terms/language</i>). |

| | |
|----------------------------------|--|
| General understanding | A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (<i>see technical understanding</i>). |
| Format of source | The style of information - eg a questionnaire, a report, an observation, interview (<i>see type of source</i>). |
| Limited experimentation | Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (<i>see considered experimentation and simple experimentation</i>). |
| Mostly accurately | Learner is able to carry out most stages of a process without errors to achieve an outcome (<i>see accurately and some degree of accuracy</i>). |
| Possible solutions | The solution may not involve technical skills or understanding and may not be a long-term or effective solution (<i>see effective solutions</i>). |
| Range | Frequent use of most common words/techniques/materials (<i>see some and wide range</i>). |
| Reasoned conclusions | Explanations are provided as to why a conclusion was made (<i>see balanced conclusions</i>). |
| Simple experimentation | Straightforward, most obvious experimentation is carried out (<i>see limited experimentation and considered experimentation</i>). |
| Some | Occasional use of most common words/techniques/materials (<i>see range and wide range</i>). |
| Some degree of accuracy | Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (<i>see accurately and mostly accurately</i>). |
| Sophisticated examples | Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (<i>see straightforward examples</i>). |
| Specialist skill | Advanced technical skills in context (<i>see technical skills</i>). |
| Specialist terms/language | Advanced technical terms in context (<i>see everyday language and technical terms/language</i>). |
| Straightforward examples | Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (<i>see sophisticated examples</i>). |
| Technical problems | A problem specific to the vocational area. This could include equipment, processes etc. For example catering – cake not rising; photography – image overexposed (<i>see complex technical problems</i>). |
| Technical skills | The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (<i>see specialist skills</i>). |
| Technical terms/language | Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. (<i>see everyday language and specialist terms/language</i>). |

| | |
|--------------------------------|---|
| Technical understanding | An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (<i>see general understanding</i>). |
| Type of source | The place that the information comes from - eg the internet, a museum visit, staff, visitors (<i>see format of source</i>). |
| Use | Applying general or basic skills or knowledge to a task (<i>see correctly applies</i>). |
| Wide range | Uses all relevant words/techniques/materials that could be expected at the level (<i>see range</i>). |

Section 5

General information

General information

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in our employment practices and in access to qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at anyone who uses our products and services and who submits requests for reasonable adjustments and special considerations. Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor.

For more information on the Reasonable Adjustments and Special Considerations Policy, please visit the Policies & Documents page on NCFE website.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***