

QUALIFICATION SPECIFICATION



Skills for Logistics (Level 1 – Level 2)

Access to HE

Apprenticeships

Digital

Employability &
Enterprise

English & Maths

ESOL

Personal & Social
Development

Professional
Development

Vocational

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/4489/1	Gateway Qualifications Level 1 Award In Skills for Logistics
603/4493/3	Gateway Qualifications Level 1 Certificate In Skills for Logistics
603/4505/6	Gateway Qualifications Level 2 Award In Skills for Logistics
603/4507/X	Gateway Qualifications Level 2 Certificate In Skills for Logistics
603/4508/1	Gateway Qualifications Level 2 Diploma In Skills for Logistics

Version and date	Change detail	Section/Page Reference
1.0 (Jan 2020)	n/a	n/a
1.1 (October 2021)	Guidance for Pre 16 age range.	Page 11
1.2 (August 2022)	New Green units added, back cover changed	Page 14-22
1.3 (July 2025)	Formatting issue fixed.	Page 67

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve each qualification. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualifications within this specification you must be a Gateway Qualifications recognised centre and be approved to deliver the qualification/s.

If your centre is not yet recognised and/or not yet approved to deliver the qualification, please contact our Development Team:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

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1. Qualification Information

1.1. About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The qualifications have been developed following consultation with further education colleges and training providers who wish to offer courses in logistics to meet the needs of local employers who have identified a skills gap. The qualifications are intended primarily for learners post 16 who wish to progress to employment or an apprenticeship in the logistics sector or to further study.

The qualifications may be used within a 16-19 study programme and are intended to give the learners the knowledge and understanding of the key areas of logistics.

They are part of a suite of qualifications that include optional employability units that can be embedded within the programme of delivery.

1.2. Objective

The objective of the Gateway Qualifications Level 1 and Level 2 qualifications in Skills for Logistics is to give learners the knowledge and understanding and an introduction to the skills required in logistics to support progression to qualifications at a higher level, to an apprenticeship or to employment.

1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 1 Award In Skills for Logistics	60	54	6
Gateway Qualifications Level 1 Certificate In Skills for Logistics	200	180	20
Gateway Qualifications Level 2 Award In Skills for Logistics	60	48	6
Gateway Qualifications Level 2 Certificate In Skills for Logistics	300	240	30
Gateway Qualifications Level 2 Diploma In Skills for Logistics	420	336	42

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time 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 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.

1.4. Achievement methodology

These qualifications will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

1.5. Geographical coverage

These qualifications have been approved by Ofqual to be offered in England.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer these qualifications, they should make an enquiry to Gateway Qualifications.

1.6. Progression opportunities

The qualifications support progression to apprenticeships and to employment. They also support progression to qualifications in logistics at a higher level

1.7. Funding

For information regarding potential sources of funding please visit the following the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>.

The qualifications are listed on S96 as available for delivery to young people aged less than 19 years old (refer to Section 2.1 Age for approval age range for these qualifications).

1.8. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1. Age

The approved age range for these qualifications is: Pre-16, 16-18 and 19+. **Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.**

2.2. Prior qualifications

There is no requirement for learners to have achieved prior qualifications or units prior to undertaking these qualifications.

2.3. Prior skills/knowledge/understanding

There is no requirement for learners to have prior skills, knowledge or understanding

2.4. Restrictions

There are no restrictions to entry.

2.5. Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;

- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

2.6. Additional requirements/guidance

There are no additional rules or guidance regarding learner entry requirements.

2.7. Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualification

3.1. Qualification structure

The knowledge, skills and understanding that will be assessed as part of each qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

Gateway Qualifications Level 1 Award in Skills for Logistics

Learners must achieve a total of 6 credits.

Mandatory Group

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/650/2238	Environmental awareness	1	30	3
L/617/5591	Environmental impact of logistics	1	27	3
H/650/2213	Improving sustainability in the workplace	1	30	3
R/617/5592	Moving and handling goods manually	1	27	3
Y/617/5593	Picking and distributing goods	1	27	3
K/617/5596	Route planning	1	27	3
T/617/5598	Security in Logistics	1	27	3
L/617/5624	Stock Control	1	27	3
A/617/5635	Using Equipment to handle and move goods	1	27	3
H/617/5645	Working in Logistics	1	27	3
F/617/5653	Working Safely in Logistics	1	27	3

Gateway Qualifications Level 1 Certificate in Skills for Logistics

Learners must achieve a total of 20 credits including 3 credits from the Mandatory Group. At least 9 credits must be taken from Group O1 Optional units: Logistics. The remaining credits can be taken from either Optional Group O1 or Group O2 Employability.

Learners cannot include more than one unit with the same or similar title.

Mandatory Group

Learners must achieve the single mandatory unit totalling 3 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
H/617/5645	Working in Logistics	1	27	3

Optional Group (O1)

Learners must achieve a minimum of 9 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/617/5591	Environmental impact of logistics	1	27	3
R/617/5592	Moving and handling goods manually	1	27	3
Y/617/5593	Picking and distributing goods	1	27	3
D/617/5594	Receiving and Storing goods in a Logistics Environment	1	18	2
K/617/5596	Route planning	1	27	3
T/617/5598	Security in Logistics	1	27	3
L/617/5624	Stock Control	1	27	3
A/617/5635	Using Equipment to handle and move goods	1	27	3
F/617/5653	Working Safely in Logistics	1	27	3

Employability Group (O2)

Learners may achieve up to 8 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/617/4059	Applying for a Job	1	20	2
H/617/4060	Applying for a Job	2	16	2
A/617/4064	Career Planning	1	30	3
F/617/4065	Career Planning	2	24	3
R/617/4071	Conduct at Work	1	20	2
A/617/4081	Communication Skills for Work	1	30	3
R/617/4085	Communication Skills for Work	2	24	3
L/650/2072	Community Environment Project	1	30	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
H/617/4074	Customer Service Skills	1	16	2
T/617/4077	Customer Service Skills	2	16	2
M/617/4157	Digital Skills for Work	1	30	3
K/617/4156	Digital Skills for Work	2	24	3
Y/650/2238	Environmental Awareness	1	30	3
H/617/4088	Exploring and Presenting Enterprise Ideas	1	30	3
K/617/4089	Exploring and Presenting Enterprise Ideas	2	24	3
H/617/4091	Exploring Entrepreneurship	1	20	2
K/617/4092	Exploring Entrepreneurship	2	16	2
H/650/2213	Improving Sustainability in the Workplace	1	30	3
L/617/4098	Interview Skills	1	30	3
J/617/4097	Interview Skills	2	24	3
F/617/4101	Introduction to Self-Employment	1	30	3
A/617/4100	Introduction to Self-Employment	2	24	3
M/617/4109	Leadership Skills	2	16	2
R/617/4104	Making the Most of Work Placement	1	30	3
Y/617/4105	Making the Most of Work Placement	2	24	3
H/617/4107	Negotiation Skills	1	30	3
D/617/4106	Negotiation Skills	2	24	3
L/617/4148	Numeracy Skills for Work	1	30	3
J/617/4147	Numeracy Skills for Work	2	24	3
T/617/4130	Searching for a Job	1	20	2
F/617/4129	Searching for a Job	2	16	2
J/617/4133	Self-management skills for work	1	20	2
F/617/4132	Self-management skills for work	2	16	2
D/617/4137	Setting and Meeting Targets at Work	1	20	2
R/617/4135	Setting and Meeting Targets at Work	2	16	2
K/617/4142	Solving Work-related Problems	1	20	2
H/617/4141	Solving Work-Related Problems	2	16	2
A/650/2210	Sustainability	1	30	3
M/650/2082	Taking Personal Responsibility for the Environment	1	30	3
A/617/4145	Time Management	1	20	2
T/617/4144	Time Management	2	20	2
L/617/4151	Working in a Team	1	30	3
J/617/4150	Working in a Team	2	24	3
D/617/4154	Working with Colleagues	1	20	2
Y/617/4153	Working with Colleagues	2	16	2

Gateway Qualifications Level 2 Award in Skills for Logistics

Learners must achieve a total of 6 credits.

Mandatory Group

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/650/2457	Business Project	2	48	6
K/650/2224	Environmental Awareness	2	24	3
Y/617/5674	Environmental impact of logistics	2	24	3
F/650/2212	Improving Sustainability in the Workplace	2	24	3
M/617/5678	Moving and handling goods manually	2	24	3
L/617/5686	Picking and distributing goods	2	24	3
M/617/5695	Route planning	2	24	3
M/617/5700	Security in Logistics	2	24	3
M/617/5714	Stock Control	2	24	3
F/617/5717	Working in Logistics	2	24	3
J/617/5718	Working Safely in Logistics	2	24	3
A/617/5716	Using Equipment to handle and move goods	2	24	3

Gateway Qualifications Level 2 Certificate in Skills for Logistics

Learners must achieve a total of 30 credits including 3 credits from the Mandatory Group. At least 18 credits must be taken from Group O1 Optional units: Logistics. The remaining credits can be taken from either Optional Group O1 or Group O2 Employability.

Learners cannot include more than one unit with the same or similar title.

Mandatory Group

Learners must achieve the single mandatory unit totalling 3 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/617/5717	Working in Logistics	2	24	3

Optional Group (O1)

Learners must achieve a minimum of 18 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/650/2457	Business Project	2	48	6
Y/617/5674	Environmental impact of logistics	2	24	3

M/617/5678	Moving or handling goods manually	2	24	3
L/617/5686	Picking and distributing goods	2	24	3
K/617/5677	Project Logistics	2	48	6
R/617/5687	Receiving and Storing goods in a Logistics Environment	2	16	2
M/617/5695	Route planning	2	24	3
M/617/5700	Security in Logistics	2	24	3
M/617/5714	Stock Control	2	24	3
A/617/5716	Using Equipment to handle and move goods	2	24	3
J/617/5718	Working Safely in Logistics	2	24	3

Employability Group (O2)

Learners may achieve up to 9 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/617/4059	Applying for a Job	1	20	2
H/617/4060	Applying for a Job	2	16	2
A/617/4064	Career Planning	1	30	3
F/617/4065	Career Planning	2	24	3
A/617/4081	Communication Skills for Work	1	30	3
R/617/4085	Communication Skills for Work	2	24	3
L/650/2072	Community Environment Project	1	30	3
R/617/4071	Conduct at Work	1	20	2
H/617/4074	Customer Service Skills	1	16	2
T/617/4077	Customer Service Skills	2	16	2
M/617/4157	Digital Skills for Work	1	30	3
K/617/4156	Digital Skills for Work	2	24	3
K/650/2224	Environmental Awareness	2	24	3
H/617/4088	Exploring and Presenting Enterprise Ideas	1	30	3
K/617/4089	Exploring and Presenting Enterprise Ideas	2	24	3
H/617/4091	Exploring Entrepreneurship	1	20	2
K/617/4092	Exploring Entrepreneurship	2	16	2
F/650/2212	Improving Sustainability in Workplace	2	24	3
L/617/4098	Interview Skills	1	30	3
J/617/4097	Interview Skills	2	24	3
F/617/4101	Introduction to Self-Employment	1	30	3
A/617/4100	Introduction to Self-Employment	2	24	3
M/617/4109	Leadership Skills	2	16	2
R/617/4104	Making the Most of Work Placement	1	30	3
Y/617/4105	Making the Most of Work Placement	2	24	3
H/617/4107	Negotiation Skills	1	30	3
D/617/4106	Negotiation Skills	2	24	3
L/617/4148	Numeracy Skills for Work	1	30	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
J/617/4147	Numeracy Skills for Work	2	24	3
T/617/4130	Searching for a Job	1	20	2
F/617/4129	Searching for a Job	2	16	2
J/617/4133	Self-management skills for work	1	20	2
F/617/4132	Self-management skills for work	2	16	2
D/617/4137	Setting and Meeting Targets at Work	1	20	2
R/617/4135	Setting and Meeting Targets at Work	2	16	2
K/617/4142	Solving Work-related Problems	1	20	2
H/617/4141	Solving Work-Related Problems	2	16	2
R/650/2209	Sustainability	2	24	3
M/650/2082	Taking Personal Responsibility for the Environment	1	30	3
A/617/4145	Time Management	1	20	2
T/617/4144	Time Management	2	20	2
L/617/4151	Working in a Team	1	30	3
J/617/4150	Working in a Team	2	24	3
D/617/4154	Working with Colleagues	1	20	2
Y/617/4153	Working with Colleagues	2	16	2

Gateway Qualifications Level 2 Diploma in Skills for Logistics

Learners must achieve a total of 42 credits including 3 credits from the Mandatory Group. At least 30 credits must be taken from Group O1 Optional units: Logistics. The remaining credits can be taken from either Optional Group O1 or Group O2 Employability.

Learners cannot include more than one unit with the same or similar title.

Mandatory Group

Learners must achieve the single mandatory unit totalling 3 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/617/5717	Working in Logistics	2	24	3

Optional Group (O2)

Learners must achieve a minimum of 30 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/650/2457	Business Project	2	48	6
Y/617/5674	Environmental impact of logistics	2	24	3
M/617/5678	Moving or handling goods manually	2	24	3
L/617/5686	Picking and distributing goods	2	24	3
R/617/5687	Receiving and Storing goods in a Logistics Environment	2	16	2
K/617/5677	Project Logistics	2	48	6
M/617/5695	Route planning	2	24	3
M/617/5700	Security in Logistics	2	24	3
M/617/5714	Stock Control	2	24	3
A/617/5716	Using Equipment to handle and move goods	2	24	3
J/617/5718	Working Safely in Logistics	2	24	3

Employability Group (O2)

Learners may achieve up to 9 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/617/4059	Applying for a Job	1	20	2
H/617/4060	Applying for a Job	2	16	2
A/617/4064	Career Planning	1	30	3
F/617/4065	Career Planning	2	24	3
A/617/4081	Communication Skills for Work	1	30	3
R/617/4085	Communication Skills for Work	2	24	3

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/650/2072	Community Environment Group	1	30	3
R/617/4071	Conduct at Work	1	20	2
H/617/4074	Customer Service Skills	1	16	2
T/617/4077	Customer Service Skills	2	16	2
M/617/4157	Digital Skills for Work	1	30	3
K/617/4156	Digital Skills for Work	2	24	3
K/650/2224	Environmental Awareness	2	24	3
H/617/4088	Exploring and Presenting Enterprise Ideas	1	30	3
K/617/4089	Exploring and Presenting Enterprise Ideas	2	24	3
H/617/4091	Exploring Entrepreneurship	1	20	2
K/617/4092	Exploring Entrepreneurship	2	16	2
F/650/2212	Improving Sustainability in the Workplace	2	24	3
L/617/4098	Interview Skills	1	30	3
J/617/4097	Interview Skills	2	24	3
F/617/4101	Introduction to Self-Employment	1	30	3
A/617/4100	Introduction to Self-Employment	2	24	3
M/617/4109	Leadership Skills	2	16	2
R/617/4104	Making the Most of Work Placement	1	30	3
Y/617/4105	Making the Most of Work Placement	2	24	3
H/617/4107	Negotiation Skills	1	30	3
D/617/4106	Negotiation Skills	2	24	3
L/617/4148	Numeracy Skills for Work	1	30	3
J/617/4147	Numeracy Skills for Work	2	24	3
T/617/4130	Searching for a Job	1	20	2
F/617/4129	Searching for a Job	2	16	2
J/617/4133	Self-management skills for work	1	20	2
F/617/4132	Self-management skills for work	2	16	2
D/617/4137	Setting and Meeting Targets at Work	1	20	2
R/617/4135	Setting and Meeting Targets at Work	2	16	2
K/617/4142	Solving Work-related Problems	1	20	2
H/617/4141	Solving Work-Related Problems	2	16	2
R/650/2209	Sustainability	2	24	3
M/650/2082	Taking Personal Responsibility for the Environment	1	30	3
A/617/4145	Time Management	1	20	2
T/617/4144	Time Management	2	20	2
L/617/4151	Working in a Team	1	30	3
J/617/4150	Working in a Team	2	24	3
D/617/4154	Working with Colleagues	1	20	2
Y/617/4153	Working with Colleagues	2	16	2

3.2. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.3. Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website

Qualification Number	Qualification Title	RPL Permitted
603/4489/1	Gateway Qualifications Level 1 Award In Skills for Logistics	No
603/4493/3	Gateway Qualifications Level 1 Certificate In Skills for Logistics*	Yes
603/4505/6	Gateway Qualifications Level 2 Award In Skills for Logistics	No
603/4570/X	Gateway Qualifications Level 2 Certificate In Skills for Logistics*	Yes
603/4508/1	Gateway Qualifications Level 2 Diploma In Skills for Logistics*	Yes

3.4. Links to other qualifications

This qualification forms part of a suite 'Skills for...' qualifications in a number of sectors across Entry 3, Level 1 and Level 2. The qualifications also provide the opportunity to develop employability skills as well as English, maths and digital skills.

4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence.

4.2. Assessment language

This qualification is assessed in English only.

4.3. Assessment materials

There are no specific assessment materials provided for this qualification. “

4.4. Assessment guidance

There is no specific assessment guidance for these qualifications. While the units are primarily knowledge based, there is the opportunity to demonstrate skills.

Centres can choose to adopt a project based approach and link sector specific units together. In addition they can embed employability units such as Customer Service Skills, Working in a Team, Digital Skills for Work.

4.5. Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

4.6. Qualification-specific tutor/assessor requirements

There are no additional internal/external quality assurance requirements for the Level 1 Qualifications. At level 2, Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

4.7. Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for these qualifications.

4.8. Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

5. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7. Appendices

7.1. Appendix 1 – Unit Details

Business Project

Unit Number:	F/650/2457
Level:	Level 2
Credit Value:	6
GLH:	48
Grading Guidance:	Pass

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Be able to identify and select a business project.	1.1	Agree a suitable topic and scope for a business project. Explain why they have chosen the particular topic or focus for the project.
		1.2	Identify intended project outcomes and actions they need to take to achieve these.
		1.3	Outline skills needed to complete project.
		1.4	Plan how to meet agreed deadlines.
2	Be able to carry out research for a business project.	2.1	Identify different sources of information relevant to the project.
		2.2	Select data that is relevant and reliable.
		2.3	Reference evidence and information appropriately.
3	Be able to undertake activity to complete a business project.	3.1	Carry out the necessary actions to complete the business project.
		3.2	Apply appropriate skills and knowledge to complete the project.
4	Be able to present a business project.	4.1	Select appropriate information to include in a presentation, including methodology and findings or conclusions.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>4.2 Present information in own words, avoiding plagiarism.</p> <p>4.3 Use appropriate format and language, including subject specific terms, to present project outcomes to a specific audience.</p>
<p>5 Be able to evaluate business project outcomes and own performance.</p>	<p>5.1 Review own performance in planning, carrying out and presenting outcomes from a business project, identifying what went well and what could be improved.</p>

Indicative Content: Business Project

Learning Outcome 1:

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Evidence may include witness statements, a personal log, notes of meetings, a video diary.

Example projects could include:

- promoting an event, service or product
- fund raising
- planning an event
- reorganising office systems
- choosing new software
- implementing a new process
- exploring new markets

Intended outcomes may include:

- improved efficiency
- improved teamwork
- raising funds
- raising awareness
- personal development
- enabling others to achieve their goals
- new systems or processes recommended or implemented

Skills needed may include:

- communication and interpersonal skills
- organisational skills
- interpersonal skills
- the ability to motivate others
- planning and scheduling
- dealing with conflict/difficult situations
- IT skills
- budget-planning and management.

Planning to meet deadlines could be evidenced by a chart.

Learning Outcome 2:

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Sources of information may include:

- colleagues
- websites
- similar products/services
- books/journals.

Information and data needed, and relevant sources will vary according to project selected but may include:

- availability of staff/customers
- demand for a product/service/event

- staff/customer attitudes

Reference using:

- author, title and date for books journals
- URLs for websites
- full names and positions for information from people

Learning Outcome 3:

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Evidence may include for example witness statements, a personal log, notes of meetings, a video diary.

Actions, skills and knowledge may include:

- carrying out own roles, taking on and completing tasks
- providing information
- communicating with others
- working as a team, supporting others
- responding to problems
- providing feedback to others

Learning Outcome 4:

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Evidence may include for examples presentation material, witness statements, a personal log, a video.

Presenting a business project:

- Format and structure
- Style – formal/informal
- Best use of technology
- Audience

Learning Outcome 5:

To achieve this learning outcome, learners must provide sufficient and valid evidence that they have met the assessment criteria.

Evidence may include for examples witness statements, peer assessments, a personal log, notes of meetings, a video diary.

Evaluation of performance:

- Attendance
- Reliability
- Team skills
- Communication skills
- Taking responsibility
- Meeting objectives

Working in Logistics

Level:	Level 1
Credit Value:	3
GLH:	27
Unit Number:	H/617/5645

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about the logistics sector.	1.1 Describe the role of logistics within the supply chain. 1.2 Explain why logistics is important to business and domestic customers. 1.3 Outline the major functions of logistics 1.4 Describe the key components of reverse logistics.
2 Know about job roles in a logistics environment.	2.1 Outline the roles and responsibilities of different jobs in a logistics environment. 2.2 Describe the skills required for different jobs in a logistics environment.
3 Know about effective working practice in a logistics environment.	3.1 Give examples of good working practice in a logistics environment. 3.2 Outline ways in which individual employees can help ensure effective working practices in a logistics environment.
4 Know about legislation relevant to logistic operations.	4.1 Give examples of legislation relevant to the logistics sector, including <ul style="list-style-type: none"> • laws affecting all businesses • laws specific to logistics.

Indicative Content: Working in Logistics

Learning Outcome 1:

- *Role*
Storage and distribution of goods; delivering fit for purpose products to the right location; effective and efficient use of resources.
- *Importance to:*
 - *Business*
To keep products in good condition; to meet customer demand; to add value; to help reduce costs.
 - *Consumers*
To receive the right product, at the right time and of the right quality.
- *Major functions*
Order processing; handling and storing goods; transport and distribution; stock control.
- *Reverse logistics*
The reuse of products and materials; repairing; refurbishing; remanufacturing; recycling.

Learning Outcome 2:

Examples of roles, responsibilities and skill requirements.

- *Warehouse Operative*
Receiving goods; moving goods; picking orders; packing orders; checking stock levels; completing documentation
Proficient in the use of IT; organised, is a team worker; pays attention to detail; good communicator; good work ethic; can solve problems.
- *Warehouse Manager*
Coordinating different functions and activities; allocate work; manage budgets; train staff; maintain records; manage performance; oversee individual and team performance.
Effective and efficient planner and organiser; good communicator, can lead and inspire others; analytical ability; problem solving skills; effective use of IT skills; knowledge of relevant legislation.
- *Route Planner*
Plan delivery routes; plan vehicle loads; comply with relevant legislation; monitor deliveries in progress; manage breakdowns and delays.
Good communication skills; proficient in the use of IT; planning; problem solving; geographic knowledge of the UK; working knowledge of relevant legislation.
- *Logistics Coordinator*
Liaise with transport and warehouse teams; monitor operations; ensure loads have correct documentation; liaise with customers; record keeping.
Good communication skills; proficient in the use of IT; problem solving; decision making; organised; pays attention to detail; good work ethic.
- *Transport Manager*
Coordinating distribution of goods; allocate work; manage budgets; train staff; maintain records; manage performance; oversee individual and team performance.
Effective and efficient planner and organiser; good communicator, can lead and inspire others; analytical ability; problem solving skills; effective use of IT skills; knowledge of relevant legislation.
- *Customer Service*

Indicative Content: Working in Logistics

Interact with external stakeholders; giving information; resolving problems; liaise with internal colleagues; deal with complaints; prepare reports; build relationships with customers.

Good communication skills; proficient in the use of IT; problem solving; organised; pays attention to detail; good work ethic; patience; product knowledge.

- *General responsibilities*

Duty of care to themselves and others; comply with relevant legislation, policies and procedures; cooperate with the employer; fulfil terms of employment contract; be diligent.

Learning Outcome 3:

- *Working practices*

Defined as the way work is usually conducted.

Good working practices include: being given clear expectations; being punctual; being motivated; being organised; individuals using skills and knowledge; support from management.

Learning Outcome 4:

- *General legislation*

Health and Safety at Work Act; General Data Protection Regulation; Working Time Directive; Equality Act; Companies Act

- *Relevant legislation*

Provision and Use of Work Equipment Regulations; Road Traffic Acts; Road Safety Act; Control of Substances Hazardous to Health Regulations; Modern Slavery Act (includes human trafficking laws).

Working in Logistics

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	J/617/5718

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand the logistics sector.	1.1 Explain how logistics contributes to an effective supply chain. 1.2 Explain how logistics contributes to the wider economy. 1.3 Describe the services typically offered by logistic organisations. 1.4 Describe common types of logistic activities.
2 Know about working in a logistics environment.	2.1 Describe entry level jobs in logistics and associated qualification requirements. 2.2 Outline progression opportunities within logistics. 2.3 Describe different working arrangements within logistics.
3 Understand effective working practices in a logistics environment.	3.1 Illustrate effective working practices in a logistics environment. 3.2 Explain the benefits of effective working practices in a logistics environment.
4 Understand legislation relevant to logistic operations.	4.1 Explain how logistic operations are affected by different pieces of legislation <ul style="list-style-type: none"> • relevant to all businesses • specific to the logistics sector.

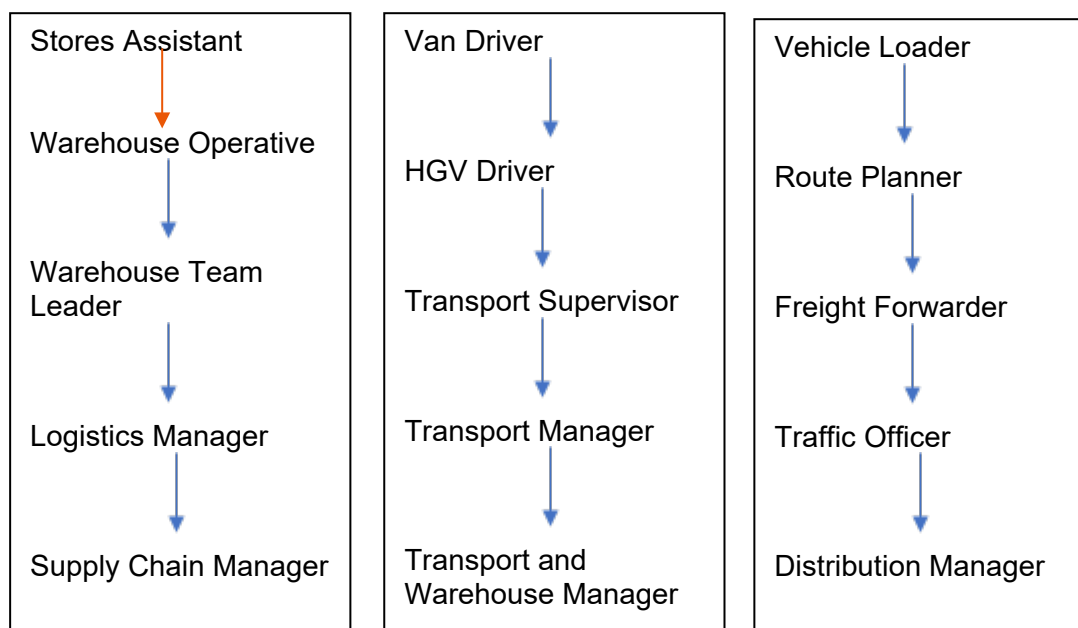
Indicative Content: Working in Logistics**Learning Outcome 1:**

- *Contribution to supply chains*
Control the flow of goods; reduce costs; increase efficiencies; improves customer service; adds value; decreases waste of materials and time; coordination of freight movements; right products, right place, right time.
- *Contribution to wider economy*
Meet ever changing customer expectations; support production efficiencies through, for example, JIT; drive improvements in technology; supports efficiency improvements for all businesses; logistics supports other business functions; supports competitive advantage; supports globalisation.
- *Services*
Warehousing; express delivery; regular transportation; packaging; inventory management; materials handling; reverse logistics.
- *Types*
Supply; distribution (freight, courier); production; reverse logistics; third party logistics; procurement; logistics management.

Learning Outcome 2:

- *Entry level jobs and qualification requirements*
 - Level 1 qualification in logistics or warehousing and logistics
 - Stock Replenishment, Stores Assistant, Stock Picker, Stock Packer, Vehicle Loader, Sortation Operative.
 - Level 2 qualification in logistics or warehousing and storage
 - Warehouse Operative, Fork Lift Truck Driver, Traffic Clerk, Import/Export Clerk, Freight Forwarder; Stock Controller.
 - Level 2 qualification in the carriage of goods
 - Van Driver, HGV Driver, Rigid Vehicle Driver
- Career opportunities

Indicative Content: Working in Logistics



- *Working arrangements*

Shifts; flexi-time; condensed hours; part-time; full-time; contract; temporary; seasonal; permanent; agency; zero hours.

Learning Outcome 3:

- *Working practices*

Defined as the way work is usually conducted.

Good working practices include, being given clear expectations; being punctual; being motivated; being organised; individuals using skills and knowledge; support from management; communication between departments

- *Benefits of using effective working practices*

Increased productivity, improved quality; reduced costs; improved teamwork; reduced sickness and absence; improved staff retention; improved healthy and safe working environment.

Learning Outcome 4:

- *Effect of general legislation*

Health and Safety at Work Act – improved performance, protect employees and visitors from injury; lower injury related costs; reduce compensation costs; improved productivity.

General Data Protection Regulation –gives individuals control of their information; unifies international business; establishes reporting guidelines; simplifies the regulatory environment for businesses

Working Time Directive – limits maximum driving hours; limits maximum working hours; stipulates rest periods between shifts; stipulates minimum amount of paid holiday per year; limits the hours which can be worked at night.

Indicative Content: Working in Logistics

Equality Act – establishes protected characteristics; strengthens current legislation; stipulates what reasonable adjustments must be made; stipulates employers must take reasonable and positive action to help employees in their job.

- *Specific legislation*

Provision and Use of Work Equipment Regulations – equipment must be suitable for the task; equipment must be safe to use; equipment must be maintained in a safe condition; equipment must not present health and safety risks; equipment users must have been trained.

Control of Substances Hazardous to Health Regulations – employers must protect employees from harmful substances; hazardous goods must be safely and securely stored and transported; hazardous substances must be correctly labelled; training must be given before some handles/moves hazardous goods; regular risk assessments are required; hazardous substances must be effectively controlled and accounted for.

Modern Slavery Act (includes human trafficking laws) – extra checks on non-UK employees; encourages transparency in the supply chain; high fines for human trafficking; increased checks of vehicle loads; logistics operators need to be more proactive; changes to recruitment policies and practices.

Environmental Impact of Logistics

Level:	Level 1
Credit Value:	3
GLH:	27
Unit Number:	L/617/5591

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about the environmental impact of logistics.	1.1 Give examples of the impact on the environment of <ul style="list-style-type: none"> • storing goods • transporting goods.
2 Know about reducing the environmental impact of logistics.	2.1 Give reasons why it is important to reduce the environmental impact of logistics 2.2 Give examples of ways to reduce the environmental impact of <ul style="list-style-type: none"> • storing goods • transporting goods.
3 Know about managing waste.	3.1 State legislation relating to the management of waste 3.2 Outline the main categories of waste 3.3 Describe the environmental benefits of managing waste.
4 Know about recycling.	4.1 State legislation relating to recycling 4.2 Outline types of waste which can be recycled 4.3 Describe the environmental benefits of recycling.

Indicative Content: Environmental Impact of Logistics

Learning Outcome 1:

- *Environmental impact*
Carbon footprint; air and noise pollution; fossil fuel burning; global warming; greenhouse gases; acid rain; smog; creation of waste; poor water quality;
- *Impact on the environment of;*
 - *Storing goods*
Impact of land purchase; loss of heat through structures; distance from storage to customer excessive; use of materials handling equipment (e.g. forklift); excessive heating; poor energy management; poor power saving regime.
 - *Transporting goods*
Impact of transporting goods by road, rail, air and sea

Learning Outcome 2:

- *Importance of reducing the impact*
Less reliance on landfill; reduce the need for new raw materials; to meet government targets; improve health; less damage to animal life; resources are limited.
- *Reducing the impact of;*
 - *Storing goods*
Stock rotation; recycling and reuse; minimise stock holdings; save energy; build environmentally friendly facilities; use energy efficient equipment; have one warehousing and distribution centre; improve operational efficiencies.
 - *Transporting goods*
Use cleaner fuels; use up-to-date, low emission vehicles; fully laden vehicles; effective route planning; locate distribution close to customers; move freight by rail or water; reduce fuel consumption.

Learning Outcome 3:

- *Waste*
The by-product of an activity which can no longer be used or is unwanted.
- *Legislation*
Environmental Protection Act; Control of Substances Hazardous to Health; Hazardous Waste Regulations; Packaging Waste Regulations
- *Categories*
Liquid; organic; recyclable; hazardous; solid.
- *Environmental benefits*
Less methane and carbon monoxide; reduce amount of waste which is burnt; improved air and water quality; less damage to flora and fauna; reuse waste (e.g. turn organic waste into compost); reduce reliance on natural resources.

Learning Outcome 4:

- *Recycling*
Reprocessing, into new products, materials which would otherwise be discarded.
- *Legislation*
Environmental Protection Act; Control of Substances Hazardous to Health; Hazardous Waste Regulations; Packaging Waste Regulations
- *Types of waste for recycling*

Indicative Content: Environmental Impact of Logistics

Paper; cardboard; batteries; wood; plastic; glass; textiles; metals; water.

- *Environmental benefits*

Reduce the need for extracting, refining and processing raw materials; saves energy; reduces greenhouse emissions; reduces conventional waste disposal; reduce pollution.

Environmental Impact of Logistics

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	Y/617/5674

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand the environmental impact of logistics.	1.1 Explain different types of environmental impacts caused by logistics operations 1.2 Explain different ways in which storing goods has an impact on the environment 1.3 Compare the environmental impact of transporting goods by <ul style="list-style-type: none"> • road • rail • sea • air.
2 Understand ways to reduce the environmental impact of logistics.	2.1 Explain how the environmental impact of storing and transporting goods can be reduced.
3 Understand waste management.	3.1 Explain the purpose of waste management 3.2 Outline the key features of legislation relating to waste management 3.3 Describe different waste disposal systems.
4 Understand the importance of recycling .	4.1 Outline the key features of legislation relating to recycling 4.2 Explain the advantages and disadvantages to a logistics business of recycling.

Indicative Content: Environmental Impact of Logistics

Learning Outcome 1:

- *Environmental impact*
Carbon footprint; air and noise pollution; fossil fuel burning; global warming; greenhouse gases; acid rain; smog; creation of waste; poor water quality;
- *Impact on the environment of;*
 - *Storing goods*
Impact of land purchase; loss of heat through structures; distance from storage to customer excessive; use of materials handling equipment (e.g. forklift); excessive heating; poor energy management; poor power saving regime.
 - *Transporting goods by;*
 - Road – air pollution; noise pollution; climate change; loss of natural environment.
 - Rail – less air pollution than roads; less impact on the natural environment than road movements; removes vehicles from roads; lower greenhouse gas emissions than cars.
 - Air – more CO₂ produced than other modes; air pollution; noise pollution near airports; higher carbon footprint than cars; increased health problems for those living/working near airports.
 - Sea – oil pollution; air pollution; noise is a threat to marine life; dumping waste at sea a threat to marine life.

Learning Outcome 2:

- *Reducing the impact of;*
 - *Storing goods*
Stock rotation reduces waste; recycling and reuse; minimise stock holdings; save energy; build environmentally friendly facilities; use energy efficient equipment; have one warehousing and distribution centre; improve operational efficiencies.
 - *Transporting goods*
Use cleaner fuels; use up-to-date, low emission vehicles; fully laden vehicles; effective route planning; locate distribution close to customers; move freight by rail or water; reduce fuel consumption.

Learning Outcome 3:

- *Purpose*
To protect health; minimise the use of natural resources; prevent pollution; reuse/recycle wherever possible; dispose of waste safely and correctly.
- *Legislation*
Environmental Protection Act; Control of Substances Hazardous to Health; Hazardous Waste Regulations; Packaging Waste Regulations
- *Systems*
Waste disposal; waste water treatment; solid waste; hazardous waste; incinerator.

Learning Outcome 4:

- *Legislation*

Indicative Content: Environmental Impact of Logistics

Environmental Protection Act; Control of Substances Hazardous to Health; Hazardous Waste Regulations; Packaging Waste Regulations

- *Advantages*
Benefits the environment; reduces waste cost; meet legal obligations; save energy.
- *Disadvantages*
Space and machinery required for recycling; recycling costs money; time and effort required to prevent contamination; not all staff will buy into the concept.

Logistics Project

Level:	Level 2
Credit Value:	6
GLH:	48
Unit Number:	K/617/5677
Unit Review Date:	

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to identify and select a logistics project.	1.1 Agree a suitable topic and scope for a logistics project. 1.2 Explain why they have chosen the particular topic or focus for the project. 1.3 Identify intended project outcomes and actions they need to take to achieve these. 1.4 Outline skills needed to complete project. 1.5 Plan how to meet agreed deadlines.
2 Be able to carry out research for a logistics project.	2.1 Identify different sources of information relevant to the project. 2.2 Select data that is relevant and reliable. 2.3 Reference evidence and information appropriately.
3 Be able to undertake activity to complete a logistics project.	3.1 Carry out the necessary actions to complete the logistics project. 3.2 Apply appropriate skills and knowledge to complete the project.
4 Be able to present a logistics project.	4.1 Select appropriate information to include in a presentation, including methodology and findings or conclusions. 4.2 Present information in own words, avoiding plagiarism. 4.3 Use appropriate format and language, including subject-specific terms, to present project outcomes to a specific audience.
5 Be able to evaluate logistics project outcomes and own performance.	5.1 Review own performance in planning, carrying out and presenting outcomes from a logistics project, identifying what went well and what could be improved.

Moving and Handling Goods Manually

Level:	Level 1
Credit Value:	3
GLH:	27
Unit Number:	R/617/5592

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about moving and handling goods manually.	1.1 Explain why it is important to use safe techniques to move and handle goods. 1.2 Outline key safe techniques used to move and handle goods.
2 Know about the hazards and risks associated with moving and handling goods manually.	2.1 Outline the key hazards associated with moving and handling goods manually. 2.2 Outline common risks associated with moving and handling goods manually. 2.3 Outline the possible negative health effects of moving and handling goods manually.
3 Know how to prevent injuries from moving and handling goods manually.	3.1 Outline ways in which employers and employees can each help prevent injuries from moving and handling goods manually. 3.2 Give examples of how a risk assessment could help to prevent injuries from moving and handling goods manually.
4 Know how to manually move and handle goods safely and effectively.	4.1 Show how to prepare for manually moving and handling goods 4.2 Show how to move goods safely and effectively 4.3 Show how to handle goods safely and effectively

Indicative Content: Moving and Handling Goods Manually

Learning Outcome 1:

- *Importance*
Prevent injury or harm; prevent damage to goods; prevent accidents; reduce absence through sickness; reduce negative impact on production; avoid unnecessary costs (use of agency staff, compensation payments).
- *Safe techniques*
Lifting; pushing; pulling; carrying; holding; throwing.

Learning Outcome 2:

- *Hazards*
Repeatedly or consistently moving or handling goods which presents a danger to others or property or presents a risk which could cause harm or injury.
Four factors which make manual handling hazardous – the load, the task, the environment and the individual.
- *Risk*
Any situation which exposes someone to danger, harm or loss.
Repetitive tasks; poor working conditions; long working hours; poor job design; poor handling techniques; working when sick or injured.
- *Negative health effects*
Minor (short term) – cuts; bruises, sprains; damage to muscles and tendons; anxiety.
Major (long term) – back injury; fractures and breaks; nerve damage; stress; disablement.

Learning Outcome 3:

- *Preventing injuries*
 - *Employees*
Know own abilities and limitations; use correct protective equipment; use correct techniques; seek assistance if required; keep healthy, fit and strong; comply with relevant organisational policies and procedures.
 - *Employers*
Conduct risk assessments; take precautions to prevent damage, harm or loss; monitor risks; provide suitable training; provide suitable protective equipment; redesign tasks; supervise manual handling activities.
- *Risk assessment*
The process and methods used to identify hazards and risks so they can be eliminated, or the damage and harm caused by the risks can be guarded against.
Risk assessments protect workers and employers by identifying hazards, identifying who could be harmed, record findings, evaluate the risks, implement control measures, review and update as required.

Learning Outcome 4:

- *Preparing to handle or move goods*
Step 1 – assess the risks in the area of work
Step 2 – ensure the working area and/or route is clear of risks and hazards

Indicative Content: Moving and Handling Goods Manually

Step 3 – understand the characteristics of the good (e.g. size, weight, content)

Step 4 – select, obtain and use correct protective equipment

Step 5 – select the most appropriate and safest technique to use

Step 6 – seek assistance if required

- *Handling and moving goods*

Refer to other learning outcomes. Learners are to consolidate their prior learning for this assessment criteria.

Moving and Handling Goods Manually

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	M/617/5678

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand manually moving and handling of goods.	1.1 Explain the factors which need to be considered when manually moving and handling goods. 1.2 Describe safe techniques used to manually move and handle goods. 1.3 Explain why using safe techniques for manually moving and handling goods is important to the individual and the organisation. 1.4 State the key features of the Manual Handling Operations Regulation (MHOR).
2 Know about the hazards and risks associated with manually moving and handling goods.	2.1 Describe the hazards and risks associated with manually moving and handling <ul style="list-style-type: none"> • conventional goods • oversized and overweight goods • hazardous goods.
3 Understand risk assessments when manually moving and handling goods.	3.1 Outline the process for conducting a risk assessment. 3.2 Explain the factors which need to be considered when conducting a risk assessment. 3.3 Explain how a risk assessment could be used to help prevent injuries and reduce hazards and risks associated with manually moving and handling goods.
4 Be able to manually move and handle goods safely and effectively.	4.1 Show how to prepare for manually moving and handling goods.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
	4.2 Show how to move goods safely and effectively. 4.3 Show how to handle goods safely and effectively.

Indicative Content: Moving and Handling Goods Manually

Learning Outcome 1:

- *Factors*
Individual capability, the type of good; working environmental; level of training; availability of protective equipment; location of good (high up, low down); weight; gender; distance to move
- *Safe techniques*
Lifting; pushing; pulling; carrying; holding; throwing.
- *Importance*
Prevent injury to people; prevent accidents prevent damage to goods; prevent loss of production; reduce sickness rate; reduce costs (compensation, training, investment).
- *MHOR*
Aim is to reduce incidents of musculoskeletal disorders; places duties on employers; applies to the majority of work activities; establishes measures related to hazardous goods (avoid hazardous manual handling, assess hazardous manual handling operations, reduce the risk of injury as far as possible).

Learning Outcome 2:

- *Hazards*
Applicable to conventional, oversized, overweight and hazardous goods - slippery surfaces; seasonal trip hazards; poor lighting; working at heights; blocked aisles; poor technique; lack of correct signage; falling from vehicle; incorrect use of personal protective equipment; unmanaged traffic flow.
Applicable to;
 - Oversized and overweight goods – lack of vision; loss of control; cannot follow basic manual handling rules; difficult to grasp; unbalanced and unstable; difficult to reach.
 - Hazardous goods – burns; poisoning, skin rashes, lung disorders, damage to nervous system; damage to eyes; headaches; vomiting.

Learning Outcome 3:

- *Risk assessment process*
Identify the hazards – determine who could be harmed – evaluate risks – determine control measures – record findings – implement finding – review and update
- *Factors*
The task which is to be performed; the individual(s) who will carry out the task; the goods which are to be moved or handled; the environment in which the task takes place.
- *Preventing injuries*
Risk assessment identify if adequately training is in place; if correct protective equipment is made available; if correct manual handling techniques are being used; if individuals are complying with relevant organisational policies and procedures; if the work space is clean and tidy; if individuals consider their own.
- *Reduce hazards and risks*
Employers and employees can take precautions to prevent damage, harm or loss; risks will be monitored; could encourage the redesign tasks; will ensure adequate supervision of staff; encourage adjustment to storage areas to minimise manual handling; establish if it is necessary to provide materials handling equipment; introduce adequate control measures and protocols.

Indicative Content: Moving and Handling Goods Manually**Learning Outcome 4:**

- *Preparing to handle or move goods*
 - Step 1 – assess the risks in the area of work
 - Step 2 – ensure the working area and/or route is clear of risks and hazards
 - Step 3 – understand the characteristics of the good (e.g. size, weight, content)
 - Step 4 – select, obtain and use correct protective equipment
 - Step 5 – select the most appropriate and safest technique to use
 - Step 6 – use specialist equipment if available
 - Step 7 – seek assistance if required
- *Handling and moving goods*

Refer to other learning outcomes. Learners are to consolidate their prior learning for the two remaining assessment criteria.

Picking and Distributing Goods

Level:	Level 1
Credit Value:	3
GLH:	27
Unit Number:	Y/617/5593

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know how to pick and assemble orders.	1.1 Outline the main methods used for picking and assembling orders. 1.2 Describe how different items of equipment are used to pick and assemble orders. 1.3 Identify potential hazards associated with picking and assembling orders.
2 Know about packing orders for distribution.	2.1 Identify appropriate packaging materials for different types of order. 2.2 Describe how different equipment is used to package orders. 2.3 State key documents which accompany orders.
3 Know about distributing goods.	3.1 Describe different modes of transportation. 3.2 Outline different ways in which goods can be loaded on, and secured to, vehicles. 3.3 State key documents used for different modes of transport.
4 Know about distributing hazardous goods.	4.1 Outline the characteristics of different types of hazardous goods. 4.2 Outline ways in which logistics companies ensure hazardous substances are safely transported. 4.3 State key documents used for transporting hazardous goods by different modes.

Indicative Content: Picking and Distributing Goods

Learning Outcome 1:

- *Methods and equipment*
Piece picking (picking individual items) – bar code scanners; automated picking machines; carousels; voice directed; manual.
Case picking (picking cases from a bulk location) – pallet rack; flow rack; pallet trucks; fork-lift trucks; bar code scanners; automated picking machines; voice directed.
Pallet picking (picking complete pallets of goods) - pallet rack; pallet trucks; fork-lift trucks; bar code scanners; reach trucks; voice directed.
- *Hazards*
Heavy items; goods falling from height; trips; repetitive strain injuries; working at height; faulty equipment; incorrect use of personal protective equipment.

Learning Outcome 2:

- *Material*
Boxes (cardboard, metal, wood); padded bags; barrels; tubes; special to type containers; tape; crates; cylinders; tankers; shrink wrap; transparent bags; banding, bubble wrap; labels inc hazardous label; nails.
- *Equipment*
Labelling; sealing, wrapping, tape guns; staple guns; banding; filler hopper; hand held scanner, hammer.
- *Documents*
Pick list; packing slip; invoice; bill of lading; airway bill; bill of export; customs papers; insurance certificate.

Learning Outcome 3:

- *Modes*
Road; rail; air; sea; intermodal.
- *Ways to load and secure goods*
Load – by hand; pallet trucks; fork-lift trucks; sack truck; cranes; conveyor lines; winch.
Secure – webbing; ropes; netting, cages; chocks/wedges; sheeting; stanchions; taut-liner; container; chains, blocking bars; battens.
- *Documents*
Road – consignment note; forwarders certificate of receipt
Rail – rail consignment note; CIM consignment note; forwarders certificate of receipt
Sea – sea waybill; bill of lading; export license; certificate of origin; customs declarations; forwarders certificate of receipt; commercial invoice.
Air – air waybill; export license; certificate of origin; customs declarations; forwarders certificate of receipt; commercial invoice

Learning Outcome 4:

- *Hazardous v non-hazardous*
Hazardous – anything which can cause harm or damage to humans, animals or the environment either on its own or when combined with one or more other substances.
Non-hazardous – anything which, on its own, will not cause harm or damage to humans, animals or the environment.
- *Transporting hazardous substances safely*
Follow the separation and segregation rules; use correct and adequate packing material/container; display hazard warning signs; carry relevant safety equipment;

Indicative Content: Picking and Distributing Goods

secure load to the vehicle; ensure driver is correctly trained; ensure driver knows emergency drills and contact numbers.

- *Documents*

Dangerous good note; dangerous cargo manifest; dangerous goods declaration; container packing certificate; multimodal dangerous goods note.

Picking and Distributing Goods

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	L/617/5686

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand picking and assembling orders.	1.1 Describe ways in which orders can be picked and assembled. 1.2 Explain the importance of accuracy when picking and assembling orders. 1.3 Outline factors which can influence how orders are picked and assembled.
2 Know about warehouse management systems..	2.1 Outline the benefits of using a warehouse management system 2.2 Outline the main features of a warehouse management system 2.3 Outline the day-to-day functions of a warehouse management system
3 Understand the distribution of goods.	3.1 Explain the advantages and disadvantages of transporting goods by different modes of transport. 3.2 Prepare documents used for different modes of transport.
4 Understand the distribution of hazardous goods.	4.1 Explain what is meant by the term 'hazardous goods'. 4.2 Explain the importance of safely and securely transporting hazardous substances. 4.3 Describe how different methods of transportation ensure hazardous substances are safely transported. 4.4 Prepare documents used for transporting hazardous goods by different modes.

Indicative Content: Picking and Distributing Goods

Learning Outcome 1:

- *Ways*
Piece picking (picking individual items); case picking (picking cases from a bulk location); Pallet picking (picking complete pallets of goods)
- *Importance*
Meet customer requirements; maintain correct stock levels; maintain effective productivity; avoid unnecessary costs; avoid repeat delivery.
- *Functions*
Type of goods; size and weight of goods; non-hazardous or hazardous; delivery date; location of goods in storage.

Learning Outcome 2:

- *Benefits*
Support warehouse functions; optimise warehouse space; support staff in their roles; manage stock control.
- *Features*
Stock keeping units (SKUs); storage locations; dock doors; labour productivity.
- *Functions*
Planning; organising; resourcing; directing; controlling.

Learning Outcome 3:

- *Advantages*
Road – fast delivery; ideal for short distances; ideal for moving perishable goods; easy to track vehicle movements; flexibility; door to door service.
Rail – carry very large volumes over long distances; minimal negative affect of weather; very few delays; dependable (fixed routes and schedules); safest form of transport.
Air – fastest mode of delivery; highly secure; highly reliable departure and arrival times; best for transporting perishable goods over long distances.
Sea – ideal for heavy and bulky items; ideal for goods with long lead times; proportionately less costly than other modes; eco-friendly; no traffic jams.
Intermodal – cost reduction through combining modes; right combination for the product/customer; scalable; flexible; time efficient; optimises capacity.
- *Disadvantages*
Road – delays due to congestion; height/weight restrictions; vehicle breakdowns; speed restrictions; inclement weather.
Rail – restricted/limited routes; lack of flexibility; not suitable for small loads; not suitable for short distances; no rural services.
Air – very costly; unreliability due to weather conditions; small carrying capacity compared to rail; highly regulated; minimal distribution hubs/airports.
Sea – slow lead times; affected by weather; piracy; monitoring exact location difficult; possible delays in loading/unloading.
Intermodal – lower overall reliability; increase possibility of damage to goods; high infrastructure costs; captures all the disadvantages of road, rail, sea and air.
- *Documents*
Road – consignment note; forwarders certificate of receipt
Rail – rail consignment notes; CIM consignment note; forwarders certificate of receipt
Sea – sea waybill; bill of lading; export license; certificate of origin; customs declarations; forwarders certificate of receipt; commercial invoice.
Air – air waybill; export license; certificate of origin; customs declarations; forwarders certificate of receipt; commercial invoice.

Indicative Content: Picking and Distributing Goods

Learning Outcome 4:

- *Hazardous*
Hazardous – anything which can cause harm or damage to humans, animals or the environment either on its own or when combined with one or more other substances.
- *Importance*
Reduce environmental damage; reduce damage to people and animals; prevent contamination; prevent theft; comply with regulations
- *Ensuring safe transportation*
- Special to type containers; gas cylinders and containers; tankers; UN certified packaging; pressure receptacles; vacuum tanks.
- *Documents*
Dangerous good note; dangerous cargo manifest; dangerous goods declaration; container packing certificate; multimodal dangerous goods note.

Receiving and Storing Goods

Level:	Level 1
Credit Value:	2
GLH:	18
Unit Number:	D/617/5594

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know how to receive goods.	1.1 Give examples of types of goods received. 1.2 Outline the key stages of the goods receiving process. 1.3 Describe how different items of equipment are used to receive goods. 1.4 State potential hazards associated with receiving different types of goods.
2 Know how to store goods.	2.1 Outline the key tasks associated with storing goods. 2.2 Describe how different items of equipment are used to store goods. 2.3 Give examples of different types of storage areas. 2.4 State potential hazards associated with storing different types of goods.

Indicative Content: Receiving and Storing Goods**Learning Outcome 1:**

- *Types of goods*
High value; hazardous; bulky; fragile; liquids; gases; frozen; ambient; combustible; excise exempt; food.
- *Stages in the receipt process*
Unload vehicle – check packaging for damage – check items for damage – check items against delivery note – check items against purchase order – accept or reject goods – sign driver's copy of delivery note – pass acceptable goods for storage – return rejected goods with delivery driver – pass own copy of delivery note to stock control.
- *Equipment*
Bar code scanners; fork lift truck; knives; pallet truck; sack truck; personal protective equipment; cranes; carts; dock plates; ramps; conveyors.
- *Hazards*
Heavy items; falling from vehicle; trips; repetitive strain injuries; faulty equipment; incorrect use of personal protective equipment; physical contact with hazardous material; cuts; unmanaged traffic flow; lack of training.

Learning Outcome 2:

- *Tasks*
Establish storage location; ensure space available for goods received; select appropriate moving and safety equipment; ensure free access to storage location; move goods to storage location; place goods in storage location considering stock rotation; check existing stock for damage/expiration; update stock records.
- *Equipment*
Shelving; pallet racks; fork lifts; reach trucks; cherry pickers; hand truck; pallet trucks; security cages; hazardous substance containers; bins; bulk boxes; wire mesh baskets
- *Types of storage*
Bonded; ambient; security; hazardous liquids; hazardous solids; hazardous gases; bulk store; fast moving; standard; temperature controlled.
- *Hazards*
Slippery surfaces; seasonal trip hazards; poor lighting; lifting heavy items; items falling from heights; working at heights; spills; blocked aisles; equipment failure; lack of correct signage; damage to racking.

Receiving and Storing Goods

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	R/617/5687

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand how to receive goods.	1.1 Explain the stages of a typical goods receiving process. 1.2 Explain the actions to be taken if goods received are damaged, missing, or are different quantities or different goods to those ordered. 1.3 Explain how different factors could impact on the receiving process.
2 Understand how to store goods.	1.1 Explain why it is important to correctly store goods. 1.2 Describe different types of storage areas for; <ul style="list-style-type: none">• hazardous goods• non-hazardous goods.

Indicative Content: Receiving and Storing Goods**Learning Outcome 1:**

- *Stages in the receipt process*
Unload vehicle – check packaging for damage – check items for damage – check items against delivery note – check items against purchase order – accept or reject goods – sign driver's copy of delivery note – pass acceptable goods for storage – return rejected goods with delivery driver – pass own copy of delivery note to stock control.
- *Actions*
Reject the goods (if damaged, different or additional) – annotate delivery documents(s) – inform stock control – inform supplier.
- *Factors*
Manual counting; paper-based systems; lack of goods in process; slow goods in process; delays putting into storage for picking; not checking against the purchase order.

Learning Outcome 2:

- *Importance*
Stock is in the correct location; order processing is not delayed; hazardous goods are stored in accordance with regulations; high value goods are secure; fast moving goods are easy to access; goods are not damaged; perishable goods do not expire;
- *Types of storage*
Hazardous
In accordance with safety data sheets; gas cylinder cages; flammable storage units; lockable cabinets; lockable compounds; external storage areas; blast proof buildings;
Non-hazardous – bonded; ambient; standard; bulk storage; containers.

Route Planning

Level:	Level 1
Credit Value:	3
GLH:	27
Unit Number:	K/617/5596

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about route planning.	1.1 Give examples of why route-planning is important to business and domestic customers. 1.2 Explain the benefits, to a business, of effective and efficient route planning. 1.3 State different technologies which can be used to support effective and efficient route planning.
2 Know about the information required to plan a route.	2.1 Outline the information required to support route planning which is obtainable from; <ul style="list-style-type: none"> • internal colleagues • the receiver of the goods. 2.2 Give examples of information which can be obtained from the internet to support effective and efficient route planning.
3 Be able to plan and monitor a delivery route.	3.1 State factors which a planner cannot control but which have an impact on route planning. 3.2 Produce an effective and efficient simple route plan. 3.3 Give examples of documents relating to a planned delivery. 3.4 Give examples of how a planned delivery route can be monitored.

Indicative Content: Route Planning**Learning Outcome 1:**

- *Importance of route planning*
Effective and efficient use of resources; to meet customer demand; to meet delivery promises; optimise use of drivers and vehicles; improve customer service.
- *Benefits of route planning*
Less driving; reduce costs; improve fuel efficiency; save time; service more customers; support customer retention; support repeat business; reduce wear and tear of vehicles; reduce servicing and maintenance costs of vehicles; increased safety; less stressful on drivers.
- *Technologies used in route planning*
Route planning and optimisation software; GPS based vehicle monitoring units; tachographs; transport management systems.

Learning Outcome 2:

- *Information from*
 - *Colleagues*
Name and address of the receiver; size of load; agreed delivery times; availability of vehicles and their size and constraints; possible customer returns; type of goods being delivered (e.g. fragile, hazardous); availability of drivers and their type of licence.
 - *Receiver*
Required delivery time; access restrictions to premises; goods for collection; special delivery instructions.
- *Using the Internet*
Identify actual and planned roadworks and/or barriers to delivery; provide real time road traffic information; track vehicle movements; real time updating of deliveries once signed for; live delivery routes can be shared with receivers.

Learning Outcome 3:

- *Factors*
Road traffic accidents; unforeseen road closures; availability of appropriate vehicles; availability of appropriate drivers; restricted access to receiver; IT failure; unforeseen change to customer requirements.
- *Documents*
Summary sheet; delivery dockets; collection notes; specialist documents (e.g. for dangerous goods); bill of lading; customs documents; consignment notes.
- *Monitoring*
Ringing/messaging drivers; ringing messaging receivers; electronic tagging of vehicles; electronic receipting of delivery; vehicle tracking systems

Route Planning

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	M/617/5695

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand route planning.	1.1 Outline key factors which should be considered when planning a route. 1.2 Explain how effective and efficient route planning can reduce business costs. 1.3 Explain how route planning technologies are used to support effective and efficient route planning. 1.4 Explain why monitoring a planned delivery route is important.
2 Understand how information is used to plan a route.	2.1 Explain how information from internal colleagues informs the planning of a route. 2.2 Explain how information from the receiver of goods informs the planning of a route. 2.3 Explain how information obtainable from the internet can be used to support effective and efficient route planning.
3 Be able to plan a delivery route.	3.1 Outline ways to overcome factors which a planner cannot control but which have an impact on route planning. 3.2 Produce an effective and efficient complex route plan. 3.3 Organise documents relating to a planned delivery route.

Indicative Content: Route Planning

Learning Outcome 1:

- *Key factors*
Availability of appropriate vehicles; type and nature of the goods; capacity utilisation; ability/capacity to adapt to changes; opportunity/desirability to use of third-party shippers.
- *Reducing costs*
Less driving/shorter distance; improve fuel efficiency; save time; service more customers – fewer vehicles used; reduce wear and tear of vehicles; reduce servicing and maintenance costs of vehicles; increased safety; less stressful on drivers.
- *Technology and route planning*
Suggest effective and efficient routes; monitor vehicles; monitor driving hours; integrate transport into logistic management systems.
- *Monitoring*
To meet customer requirements; to maintain/improve efficiency; to benefit from back loads; to keep delivery schedule on time; to track time of deliveries.

Learning Outcome 2:

- *Information from*
 - *Colleagues*
Goods despatched to correct receiver; correct vehicle selected (capacity v weight/size); goods despatched on time; identify if goods are to be collected; are special vehicles required (hazardous freight, chilled/frozen goods); allocate appropriate driver.
 - *Receiver*
Identify delivery restrictions; establish delivery time/time frame; identify goods for collection; establish if there are special instructions.
- *Using the Internet*
Avoid roadworks and/or barriers to delivery; use real time road traffic information to monitor the route; track vehicle movements; real time updating of deliveries once signed for; live delivery routes can be shared with receivers.

Learning Outcome 3:

- *Barriers*
Re-route a delivery to avoid road traffic accidents and unforeseen road closures; liaise with transport staff to ensure availability of appropriate vehicles and drivers; liaise with receivers to overcome restricted access; keep a manual record of the route in the event of IT failure; timely confirmation of delivery with customers to establish unforeseen change to customer requirements.
- *Monitoring*
To meet customer requirements; to maintain/improve efficiency; to benefit from back loads; to keep delivery schedule on time; to track time of deliveries.
- *Documents*
Summary sheet; delivery dockets; collection notes; specialist documents (e.g. for dangerous goods); bill of lading; customs documents; consignment notes.

Security in Logistics

Level:	Level 1
Credit Value:	3
GLH:	27
Unit Number:	T/617/5598

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about security in a logistics environment.	1.1 Outline the importance of security in a logistics environment. 1.2 Outline key contemporary threats in a logistics environment.
2 Know the security requirements of different types of goods.	2.1 Describe ways in which logistics companies keep different goods secure including; <ul style="list-style-type: none"> • conventional goods • hazardous goods • special goods • non-standard size goods.
3 Know the importance of security of data and cyber security in a logistics environment.	3.1 Give reasons why the security of data is important to a logistics organisation. 3.2 Give reasons why cyber security is important to a logistics organisation.
4 Know about roles and responsibilities relating to security in a logistics environment.	4.1 Outline the roles and responsibilities of employers and employees which relate to security in a logistics environment.

Indicative Content: Security in Logistics

Learning Outcome 1:

- *Importance*
Using specialised resources to prevent theft, loss or damage to goods in storage and in transit, and to adequately secure data held by a logistics organisation.
Meet legal requirements; meet customer requirements; add value; avoid wastage; protect data; protect from cyber-attacks; reduce impact to operations.
- *Contemporary threats*
Terrorism; people trafficking; data theft; systems hacking; drug smuggling; industrial espionage; truck high jacking.

Learning Outcome 2:

- *Conventional goods*
Locked doors; restricted access; CCTV; seals; personnel checks; security staff.
- *Hazardous goods*
As for conventional goods plus secure compounds; fire suppression systems; containment protocols; correct labelling.
- *Special goods*
As for conventional goods plus automated alarms; electronic access control; data security controls.
- *Non-standard size goods*
As for conventional goods plus secure compounds; specially designed storage facilities; security patrols.

Learning Outcome 3:

- *Data protection*
Protecting the gathering, storage and use of information by logistic organisations. This information can be personal or that which is related to another organisation.
Comply with legislation (e.g. GDPR and DPA; provide confidence to customers; hold individuals and organisations to account; data is a corporate asset; encourage safe working practices.
- *Cyber security*
Protecting against attacks to IT systems which could result in the loss of data and information and the disruption to operations.
Cyber-attacks can be expensive; hackers are increasing their capabilities; growing use of mobiles and tablets in day to day operations; increasing use of logistics management systems; comply with legislation.

Learning Outcome 4:

- *Role and responsibilities of;*
 - *Employers*
Implement security related policies; provision of appropriate facilities; provision of trained employees; keep up to date with technologies; keep up to date with legislation; conducting a security risk assessment; appropriately responding to breaches of security; security of staff and their possessions.
 - *Employees*
Comply with organisational policies and procedures; remain vigilant; maintain a safe and secure working area; have integrity; be honest; attend all security related training.

Security in Logistics

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	M/617/5700

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand security in a logistics environment.	1.1 Explain contemporary threats to logistic operations. 1.2 Describe different security systems used in a logistics environment.
2 Understand the security considerations relating to different logistic functions.	2.1 Explain security relating to; <ul style="list-style-type: none"> • warehousing • transport.
3 Know how to protect data and prevent cyber-attacks in a logistics environment.	3.1 Describe ways in which to protect the security of data. 3.2 Describe ways in which to protect against cyber attacks.
4 Understand security roles in a logistics environment.	4.1 Explain the responsibilities of a security officer in a logistics environment. 4.2 Explain the responsibilities of a security manager in a logistics environment.

Indicative Content: Security in Logistics**Learning Outcome 1:**

- *Contemporary threats*
Terrorism; people trafficking; data theft; systems hacking; drug smuggling; industrial espionage; truck high jacking; theft.
- *Security systems*
CCTV; restricted access areas; visitor management; perimeter fencing; security patrols; monitoring vehicles when on site; personal searches; unplanned stock checks.

Learning Outcome 2:

- *Warehouse*
Authorised access only; staff checks; visitor checks; secure doors and windows; security cameras; security alarms; security staff; keep stock away from doors; regular stock checks; unplanned stock checks.
- *Transport*
Vehicle monitoring; tamper proof locks; security seals; security escorts; regular driver contact; in-cab cameras; hard sided vehicles; vehicle immobilisation.

Learning Outcome 3:

- *Data protection*
Data security policy; restrict access; use strong passwords; change passwords frequently; back-up data; use firewalls; encrypt data; delete old files from cloud servers; use correct privacy settings
- *Cyber security*
Identify threats; monitor employee activity; Use up to date operating system; use auto update; use an anti-virus; validate SSL certificates; use strong passwords; change passwords frequently; implement a sign-off policy.

Learning Outcome 4:

- *Security officer*
Ensure safety and security of people and property; comply with security policies and procedures; conduct random staff checks; conduct random vehicle checks; conduct random stock checks; patrol vulnerable areas of the logistic facility; monitor CCTV; maintain security records.
- *Security manager*
Implement security related policies; ensure employees are trained; keep up to date with security technologies; keep up to date with legislation; conduct security risk assessments; appropriately respond to breaches of security; provide security related reports to senior managers; ensure the safety of staff and visitors; monitor activities of security officers.

Stock Control

Level:	Level 1
Credit Value:	3
GLH:	27
Unit Number:	L/617/5624

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about stock control.	1.1 Outline the components of a typical stock control system. 1.2 Give examples of documents typically used as part of stock control. 1.3 Give reasons why stock control is important to a logistics organisation.
2 Know about supply and demand.	2.1 Outline ways in which supply and demand affects stock control. 2.2 Outline why it is important to have sufficient stock. 2.3 Describe barriers to maintaining sufficient stock levels.
3 Know how to manage levels of stock.	3.1 Show how to forecast levels of demand. 3.2 Show how to conduct stock checks. 3.3 Show how to control levels of stock. 3.4 Show how to order stock.
4 Know how to maintain accurate records of stock.	4.1 Show how to update stock levels. 4.2 Show how to set the minimum re-order level. 4.3 Show how to adjust minimum re-order quantities.

Indicative Content: Stock Control

Learning Outcome 1:

- *Stock control*
Manual or electronic system which maintains required levels of stock, identifies stock discrepancies and minimises stock wastage.
- *Components*
Stock planning; order cycles; stock tracking; stock balancing; stock audits; purchasing stock; receiving stock; storage of stock; picking and despatch of stock.
- *Documents*
Picking; requisition; stock return; audit; transfer; adjustment; sales.
- *Importance*
Maintaining correct balance; stock rotation; identify expired products; identify sales trends; reduce costs; meet customer demand; avoid unnecessary stock holding.

Learning Outcome 2:

- *Supply and demand*
Supply is how much of a product can be offered to customers. Demand is how much of a product is required by customers.
Lack of availability = low stock, high price; too costly to purchase; not meet customer demand; too much availability = high stock, low price; large purchases; high storage costs.
- *Importance of sufficient stock*
Meet internal production requirements; meet customer demand; meet sudden surges in demand; minimise impact of supplier delays; remain competitive.
- *Barriers to sufficient stock*
Inaccurate forecasting/planning; stock discrepancies; stock expiration; supplier delays; unforeseen increase in production; infrequent/insufficient audits; poor record keeping; poor stock counting; not ordering minimum order quantities.

Learning Outcome 3:

- *Forecasting demand*
Historical data analysis; expert estimation; time series analysis; causal analysis; maintain up to date data.
- *Conducting stock checks*
Stop receipt and issue of product; obtain recorded level of stock; identify stock location; count stock; compare with record; adjust as required; annotate records; resume issue and receipt.
- *Controlling stock levels*
Set minimum order quantity; conduct periodic stock reviews; rotate perishable stock; first in, first out; maintain accurate records; check stock level when picking an order.
- *Ordering stock*
Determine lead times; set reorder points; set reorder amounts; consider costs (purchase and transport); just-in-time.

Learning Outcome 4:

- *Updating stock levels*
Record all receipts; record all issues; adjust stock records after audits/checks; adjust stock records after disposal of products.
- *Adjusting minimum reorder level (RoL)*

Indicative Content: Stock Control

RoL is the point at which an order needs to be placed based on stock level

Formula average daily use x average lead time in days + safety level

- *Adjusting minimum reorder quantity (RoQ)*

RoQ is number of units to be ordered

Formula
$$\frac{2 \times \text{quantity required} \times \text{cost per order}}{\text{carrying cost per unit}}$$

Stock Control

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	M/617/5714

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand stock control.	1.1 Explain what is meant by the term 'stock control'. 1.2 Explain the purpose of stock control. 1.3 Explain the purpose of typical documents used as part of stock control. 1.4 Describe the four types of stock which must be controlled.
2 Know about stock management techniques and systems.	2.1 Describe different stock management techniques. 2.2 Describe stock management software systems. 2.3 Describe the different types of inventory control systems. 2.4 Describe the key features of a stock management system.
3 Know how to manage levels of different types of stock.	3.1 Show how to forecast levels of demand for each type of stock. 3.2 Show how to conduct stock checks for each type of stock. 3.3 Show how to control levels of stock for each type of stock. 3.4 Show how to order different types of stock.
4 Know how to maintain accurate records of stock	4.1 Show how to update stock levels for each type of stock. 4.2 Show how to set the minimum re-order level for each type of stock. 4.3 Show how to adjust minimum re-order quantities for each type of stock.

Indicative Content: Stock Control

Learning Outcome 1:

- *Stock control*
Using systems and processes to ensure the correct levels of stock are maintained.
- *Purpose*
To minimise stock holding costs whilst ensuring internal and/or external customer requirements are met.
- *Documents*
Picking; requisition; stock return; audit; transfer; adjustment; sales.
- *Stock types*
Raw materials and components; work in progress; finished goods; consumables.

Learning Outcome 2:

- *Techniques*
Stock review; Just-in-time; ABC analysis; first-in first-out; par levels.
- *Control systems*
Perpetual system; periodic system; barcode system; radio frequency information system.
- *Management systems*
Enterprise resource planning (ERP); cloud environments; stand-alone inventory management products.
- *Features*
Stock management; financial management; customer management.

Learning Outcome 3:

- *Forecasting demand*
Historical data analysis; expert estimation; time series analysis; causal analysis; maintain up to date data.
- *Conducting stock checks*
Stop receipt and issue of product; obtain recorded level of stock; identify stock location; count stock; compare with record; adjust as required; annotate records; resume issue and receipt.
- *Controlling stock levels*
Set minimum order quantity; conduct periodic stock reviews; rotate perishable stock; first in, first out; maintain accurate records; check stock level when picking an order.
- *Ordering stock*
Determine lead times; set reorder points; set reorder amounts; consider costs (purchase and transport); just-in-time.

Learning Outcome 4:

- *Updating stock levels*
Record all receipts; record all issues; adjust stock records after audits/checks; adjust stock records after disposal of products.
- *Adjusting minimum reorder level (RoL)*
RoL is the point at which an order needs to be placed based on stock level
Formula average daily use x average lead time in days + safety level
- *Adjusting minimum reorder quantity (RoQ)*
RoQ is number of units to be ordered
Formula
$$\frac{2 \times \text{quantity required} \times \text{cost per order}}{\text{carrying cost per unit}}$$

Using Equipment to Handle and Move Goods

Level: Level 1
Credit Value: 3
GLH: 27
Unit Number: F/617/5717

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about using equipment to handle and move goods.	1.1 Outline different situations where materials handling equipment (MHE) is used to handle and move goods. 1.2 Describe different types of MHE and how they are used to handle and move goods.
2 Know about the hazards and risks associated with using equipment to handle and move goods.	2.1 Outline the key hazards associated with using MHE. 2.2 Outline the common risks associated with using MHE.
3 Know how to prevent injuries from using equipment to handle and move goods.	3.1 Outline ways in which employers and employees can help prevent injuries from using MHE. 3.2 Outline the process for conducting a risk assessment.
4 Know how to use equipment to handle and move goods.	4.1 Show how to prepare for using MHE to handle and move goods. 4.2 Show how to handle and move goods safely and effectively using MHE.

Indicative Content: Using Equipment to Handle and Move Goods

Learning Outcome 1:

- *When to use MHE*
Unloading vehicles; loading vehicles; picking stock; putting stock into storage; moving stock from one area to another.
- *Types of MHE*
Mechanical equipment used to handle, move, store and protect goods within storage and distribution facility.
Pallet truck; fork-lift truck; reach truck; sack truck; conveyors; hoists; cranes; pallets, cherry pickers; hand truck; platform truck; tractor-trailer; automated guided vehicles

Learning Outcome 2:

- *Hazards*
Slippery surfaces; seasonal trip hazards; poor lighting; items falling from heights; working at heights; spills; blocked aisles; equipment failure; lack of correct signage; damage to racking; falling from vehicle; faulty equipment; incorrect use of MHE; unmanaged traffic flow; lack of training.
- *Risks*
Poor working conditions; long working hours; poor job design; insufficient/inappropriate MHE; working when sick or injured; insufficient supervision; lack of training.

Learning Outcome 3:

- *Preventing injuries;*
 - *Employees*
Ensure adequately trained; use correct protective equipment; use correct equipment; seek assistance if required; keep healthy, fit and strong; comply with relevant organisational policies and procedures; clean and tidy work space.
 - *Employers*
Conduct risk assessments; take precautions to prevent damage, harm or loss; monitor risks; provide suitable training; provide suitable protective equipment; redesign tasks; supervise staff; provide appropriate MHE for each task.
- *Risk assessment*
Identify the hazards – determine who could be harmed – evaluate risks – determine control measures – record findings – implement finding – review and update

Learning Outcome 4:

- *Preparing to use MHE*
Step 1 – assess the risks in the area of work
Step 2 – ensure the working area and/or route is clear of risks and hazards
Step 3 – understand the characteristics of the goods (e.g. size, weight, content)
Step 4 – select, obtain and use correct protective equipment
Step 5 – select the most appropriate MHE to use
Step 6 – seek assistance if required
- *Using MHE*
Refer to other learning outcomes. Learners are to consolidate their prior learning for this assessment criteria.

Using Equipment to Handle and Move Goods

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/617/5716

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand using equipment to handle and move goods.	1.1 Explain the factors which need to be considered when using materials handling equipment (MHE). 1.2 Explain why using appropriate MHE is important to the individual and the organisation. 1.3 State the key features of the Provision and Use of Work Equipment Regulations (PUWER).
2 Know about the hazards and risks associated with using equipment to handle and move goods.	2.2 Describe the hazards and risks associated with using MHE to handle and move: <ul style="list-style-type: none"> • conventional goods • oversized and overweight goods • hazardous goods.
3 Understand risk assessments when using equipment to handle and move goods.	3.1 Outline the process for conducting a risk assessment. 3.2 Explain the factors which need to be considered when conducting a risk assessment related to using MHE. 3.3 Explain how a risk assessment could be used to help prevent injuries and reduce hazards and risks when using MHE.
4 Know how to use equipment to handle and move goods safely and effectively.	4.1 Show how to prepare for using MHE to handle and move goods. 4.2 Show how to move goods safely and effectively using MHE.

Indicative Content: Using Equipment to Handle and Move Goods

Learning Outcome 1:

- *Factors*
Capability of the MHE; the type of good; working environmental; level of training in the use of MHE; availability of protective equipment; location of good (high up, low down); weight; distance to move; cost of using the MHE.
- *Importance*
Prevent injury to people; prevent accidents prevent damage to goods; prevent loss of production; reduce sickness rate; reduce costs (compensation, training, investment).
- *POWER*
Require risks to people from equipment to be prevented or controlled; applies to all equipment from hand tools to complex machinery; ensure equipment is suitable and safe; ensure equipment is maintained in a safe condition;
Ensure equipment is inspected; ensure users are adequately trained; ensure used in accordance with manufacturer's instructions.

Learning Outcome 2:

- *Hazards*
Applicable to conventional, oversized, overweight and hazardous goods - slippery surfaces; insecure load; poor lighting; working at heights; blocked aisles; poor maintenance of equipment; lack of correct signage; falling from equipment; contact with overhead cables; unmanaged traffic flow; excessive noise; level of training.
Applicable to;
 - Oversized and overweight goods – lack of vision; loss of control; unbalanced and unstable; difficult to reach.
 - Hazardous goods – lack of electric isolation; incorrect special to type container; insufficient sealing of containers; incorrect selection of MHE; incorrect use of MHE.

Learning Outcome 3:

- *Risk assessment process*
Identify the hazards – determine who could be harmed – evaluate risks – determine control measures – record findings – implement finding – review and update
- *Factors*
The task which is to be performed; the environment in which the task takes place; the serviceability of the MHE; availability and use of support equipment (e.g. straps); operator's level of training; type of good to be moved.
- *Preventing injuries*
Risk assessments identify if adequately training is in place; if correct protective equipment is made available; if correct MHE are being used; if individuals are complying with relevant organisational policies and procedures; if the work space is clean and tidy; if individuals consider their own safety.
- *Reduce hazards and risks*
Employers and employees can take precautions to prevent damage, harm or loss; risks will be monitored; could encourage the redesign tasks; will ensure adequate supervision of staff; encourage adjustment to storage areas to minimise handling and movement; ensure MHE is maintained, serviced and tested regularly; ensure correct safety certificates are displayed; introduce adequate control measures and protocols.

Indicative Content: Using Equipment to Handle and Move Goods**Learning Outcome 4:**

- *Preparing to handle or move goods*
 - Step 1 – assess the risks in the area of work
 - Step 2 – ensure the working area and/or route is clear of risks and hazards
 - Step 3 – understand the characteristics of the good (e.g. size, weight, content)
 - Step 4 – select, obtain and use correct protective equipment
 - Step 5 – select the most appropriate MHE to use
 - Step 6 – use support equipment if available
 - Step 7 – seek assistance if required (e.g. a banksman)
 - *Handling and moving goods*
- Refer to other learning outcomes. Learners are to consolidate their prior learning for the two remaining assessment criteria.

Working Safely in Logistics

Level:	Level 1
Credit Value:	3
GLH:	27
Unit Number:	F/617/5653

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about health and safety in a logistic environment..	1.1 State the key aspects of the Health and Safety at Work Act. 1.2 Give examples of the most common types of accidents in a logistic environment. 1.3 Explain how accidents in a logistic environment impact employees.
2 Know about personal protective equipment used in a logistics environment.	2.1 Outline how different types of personal protective equipment protect from injury/harm in a logistic environment.
3 Know about health and safety practices and procedures in a logistics environment.	3.1 State what employees should do in response to different health and safety incidents in a logistic environment. 3.2 Outline an employer's health and safety responsibilities after an incident has taken place in a logistic environment.
4 Know how to take responsibility for health and safety in a logistics environment	4.1 Give examples of ways in which an employee can improve own personal wellbeing in a logistics environment. 4.2 Outline ways in which to maintain own workspace in a clean and tidy condition in a logistic environment. 4.3 Give examples of ways in which an employee is responsible for the health and safety of themselves and others in a logistic environment.

Indicative Content: Working Safely in Logistics

Learning Outcome 1:

- *Key aspects of the Health and Safety at Work Act*
Employers – provide and maintain safety equipment and safe systems of work; ensure materials are properly stored; provide information, training, instruction and supervision; provide a safe working environment; provide a written safety policy; conduct risk assessments.
- *Common types of accidents*
Falls from vehicles; being hit by a moving vehicle; security of loads; manual handling, slips and trips; noise.
- *Impact of accidents*
Death; serious injury; stress; loss of employment; disablement; redeployed; long term sickness; loss of pay; restricted duties.

Learning Outcome 2:

- *Personal protective equipment*
Specialised clothing worn by employees to protect against potential or real hazards and risks.
Eye protection – goggles and shields; hearing protection – ear plugs and ear muffs; hand protection – creams and gloves; foot protection – reinforced boots and shoes; head protection – hats, caps and helmets.

Learning Outcome 3:

- *Reacting to incidents*
Take control of the incident; ensure first aid is administered if required; contact ambulance/medical services if required; control possible secondary incidents; inform superiors; ensure accident records are updated.
- *Employer's responsibility*
Investigate cause of the incident; instigate measures to prevent a reoccurrence; revisit risk assessment; report to regulatory body if required; review training requirements if required; revisit relevant policies and procedures if required; review accident records.

Learning Outcome 4:

- *Improving own personal well-being*
Stay fit and healthy; take regular breaks; eat and drink appropriately during work time; seek support if required; ask for flexible working arrangements; use workplace gyms if provided; avoid damaging conflict; take part in well-being initiatives (e.g. lunchtime walking group).
- *Maintaining own workspace*
Important for avoiding accidents and maintaining effective and efficient productivity. Throw away rubbish correctly; clean work area at least daily; don't eat at place of work; don't stock pile (e.g. packing tape and boxes); follow organisational guidelines; reduce clutter; store equipment safely.
- *Responsibility for self and others*
Take reasonable care; co-operate with an employer; report incidents/accidents; report hazards; avoid wearing inappropriate clothing; cover long hair; insist on proper training; using protective equipment where provided; report the use of medication.

Working Safely in Logistics

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/617/5716

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA - PASS	
The learner will:		The learner can:	
1	Understand accidents which occur within a logistics environment.	1.1	Describe common types of accidents in a logistic environment.
		1.2	Explain how accidents in a logistics environment could affect employees and a business.
		1.3	Explain how a business should respond to accidents in a logistics environment..
2	Understand the importance of protecting people from accidents in a logistics environment.	2.1	Explain why personal protective equipment is used in a logistics environment.
		2.2	Explain how providing personal protective equipment can be a benefit to a business.
3	Understand health and safety policies and procedures in a logistics environment.	3.1	Explain how the Health and Safety at Work Act impacts on employer responsibilities in a logistics environment.
		3.2	Explain why it is important for a logistics business to have a health and safety policy and procedure.
4	Understand responsibilities for self and others health and safety in a logistics environment.	4.1	Explain why personal wellbeing is important in a logistics environment.
		4.2	Explain why maintaining own workspace in a clean and tidy condition is important in a logistics environment.
		4.3	Explain how to maintain different items of equipment in good working order.

Indicative Content: Working Safely in Logistics

Learning Outcome 1:

- *Common types of accidents*
Falls from vehicles; being hit by a moving vehicle; security of loads; manual handling, slips and trips; noise; working at height.
- *Effect of accident*
 - *Employee* – death; serious injury; stress; loss of employment; disablement; redeployed; long term sickness; loss of pay.
 - *Business* – criminal investigation; internal investigation; revisit risk assessments; pay compensation; loss of productivity; pay fines; redesign working environment; invest in equipment.
- *Business response*
Investigate the cause; prevent further accidents; inform insurance company; inform regulators (if applicable); inform Health and Safety Executive (if necessary); update accident records.

Learning Outcome 2:

- *Personal protective equipment (PPE)*
Specialised clothing worn by employees to protect against potential or real hazards and risks.
Goggles and shields are used to protect eyes; ear plugs and ear muffs are used to protect hearing; creams and gloves to protect hands and skin; reinforced boots and shoes to protect feet; hard hats, caps and helmets to protect the head.
- *Benefit to a business*
Demonstrates consideration of employees; can improve moral and motivation; PPE reduces injury which reduces time off through sickness; productivity should be maintained; fewer injuries; comply with legislation; aid staff recruitment and retention; improve reputation (a caring employer).

Learning Outcome 3:

- *Impact of the Health and Safety at Work Act*
Employers are required to provide and maintain safety equipment and safe systems of work; ensure materials are properly stored; provide information, training, instruction and supervision; provide a safe working environment; provide a written safety policy; conduct risk assessments.
- *Policy and procedure*
Provide clear direction; indicates business' commitment to health and safety; indicates business' support for employees; translates regulatory requirements into organisational direction; specifically indicates who is responsible for health and safety; provides processes to follow in the event of health and safety incidents.

Learning Outcome 4:

- *Importance of personal well-being*
To remain fit and healthy; to reduce workplace stress; to be able to complete tasks; to improve effectiveness and efficiency; to avoid injuries and accidents; to comply with regulatory requirements; to indicate responsibility for own safety.
- *Maintaining own workspace*

Indicative Content: Working Safely in Logistics

Important for avoiding accidents and maintaining effective and efficient productivity; ensures rubbish is disposed of correctly, avoids hazards such as fire; avoid damage to tools and equipment.

Throw away rubbish correctly; clean work area at least daily; don't eat at place of work; don't stock pile (e.g. packing tape and boxes); follow organisational guidelines; reduce clutter; store equipment safely.

- ***Maintaining equipment***

In accordance with specific manufacturer's instructions; in accordance with organisational policies and procedures; daily checks; weekly checks; monthly checks; annual servicing.

Employability Group

Applying for a Job

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	M/617/4059

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about different methods of applying for jobs.	1.1 Outline different methods of applying for a job, including common forms of information requested of applicants (e.g. CV, covering letter) Outline different methods of applying for a job. 1.2 Describe the different types of information typically provided by employers (e.g. job description) to those applying for jobs and the purpose of each.
2 Be able to complete a job application.	2.1 Gather relevant information for a job application. 2.2 Complete a job application form accurately. 2.3 Complete a CV for a job application in a given format. 2.4 Present an appropriate covering letter for a job application.

Applying for a Job

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	H/617/4060

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand different methods of applying for a job.	1.1 Explain different methods of applying for jobs including responses to advertised positions, unsolicited applications and applications through agencies. 1.2 Describe common components of a job application (e.g. covering letter, CV, application form) and the characteristics of effective versions of each. 1.3 Explain how to use the information for applicants provided by employers to help shape own application.
2 Be able to prepare a job application.	2.1 Collate the information appropriate for a specific job application. 2.2 Draft a comprehensive and accurate application, tailored to a specific job vacancy. 2.3 Review a draft job application for accuracy, fitness for purpose, and consistency with instructions (e.g. word counts) and revise if necessary. 2.4 Respond positively to feedback from others on a draft job application and revise if necessary.
3 Be able to prepare a CV.	3.1 Produce an accurate and up-to-date CV, following appropriate conventions for format and content, ready for tailoring for future applications.

Career Planning

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	A/617/4064

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to investigate different career options.	1.1 Identify sources of information, advice and guidance on careers. 1.2 Use sources of information, advice and guidance on careers to select career options relevant to own aspirations.
2 Be able to assess career options.	2.1 Identify areas of work suited to own personal skills, qualities or experience. 2.2 Explain how own skills, training and experience match selected career options.
3 Be able to plan goals for future career.	3.1 Identify what they want to achieve in the future in relation to their career. 3.2 Outline a simple timescale for achieving goals. 3.3 Identify some key actions to be undertaken to move forward from current position, for example further study, courses, qualifications to be taken, applications, research. 3.4 Identify possible progression routes beyond first/next job.

Career Planning

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	F/617/4065

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to investigate career options.	1.1 Identify different types and sources of information, advice and guidance on careers. 1.2 Use careers information, advice and guidance to build understanding of possible career options, including entry routes where appropriate.
2 Be able to assess career options.	2.1 Review relevance of own skills, qualities, experience, training and/or qualifications for different career options. 2.2 Outline the advantages and disadvantages of different career options (e.g. time taken to train, level of salary, working patterns, work/life balance). 2.3 Outline a specific career option, relevant to own skills, interests and ambitions, including key features of the option and reasons for selecting it.
3 Be able to plan to achieve a career-related goal.	3.1 Use careers information, advice and guidance to produce a career development plan to enable self to progress from own starting point to achieve a career-related goal, including <ul style="list-style-type: none"> • Timescales • Targets • key actions to be taken (e.g. undertaking training).
4 Be able to plan for career progression.	4.1 Outline possible progression routes within a specific area of work (e.g. developing a specialism or taking on a management role).

Communication Skills for Work

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	A/617/4081

This unit has 2 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA - PASS	
The learner will:		The learner can:	
1	Use written communication in a work context.	1.1	Produce documents of different types and for different purposes that are clearly and accurately presented.
		1.2	Use text, images and/or graphics in written documents.
		1.3	Use given software to present written communication.
2	Use oral communication in a work context.	2.1	Communicate clearly in different situations using appropriate language and tone.
		2.2	Communicate work-related information to a group.
		2.3	Engage in conversations with colleagues, showing respect for others.
		2.4	Give clear and accurate answers to questions and queries from others.

Communication Skills for Work

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	R/617/4085

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Use written communication in a work context.	1.1 Select appropriate formats for written communication for different purposes and audiences, in line with workplace conventions or procedures, where appropriate. 1.2 Produce documents of different types that are clearly and accurately presented and appropriate (e.g. in terms of length, style and language use) for the purpose and intended audience. 1.3 Combine text, images and/or graphics in written documents as appropriate to audience and purpose. 1.4 Make appropriate use of available software to present written communication, including numerical information. 1.5 Make accurate and appropriate use of terminology associated with a particular workplace or sector in written communication.
2 Use oral communication in a work context.	2.1 Communicate clearly in different situations, adjusting register and tone to match the audience and purpose of the communication. 2.2 Communicate work-related information in a formal presentation to a group. 2.3 Engage in discussion with colleagues, making relevant points and actively listening to the ideas of others. 2.4 Respond appropriately to queries, requests and/or complaints in a way that satisfies the other person. 2.5 Make accurate and appropriate use of terminology associated with a particular

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
	workplace or sector when communicating orally.

Community Environment Project

Unit Number:	L/650/2072
Level:	Level 1
Credit Value:	3
GLH:	30
Unit Aim:	To equip learners with the skills to engage successfully in community action to improve the local environment.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 5 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Be able to select a focus for a community environment project.	1.1	Select a specific focus for a project to help a community improve the environment.
2	Be able to communicate the benefits of engaging in a community environment project.	2.1	Describe to community members the benefits to the environment and to the community participating in the project.
3	Be able to plan a community environment project.	3.1	Create a project plan including actions and timeline.
4	Be able to participate in a community environment project.	4.1	Implement actions from the project plan, relevant to own role.
		4.2	Support and encourage others to participate.
5	Be able to review a community environment project.	5.1	Describe what the project achieved.
		5.2	Outline how well they worked with other community members.
		5.3	Outline possible next steps for the community in terms of environmental improvements.

Indicative Content: Community environment project
Learning Outcome 1:

- Community could be, for example, school/college; street; village; sports club; social group.
- Environmental improvement through making a change either locally, e.g. to air or water pollution; or contributing to national/global change such as tackling global warming, loss of biodiversity, deforestation, ozone layer depletion.
- Learners can work individually or as a group on the same project; all projects must involve the learner and members of their community.
- Focus should be chosen by the learner or learners, feasible, and need community involvement to be a success, but could be any of a wide range of possibilities, e.g. a tree-planting day, setting up a community garden/allotment, a vegan awareness event with free recipe booklet.

Learning Outcome 2:

Benefits should be specific to the project but could include:

- Benefits to the environment: greater range of biodiversity, reduced threat to the ozone layer; reduced dependence on unsustainable resources; reduced pollution.
- Benefits to the community: better health resulting from cleaner air; nicer-looking spaces (e.g. without litter); more enjoyment of nature; opportunities for social interaction, increased wellbeing and for learning together through taking community action.

Learning Outcome 3:

- Project plan might be presented in a given template. Actions should be necessary for completion of project sequenced in a logical order and with realistic deadlines.
- Actions will be specific to the project but could include further research; publicising the project; seeking necessary permissions; practical activities; sourcing necessary equipment or resources.

Learning Outcome 4:

- Actions where they have individual or shared responsibility as set out in the project plan.

Learning Outcome 5:

- Project achievements – tasks completed; changes made; environmental improvements.

Indicative Content: Community environment project

- Strengths and areas for development in terms of team-working, fulfilling own responsibilities, support and motivating others.
- Next steps – ways of building on what was achieved in this project and/or how new projects could help achieve improvements in other areas.

Conduct at Work

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	R/617/4071

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to conduct self appropriately in a work setting.	1.1 Identify and follow codes of conduct (e.g. for personal presentation, time-keeping) as appropriate to own role. 1.2 Interact appropriately with peers, managers and customers. 1.3 Apply sufficient effort to enable them to complete tasks set to the standard required. 1.4 Demonstrate initiative in carrying out own role.
2 Be able to review own conduct in a work setting.	2.1 Outline aspects of own conduct which meet expectations of a work setting. 2.2 Outline aspects of own conduct that need improvement, making suggestions for how to develop in these areas.

Customer Service Skills

Level:	Level 1
Credit Value:	2
GLH:	16
Unit Number:	H/617/4074

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about good customer service.	1.1 Describe key characteristics of effective customer service. 1.2 State how good customer service can benefit a business. 1.3 Outline possible consequences of poor customer service.
2 Be able to provide effective customer service.	2.1 Provide relevant information to customers. 2.2 Respond to customer queries and requests. 2.3 Communicate in a positive and attentive manner with customers.
3 Be able to perform customer service tasks.	3.1 Follow workplace guidelines to complete routine customer service tasks.

Customer Service Skills

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	T/617/4077

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand good customer service.	1.1 Explain why customer satisfaction is important to organisations. 1.2 Explain the contribution of individual employees in maintaining customer satisfaction 1.3 Explain how and why organisations use customer service protocols.
2 Be able to communicate with customers.	2.1 Listen actively to what customers are saying, identifying the information they require and/or the key points they are making. 2.2 Communicate politely clear and accurate answers to customer queries. 2.3 Follow organisational protocols for interacting with customers.
3 Be able to perform customer service tasks.	3.1 Fulfil customer requests to meet their needs. 3.2 Offer appropriate help to customers. 3.3 Respond positively to customer complaints. 3.4 Refer customers to appropriate colleagues, when necessary. 3.5 Follow organisation procedures when carrying out customer service tasks.

Digital Skills for Work

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	M/617/4157

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to use digital skills to handle work-related information.	1.1 Find current, relevant and reliable information required for work-related tasks. 1.2 Organise files and folders efficiently.
2 Be able to create and edit digital content for work-related purposes.	2.1 Create and save documents and sound, image or video files, as appropriate to the work context, following workplace conventions for format and layout. 2.2 Use different applications to enter, edit, format, enhance and save work-related information including text, numerical data, graphics and images as appropriate to the task.
3 Be able to use digital skills to communicate in a work context.	3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes.
4 Be able to work online and use digital devices safely and responsibly in a work context.	4.1 Identify online risks and threats and ways that an organisation can protect themselves from these. 4.2 Follow workplace guidelines for safe and responsible use of devices and the internet, including for handling and storing personal or sensitive data, private or personal use of ICT and social media, protecting own health and wellbeing.
5 Be able to identify and solve technical problems.	5.1 Identify and apply solutions to common technical problems, drawing on appropriate sources of help when needed.

Digital Skills for Work

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	K/617/4156

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to use digital skills to handle work-related information.	1.1 Find and select current, relevant and reliable information from different sources to complete complex work-related tasks. 1.2 Develop and use efficiently appropriate information storage systems.
2 Be able to create and edit digital content for work-related purposes.	2.1 Create and save text-based, sound, image or video files, as appropriate to different complex work-related tasks, taking into account audience and purpose. 2.2 Use different applications to enter, edit, format, enhance and save work-related information including text, numerical data, graphics and images as appropriate to different complex work-related tasks. 2.3 Bring together information from different sources to create digital content for work-related purposes. 2.4 Improve draft digital content in light of feedback from others in the work setting.
3 Be able to use digital skills to communicate in a work context.	3.1 Use appropriate modes of online communication in a work context, suitable for different audiences and purposes. 3.2 Demonstrate understanding of conventions associated with different modes when communicating online for work-related purposes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
4 Be able to work online and use digital devices safely and responsibly in a work context.	4.1 Explain the online risks and threats to a particular workplace or sector, the steps taken to mitigate these, and how these protect the organisation, employees and/or customers, as appropriate to the workplace/sector. 4.2 Follow workplace guidelines for safe and responsible use of devices and the internet, including for handling and storing personal or sensitive data, private or personal use of ICT and social media, protecting own health and wellbeing.
5 Be able to solve technical problems.	5.1 Apply appropriate solutions to technical problems. 5.2 Demonstrate initiative in solving technical problems, e.g. by referring to online sources of help before drawing on support from others.

Environmental Awareness

Unit Number:	Y/650/2238
Level:	Level 1
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' understanding of climate change and the impact of human behaviour on the environment.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know how and why the climate is changing.	1.1 Describe changes in weather patterns linked to climate change. 1.2 Outline industrial practices that are contributing to climate change.
2 Know about the effects of climate change on plants, animals and people.	2.1 Explain the link between climate change and biodiversity loss. 2.2 Describe how different aspects of climate change are affecting humans.
3 Know about the carbon footprint.	3.1 State what is measured by a carbon footprint. 3.2 Outline the factors considered in calculating a carbon footprint. 3.3 Present key findings about own impact on the environment from a carbon footprint calculator.
4 Know how individuals and businesses can reduce their carbon footprint.	4.1 Outline different actions or changes to behaviours that would reduce own carbon footprint. 4.2 Give examples of carbon offsetting schemes. 4.3 Suggest actions or changes that could help businesses in a chosen sector reduce their carbon footprint.

Indicative Content: Environmental awareness
Learning Outcome 1:

Difference between climate (long-term) and weather (short-term).
 Increased temperature is caused by greenhouse gases.
 Weather pattern changes linked to climate change: droughts, floods, extreme heatwaves.
 Industrial practices that involve use of fossil fuels:
 Industrial practices: burning of fossil fuels; releasing gases used in manufacturing; reliance on products/components involving fossil fuel use.

Learning Outcome 2:

Link between climate change and biodiversity loss:
 Land/water temperature too hot to support life for some animals/plants; lack of water for growth/drinking; forest fires/melting ice/rising sea levels destroying habitats.
 Effects of climate change on humans: risks to property and life of flood and fire; limited availability of food/water and higher costs; increased risk of some illnesses; some areas may become too hot to be habitable/some low-lying areas will be submerged and people will need to abandon homes and property and migrate.

Learning Outcome 3:

Carbon footprint as a measure of amount of carbon released by an individual or business as a result of their normal activities.
 Main factors considered in personal carbon footprint calculation: domestic energy use; travel – own vehicles plus flights/use of public transport; food consumption; other retail – goods and services.
 Main factors for businesses: direct and indirect emissions from own operations.
 A range of free-to-use calculators are available online.
 WWF Footprint Calculator
 • <https://footprint.wwf.org.uk/>
 • <https://www.carbonindependent.org/>
 are both recommended for student use.

Learning Outcome 4:

Specific actions or changes linked to own carbon footprint calculations focused on areas of greatest emission, e.g. in relation to food, retail and travel choices and habits.
 Actions for businesses in a sector linked to areas of greatest emission, such as
 • Plumbing firm - switch from diesel-using vans to hybrid/electric
 • Nursery – switch from disposable to washable nappies
 Carbon off-setting schemes either directly introducing more oxygen or cutting down the emissions of others, for example: planting trees, distributing efficient cooking stoves in developing countries, and paying for community centres to replace light bulbs with energy efficient versions.

Environmental Awareness

Unit Number:	K/650/2224
Level:	Level 2
Credit Value:	3
GLH:	24
Unit Aim:	To develop learners' understanding of climate change and the impact of human behaviour on the environment.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the indicators and causes of climate change.	1.1 Explain the link between climate change and selected examples of weather pattern changes. 1.2 Explain how human activity has contributed to climate change over the last century.
2 Understand the effects of climate change on plants, animals and people.	2.1 Explain the impact that climate change is having on plant and animal species, habitats and ecosystems. 2.2 Explain the threats to human health, wellbeing and security posed by climate change.
3 Understand how impact on the environment can be measured.	3.1 Summarises the key elements of an environmental impact assessment. 3.2 Explain the use of the carbon footprint as an impact measure for individuals and businesses. 3.3 Compare and contrast own results from a carbon footprint calculator with UK targets.
4 Understand how individuals and businesses can reduce their carbon footprint.	4.1 Explain how actions or changes they can implement would reduce their own carbon footprint. 4.2 Explain how carbon offsetting works. 4.3 Describe actions or changes that would result in the greatest reduction in carbon emissions for businesses in a chosen sector.

Indicative Content: Environmental awareness
Learning Outcome 1:

Climate change: long-term shifts in weather patterns.

Weather pattern changes: hurricanes, droughts, floods, extreme heatwaves and associated forest fires.

Greenhouse gas emissions particularly methane and carbon dioxide as cause of climate change.

Fossil fuel use by industry -

- to create heat in industrial processes and space heating in buildings
- as boiler fuel to generate steam or hot water for process heating and generating electricity
- as raw materials to make products such as plastics and chemicals

The industrial sector uses electricity for operating industrial motors and machinery, lights, computers and office equipment, and equipment for facility heating, cooling, and ventilation.

Major sources of methane – landfill sites/cattle.

Energy, industry, transport, buildings, agriculture and land use as main emitters.

Learning Outcome 2:

Impact of climate change on plant and animal species including reduced biodiversity.

Loss of habitat or changes to habitat (e.g. coastal habitats due to rising sea levels; sea ice habitats due to rising sea temperatures); temperatures threatening survival; damage through heavier rainy seasons, extended droughts or unpredictable snowfall; migration due to habitat change or loss or lack of water.

Changes in life cycle patterns and associated risks especially to young plants and animals of unpredictable temperatures.

Effect on ecosystems: reduced numbers or absence of one element of the food chain resulting in depletion of all species in the chain. Link between drought, erosion/soil quality and inability of plants to thrive.

Threats to human health and wellbeing: increased respiratory and cardiovascular disease, injuries and premature deaths related to extreme weather events, changes in the prevalence and geographical distribution of food- and water-borne illnesses and other infectious diseases, and threats to mental health (e.g. PTSD after climate-related catastrophic events).

security: potential for unrest due to mass migration from most affected to less areas, conflict over limited supplies of water and food, potential breakdown of society/rule of law as people seek to ensure own basic needs are met.

Learning Outcome 3:

Environmental impact assessments: tool to support decision making in relation to planned projects/changes, including information on likely environmental, social, and health effects. Components of an environmental impact assessment: baseline study; impact prediction/extent; mitigations.

Carbon footprint – amount of carbon released into the atmosphere as a result of everyday activities of an individual, company, event, place or product.

Carbon footprint calculator – awareness of range of different types: e.g. MacKay Carbon Calculator (options for UK policy); calculators for business; calculators for individuals.

A range of free-to-use calculators are available online.

Indicative Content: Environmental awareness**Learning Outcome 4:**

Personal carbon footprint reduction based on analysis of own carbon footprint, for example, through improved energy efficiency, food, retail and travel choices and habits. Carbon footprint reduction for business through, for example, switching to greener energy; improving energy efficiency of buildings; changing travel/meeting policies; minimise waste; increase recycling; become 'paperless'.

Carbon offsetting: a way of paying for others to reduce emissions or absorb CO₂ to compensate for own emissions, e.g., by planting trees to take carbon out of the atmosphere as they grow. (The compensatory actions are beneficial, but they do not encourage emitters to change own behaviours/reduce own emissions.)

Exploring and Presenting Enterprise Ideas

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	H/617/4088

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to discuss ideas for an enterprise activity.	1.1 Suggest ideas that could be developed for an enterprise activity. 1.2 Comment on the enterprise ideas of others.
2 Be able to select an enterprise idea.	2.1 State the advantages and disadvantages of different enterprise ideas. 2.2 Gather feedback from others on enterprise ideas. 2.3 Select an enterprise idea that has the potential to be successful.
3 Know the risks involved in implementing the enterprise activity.	3.1 Describe the main risks of selected activity.
4 Be able to present an idea for an enterprise activity to an audience.	4.1 Explain the key elements of a selected enterprise activity to an audience.

Indicative Content: Exploring and Presenting Enterprise Ideas**Learning Outcome 1:**

This is a very practical unit and it may be appropriate to assess it holistically. Learners need to be able to identify realistic ideas to develop from a range of suggestions, know the potential risks and then present the idea to an audience. In learning outcome 1 learners could work together to suggest a range of ideas. They can then comment on each one e.g. will it work, is it realistic, do they have the skills and resources to implement it.

Learning Outcome 2:

Before selecting an enterprise idea, the learner needs to consider the advantages and disadvantages of a range of ideas. They need to be know that is has the potential to be successful. They can gather feedback from others. This could be other learners, friends, other tutors, workplace colleagues.

Learning Outcome 3:

Risks could include cost, resources, time available to achieve the end result, the idea is not practical etc. These are examples. Learners may identify other valid risks.

Learning Outcome 4:

The learner needs to share their idea with an audience. When preparing their informal presentation they will need to be able to give a clear description of their idea. They may describe the purpose, who will benefit, the pros and cons of the idea. These are indicative examples. The learner can work with the tutor to discuss the content of the presentation to make sure it meets their specific needs.

Exploring and Presenting Enterprise Ideas

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	K/617/4089

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to explore ideas for an enterprise activity.	1.1 Identify ideas that could be developed for an enterprise activity. 1.2 Select ideas with most potential for further exploration.
2 Be able to test out ideas with potential customers.	2.1 Gather feedback from potential customers on proposed activities. 2.2 Use feedback to determine the focus of the enterprise activity.
3 Understand the risks involved in implementing the enterprise activity.	3.1 Identify the risks of selected activity. 3.2 Describe ways to mitigate the risks.
4 Be able to present an idea for an enterprise activity to an audience.	4.1 Pitch selected idea in a format suitable to the targeted audience.

Indicative Content: Exploring and Presenting Enterprise Ideas**Learning Outcome 1:**

Ideas for enterprise activities (AC1) can cover many activities (both realistic and unrealistic) as the focus of AC2 is to select two or more activities which can be achieved within the timescale and other restrictions that may exist. Selection criteria could be based on time, cost, risk, interest, knowledge, expertise required, etc.

Learning Outcome 2:

Feedback could be obtained either formally or informally by:

- chatting to potential customers
- interviews
- using a questionnaire
- focus group to discuss ideas
- survey (paper or electronic)

Learning Outcome 3:

Examples of potential risks may include:

- idea is unrealistic e.g. too costly, no market, too complex
- unable to deliver the activity within budget, on time, to required standards
- insufficient resources or people to support the activity

Ways to mitigate risk may include:

- effective pre-planning and research
- risk assessment
- contingency plans
- anticipate potential problems

Learning Outcome 4:

Learners must provide sufficient and valid evidence to achieve this outcome. Format may include for example video, PowerPoint presentation, storyboard. Audience may be customers, colleagues, managers, investors.

Exploring Entrepreneurship

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	H/617/4091

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know the characteristics of a successful entrepreneur	1.1 Define the term 'entrepreneur'. 1.2 Identify the main skills that are needed to be a successful entrepreneur. 1.3 Identify some of the behaviours that are needed to be a successful entrepreneur (e.g. willingness to take risks).
2 Be able to assess own suitability for enterprise	2.1 Describe own existing enterprise skills and behaviours. 2.2 Identify skills and behaviours that would need further development. 2.3 Give examples of how they could develop in the necessary areas. 2.4 Make a judgement on how well-suited they are to becoming an entrepreneur, using evidence from their self-assessment.

Indicative Content: Exploring Entrepreneurship**Learning Outcome 1:**

Entrepreneurship is often described as the process of starting a business that offers an innovative product, service or process. The entrepreneur sees a potential business opportunity and follows it through to delivery.

The skills and behaviours required to be an effective entrepreneur include:

- effective communication and interpersonal skills
- creative and imaginative thinking
- practical, organisational and planning skills
- the ability to manage finances
- confident to work on own initiative
- risk taker
- confident
- motivated, passionate and enthusiastic.

Learning Outcome 2:

In this learning outcome, the learner has the opportunity to assess their own suitability as an entrepreneur. Learners could design a checklist using the skills and behaviours from learning outcome 1. They can research how they can develop skills and behaviours that they identify as a gap and make a judgement on their suitability to become an entrepreneur.

Exploring Entrepreneurship

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	K/617/4092

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand the characteristics of a successful entrepreneur.	1.1 Explain what is meant by the term entrepreneur. 1.2 Identify the skills that are needed to be a successful entrepreneur. 1.3 Identify attitudes and qualities that are needed to be a successful entrepreneur.
2 Understand own strengths as an enterprising person.	2.1 Describe own strengths in terms of enterprise skills, attitudes and qualities. 2.2 Evaluate self in terms of ability to set up a successful business/enterprise.
3 Understand ways to develop enterprise skills and knowledge.	3.1 Agree activities to develop or strengthen own enterprise skills. 3.2 Identify changes in own attitude and behaviour that will help to make the most of enterprise opportunities. 3.3 Agree ways to bring about changes in own enterprising attitudes and behaviours.

Indicative Content: Exploring Entrepreneurship**Learning Outcome 1:**

Learners must define the term entrepreneur.

Examples of skills, qualities and attitudes required may include:

- Creativity
- Vision
- confident in taking calculated risks
- intuitive
- able to inspire others

Learning Outcome 2:

Criteria to consider may include those above as well as:

- time management skills
- organisational skills
- interpersonal and communication skills
- enthusiasm
- attitude to risk
- confidence

Learning Outcome 3:

Learners must be able to provide sufficient and valid evidence to achieve this outcome. This may be a Personal Learning Plan or a summary of a discussion/coaching session.

Improving Sustainability in the Workplace

Unit Number:	H/650/2213
Level:	Level 1
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' ability to plan for improved sustainability in a workplace.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify an area of a business in need of improvement in terms of sustainability.	1.1 Select an area of a workplace where sustainability could be improved. 1.2 Give reasons for their choice of area, including information about current practices and how sustainable they are.
2 Be able to identify processes, practices or resources to support improvement in terms of sustainability.	2.1 Describe new or revised processes, practices or resources that could improve sustainability in a chosen area.
3 Be able to develop and present a project plan to support improvement in terms of sustainability.	3.1 Create a project plan including actions and timelines. 3.2 Present project plan so that required actions, timescales and intended impact are clear.

Indicative Content: Improving sustainability in the workplace**Learning Outcome 1:**

Area of business could relate to one or more processes or products, e.g. the energy used, or the vans in the company fleet, or a particular aspect of the business, e.g. the staff canteen and the choice of food, it's packaging, and how waste is handled.

Sustainability of current practices: what natural resources they use and whether levels of use of non-renewables, in particular, could be reduced so that future generations will still be able to access them.

Learning Outcome 2:

Depending on the focus of the project, improvements could focus on reducing waste, reducing pollution, using cleaner energy, using sustainable materials, making their products sustainable.

Changes/revisions could be to ways of working for employers/employees, ceasing practices, introducing replacements products, changing supplier.

Learning Outcome 3:

As appropriate to the project.

Actions for employers and/or employees.

Intended impact should relate to reduced use of finite resources or more generally reducing negative impact on the environment.

Improving Sustainability in the Workplace

Unit Number:	F/650/2212
Level:	Level 2
Credit Value:	3
GLH:	24
Unit Aim:	To develop learners' ability to plan for improved sustainability in a workplace.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify an area of a business in need of improvement in terms of sustainability.	1.1 Review strengths and weaknesses of a specific workplace in relation to sustainability. 1.2 Outline the evidence that a selected aspect of the workplace needs improvement in terms of sustainability.
2 Be able to identify processes, practices or resources to support improvement in terms of sustainability.	2.1 Explain how new or revised processes, practices or resources could improve sustainability in the chosen area. 2.2 Describe ways to measure the impact of proposed new processes, practices or resources.
3 Be able to develop and present a project plan to support improvement in terms of sustainability.	3.1 Create a project plan including actions, deadlines, responsibilities and outcome measures. 3.2 Present clearly the project rationale, aims, proposed actions, timescales and intended outcomes. 3.3 Explain the benefits to the business of taking the proposed, more sustainable approach.

Indicative Content: Improving sustainability in the workplace**Learning Outcome 1:**

Area of business could be a specific process or processes or relate to the actions and behaviours of a particular team, a function, a part of the supply chain or a site.

Sustainability: responsible interaction with the planet to avoid depleting natural resources and to increase the chances of future generations being able to meet their daily needs.

Sustainability could be in relation to waste creation and disposal, pollution, energy type and use, water, choice of materials, design of products, and policies such as for business travel.

Evidence as appropriate to project focus: e.g. rates of recycling; impact of single-use plastics on environment; intensive farming practices associated with a product; comparison of environmental impact of current energy source with alternative greener energy.

Learning Outcome 2:

Improvements could focus on reducing waste, reducing or preventing pollution, adopting cleaner energy, conserving water, using sustainable materials, making their products sustainable, changing policies to promote sustainability.

Ways to measure impact could include, depending on focus of project, carbon footprint, energy consumption, product recycling rate, supply chain miles, waste reduction rate, water consumption.

Learning Outcome 3:

As appropriate to the project.

Project rationale should explain how proposed changes will:

- reduce the use of finite resources and/or increased use of renewables
- rely less on practices that cause damage to the environment

Benefits to the business: improved brand image; cost reductions; compliance with current regulations and preparedness for future tighter regulations; attractiveness to new employees and investors; morale of staff.

Interview Skills

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	L/617/4098

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to prepare for an interview.	1.1 Find out key information about the employer and/or place of work from material provided by the employer and one or more additional sources. 1.2 From the application information provided by the employer, identify key details about the job role or placement. 1.3 Prepare answers to questions that might be asked at the interview. 1.4 Identify questions to ask which show interest in the job, placement or course.
2 Be able to plan how to arrive punctually.	2.1 Plan a route, means of transport and travel times to enable punctual arrival.
3 Be able to plan how to arrive punctually.	3.1 Arrive on time for interview 3.2 Demonstrate care in personal presentation, as appropriate to the interview. 3.3 Demonstrate active listening skills.
4 Be able to review own performance in an interview.	4.1 Outline aspects of own interview performance that what went well and where improvements are needed.

Interview Skills

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	J/617/4097

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to prepare for an interview.	1.1 Use a range of sources to build own knowledge of the employer or place of work and the job role or placement. 1.2 Devise questions likely to be asked at an interview and prepare responses which show self in positive light. 1.3 Identify previous experiences which could be used to illustrate skills, qualities or experience relevant to the job role or placement. 1.4 Prepare questions to ask at the interview to find out information beyond that in material already provided by the employer (e.g. in the job advert or description).
2 Be able to present self positively at an interview	2.1 Arrive to interview punctually, appropriately presented, and in accordance with employer's invitation. 2.2 Introduce self at the interview location, making clear purpose of visit. 2.3 Demonstrate positive interpersonal skills during interview. 2.4 Provide full detailed responses to questions asked by the interviewer. 2.5 Seek clarification and/or ask questions of interviewer at appropriate points, demonstrating understanding of and interest in the role.
3 Be able to review own performance in an interview.	3.1 Describe aspects of own interview performance that what went well and where improvements are needed, giving reasons for own judgements. 3.2 Suggest ways of improving own performance in a future interview.

Introduction to Self-Employment

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	F/617/4101

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about self-employment opportunities in a given sector.	1.1 Describe different types of products or services that are offered by self-employed people in a given sector. 1.2 Describe the working patterns of self-employed people in a given sector. 1.3 Describe the skills and behaviours that are needed to be effective as a self-employed person in a given sector.
2 Know about income and expenditure.	2.1 Describe sources of income and types of expenditure for a possible business in a given sector. 2.2 Describe the sort of records a self-employed person needs to keep in relation to income and expenditure.
3 Know about planning for self-employment.	3.1 Describe the different aspects to be considered when planning for self-employment. 3.2 Explain how planning for self-employment can contribute to success. 3.3 Describe ways of presenting plans so that they can be shared with others. 3.4 Describe different types and sources of support available to people planning for self-employment.

Indicative Content: Introduction to Self-Employment**Learning Outcome 1:**

Before assessment begins the learner needs to select a given sector. The learner will discuss this with the tutor. The examples given below are a small sample of possible sectors. The learner can choose a sector not shown below.

Possible sectors include construction, health and social care, sales and marketing, hair and beauty, sport and fitness, hospitality, home working.

Products may include beauty products, household equipment.

Services may include plumbing, painting and decorating, electrical, care of the elderly, child care, door-to-door sales, hair styling, personal trainer, catering, telephone marketing.

Working patterns may include working hours, number of days in the week, holiday time, out-of-hours.

Skills: planning and organisational skills, handling money and recording income and expenditure, ability to work well with others, ability to work without supervision.

Behaviours may include self discipline, patience.

Learning Outcome 2:

Income sources may include individual customers, businesses, government departments. Type of expenditure may include equipment, cost of marketing business, letting premises, travel, electricity, tax, telephone.

Types of records for income may include the customer name, amount paid, payment date, if the payment is taxed at source.

Expenditure records will include any costs incurred for equipment, services used.

Learning Outcome 3:

Planning for self-employment is extremely important to make sure the business is a success. Learners may consider some or all of the following:

- how they are going to finance the business before they are paid
- equipment and resources needed
- how they are going to market their product or service
- equipment and resources required
- working patterns particularly if they need to fit around other commitments

Banks, Building Societies and the Citizens Advice Bureau are good sources of information when finding out how to present plans to financial advisors, customers and possibly other sponsors.

Learners will be able to use a range of resources to identify potential areas of support including the internet, banks, financial advisors and libraries.

Support could include financial help, loan of equipment, discounts.

Introduction to Self-Employment

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/617/4100

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Know about self-employment in a given sector.	1.1 Explain the contribution of self-employed people to a given sector. 1.2 Explain the advantages and disadvantages of being self-employed in a given sector. 1.3 Describe the skills, qualities, attitudes and behaviours characteristic of successful self-employed people in a given sector.
2 Know about income and expenditure as a self-employed person.	2.1 Explain how they would generate income as a self-employed person within a given sector, citing typical levels of payment for particular products or services. 2.2 Explain how they would generate income as a self-employed person within a given sector, citing typical levels of payment for particular products or services.
3 Know the responsibilities of a self-employed person	3.1 Describe how to register as self-employed. 3.2 Describe the business records that need to be kept.
4 Know about planning for self-employment.	4.1 Explain how planning for self-employment can contribute to a successful outcome. 4.2 Explain the different sources of support available to people considering self-employment and how they can be used to help in setting up a business.

Indicative Content: Introduction to Self-Employment**Learning Outcome 1:**

Examples of the contribution made by self-employed may include:

- specialist skills and knowledge
- offer range of products and services independently
- niche markets

Reasons for self-employment in a given sector may include:

- short term contracts
- need for specialist skills
- only required for specific periods in the year

Advantages and disadvantages of being self-employed may include:

- own boss or several bosses
- choose work you are interested in doing
- no work available or too much at any one time
- limited financial stability
- choosing when/how to work

Characteristics of successful self-employed people may include:

- self-starter
- disciplined
- good organisational and planning skills
- excellent communication skills
- entrepreneur
- multi-tasking
- willing to work on own

Learning Outcome 2:

Ways to get income may include:

- local or national funding
- tenders
- short or long-term contracts
- consultancy fees

Typical levels of payment may depend on:

- skills and knowledge required
- complexity of the job
- skills and experience of the person carrying out the work

Expenses may include:

- depreciation of equipment and materials
- person's time
- hiring and use of tools
- insurance

Indicative Content: Introduction to Self-Employment

To predict costs, turnover and profit, certain headline assumptions will need to be made.

Learning Outcome 3:

Examples of registering as a self-employed person will include notification to the Inland Revenue and Social Security if previously unemployed.

Business records may include:

- Invoices and receipts
- VAT returns
- Tax returns including evidence of income and expenditure
- Reports

Learning Outcome 4:

Considerations to be taken when planning for self-employment may include:

- potential income and expenditure
- are there sufficient business opportunities to sustain a viable income?
- is there a market for the product or services?
- facilities, equipment, materials required to set up the business

Examples of support available may include:

- financial institutions eg bank or building society may provide a loan
- local authority business start-ups eg provide advice and possible funding
- government initiatives eg provide advice and possible funding

Leadership Skills

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	M/617/4109

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Understand effective leadership.	1.1 Explain the characteristics, skills and behaviours of effective leaders. 1.2 Explain the impact of effective leadership on group behaviour and outcomes.
2 Be able to demonstrate effective leadership skills.	2.1 Make decisions about tasks and activities, including to solve problems. 2.2 Allocate tasks and activities appropriately to other members of a group. 2.3 Encourage, support and direct other members of a group. 2.4 Give and respond to feedback from members of a group in a positive manner.
3 Be able to review own leadership performance.	3.1 Assess own leadership performance, identifying strengths and areas for improvement. 3.2 Suggest ways to improve own leadership performance.

Making the Most of Work Placement

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	R/617/4104

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to prepare for a work placement.	1.1 Identify information about work placement setting, including its key purpose and objectives. 1.2 Outline expectations of employer in relation to attitudes and behaviours in the work placement setting. 1.3 Outline workplace tasks likely to be undertaken on placement. 1.4 State how to respond to issues that might arise while on work placement (e.g. running late; not being given any breaks).
2 Be able to set goals to get the most out of a work placement.	2.1 Set goals which are relevant to the setting and to their own ambitions for employment and build on their existing employability skills, knowledge and experience.
3 Be able to review a work placement.	3.1 Be Outline what went well during the work placement and what they could improve on, making reference to specific tasks or activities. 3.2 Make suggestions for how to complete certain tasks better or improve on particular attitudes or behaviours (e.g. levels of punctuality). 3.3 Identify key learning points from the work placement experience. 3.4 Use reflections on performance on work placement to set specific targets for further development of knowledge, behaviour, attitude or skills to improve employability.

Making the Most of Work Placement

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	Y/617/4105

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to prepare for a work placement.	1.1 Undertake research into a work placement setting in order to understand its purpose, functions and objectives. 1.2 Describe the terms and conditions of a work placement. 1.3 Describe the tasks to be performed as part of a work placement. 1.4 Describe the expectations of the employer in relation to conduct and appearance and why these are important in the workplace. 1.5 Describe how to deal with potential problems that might occur during a work placement.
2 Be able to set goals to get the most out of a work placement.	2.1 Set goals which are measurable and achievable, will extend their existing skills and knowledge, and increase their readiness for work.
3 Be able to review a work placement.	3.1 Describe what went well during a work placement and why these aspects were successful 3.2 Describe skills and knowledge gained or improved during a work placement. 3.3 Describe aspects of a work experience that were less successful and how they could have approached these differently to achieve a better outcome. 3.4 Describe how they can use learning from a work placement to assist them in making choices about a future career. 3.5 Use own self-assessment to set goals for career development.

Negotiation Skills

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	H/617/4107

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to communicate own position.	1.1 Clearly outline own views and desired outcomes in relation to a specific situation. 1.2 Offer a clear rationale for own position. 1.3 Respond positively to questions or challenges from others about own position.
2 Be able to discuss the position of others.	2.1 Actively listen to opposing standpoints of other party or parties in relation to a specific situation. 2.2 Seek clarification from others on their views. 2.3 Question and challenge the position of others in a constructive manner.
3 Be able to suggest ways forward at the end of a negotiation process.	3.1 Propose possible solutions, relevant to a specific situation, taking into account the viewpoints of all involved, including an element of compromise, where appropriate.

Negotiation Skills

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	D/617/4106

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to communicate, justify and defend own position.	1.1 Express own views and desired outcomes clearly and persuasively. 1.2 Justify own position, anticipating possible objections from others. 1.3 Expand on own views through detailed answers to questions or challenges from others, demonstrating respect and acknowledging their right to a different viewpoint.
2 Be able to discuss the position of others.	2.1 Actively listen to opposing standpoints of other party or parties in relation to a specific situation. 2.2 Question and challenge the position of others in a constructive manner. 2.3 Identify and clarify main areas of agreement and disagreement.
3 Be able to conclude a negotiation process successfully.	3.1 Suggest areas of compromise for self and others. 3.2 Respond positively to others' attempts to compromise. 3.3 Come up with possible solutions which allow both/all parties to achieve core elements of their original proposals.

Numeracy Skills for Work

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	L/617/4148

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to select appropriate numeracy skills in a work context.	1.1 Select the appropriate numeracy skills needed to carry out straightforward workplace tasks.
2 Be able to apply appropriate numeracy skills in a work context.	2.1 Identify and obtain information needed in order to apply numeracy skills in work situations. 2.2 Apply appropriate numeracy skills to straightforward workplace tasks or situations in an organised way. 2.3 Use appropriate checking procedures at each stage.
3 Be able to interpret and communicate results in situations where they have applied numerical skills in a work context.	3.1 Interpret findings in order to present appropriate solutions to different straightforward work-related problems. 3.2 Explain simple conclusions to others.

Numeracy Skills for Work

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	J/617/4147

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to select appropriate mathematical approach to solving work-related problems.	1.1 Recognise when numeracy skills are needed. 1.2 Identify possible mathematical methods that could be used to solve specific workplace problems. 1.3 Select the most appropriate mathematical approach for each situation.
2 Be able to apply appropriate numeracy skills in a work context.	2.1 Collate supporting information needed in order to apply numeracy skills in work situations. 2.2 Apply different mathematical approaches, using the appropriate numeracy skills, to workplace problems or situations. 2.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.
3 Be able to interpret and communicate results in situations where they have applied numeracy skills in a work context.	3.1 Analyse findings from the mathematical approaches applied to workplace situations. 3.2 Identify solutions to workplace problems or tasks based on their findings. 3.3 Use mathematical justifications to explain their conclusions or recommendations to others.

Searching for a Job

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	T/617/4130

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to find out about job vacancies.	1.1 Use different on-line and offline sources to find out about jobs available. 1.2 From vacancies identified, select jobs most suited to own interests, aspirations, skills, qualifications and/or experience.
2 Be able to take a pro-active approach to job searching.	2.1 Describe different actions an individual can take to be a pro-active job searcher. 2.2 Create a profile on an appropriate online site to support own job search.

Searching for a Job

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	F/617/4129

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to find out about job vacancies.	1.1 Identify job information sources most likely to be relevant to own search. 1.2 Use different sources to find out about jobs available, including online job sites or job boards. 1.3 Filter job vacancy information to identify jobs most suited to own interests, aspirations, skills, qualifications and/or experience. 1.4 Use appropriate methods to ensure access to latest information on job availability.
2 Be able to take a pro-active approach to job-searching.	2.1 Explain the different means by which an individual can alert potential employers to the fact that they are job-seeking. 2.2 Select and use an appropriate social media platform for job prospecting by <ul style="list-style-type: none"> • creating a suitable profile • networking on-line with potential employers and other appropriate parties to facilitate job search • preparing a hyperlinked CV. 2.3 Review own online presence to ensure appropriate visibility to potential employers.

Self-Management Skills for Work

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	J/617/4133

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to demonstrate good time-keeping.	1.1 Organise own time to complete tasks to given deadlines. 1.2 Comply with relevant guidelines or codes of conduct for time-keeping.
2 Be able to work in an organised manner.	2.1 Meet workplace expectations in relation to tidiness or orderliness. 2.2 Equip self appropriately for work setting and/or specific work tasks.
3 Be able to manage own feelings and behaviours.	3.1 Manage emotions in a way that is appropriate to the situation. 3.2 Identify appropriate sources of help for managing emotions so that they do not interfere with effectiveness at work.
4 Be able to review own self-management skills.	4.1 Outline positive and negative aspects of own self-management. 4.2 Identify ways to improve own self-management.

Self-Management Skills for Work

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	F/617/4132

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to manage self in a work context.	1.1 Plan and manage own time effectively to achieve a balance between personal and work/training-related demands. 1.2 Plan and manage resources effectively. 1.3 Manage emotions appropriately, including when under pressure.
2 Be able to review own self-management skills.	2.1 Assess own effectiveness in managing self, citing specific evidence for judgements. 2.2 Describe the impact of own self-management on workplace effectiveness of self and others. 2.3 Explain how own self-management could be improved.

Setting and Meeting Work-Related Targets

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	D/617/4137

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to set personal targets relating to work.	1.1 Use knowledge of own development needs to identify areas to work on. 1.2 Agree personal targets with an appropriate person.
2 Be able to review progress towards personal targets.	2.1 Assess own progress towards personal targets drawing on own self-assessment and feedback from others. 2.2 Describe factors that have supported their progress and/or factors that are preventing or hindering progress, as relevant. 2.3 Describe next steps towards meeting personal targets and/or setting new targets as appropriate.

Setting and Meeting Work-Related Targets

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	R/617/4135

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to set personal targets relating to work.	1.1 Identify challenging, achievable targets which support own development and will lead to increased effectiveness at work. 1.2 Develop and refine targets through discussion with relevant others.
2 Be able to review progress in meeting own targets.	2.1 Use own self-assessment and feedback from others to determine the progress they have made from their starting point, citing specific evidence to support their judgements. 2.2 Explain the factors that have positively and/or negatively impacted their progress, as relevant. 2.3 Explain what they need to do to continue to make progress, including ways to address any possible barriers.

Solving Work-Related Problems

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	K/617/4142

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to use sources of help for work-related problems.	1.1 Identify possible sources of help for a particular problem. 1.2 Gather information and/or advice for a work-related problem from an appropriate source.
2 Be able to come up with solutions to work-related problems.	2.1 Suggest solutions to a work-related problem, drawing on own previous experience or that of others, and information/advice gained from sources of help. 2.2 Select an appropriate problem-solving strategy for solving a work-related problem from possibilities identified.
3 Know how to apply a strategy to solve a workplace problem.	3.1 Describe the actions needed to apply a chosen strategy to solve a particular work-related problem.

Solving Work-Related Problems

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	H/617/4141

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to use sources of help for a work-related problem.	1.1 Gather appropriate information or advice from different sources to help solve a specific work-related problem.
2 Be able to solve a work-related problem.	2.1 Assess a range of potential solutions, applying appropriate problem-solving strategies. 2.2 Select a specific solution, justifying why this one is the most likely to prove effective.
3 Understand how to apply a strategy to solve a work-related problem.	3.1 Present clear action plan, including tasks and timelines, for implementing chosen solution to a specific work-related problem.

Sustainability

Unit Number:	A/650/2210
Level:	Level 1
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' understanding of sustainability and ways in which businesses can operate more sustainably.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know what sustainability means.	1.1 Give a definition of sustainability. 1.2 Give reasons why it is important for countries and businesses to operate sustainably.
2 Know how human activity is threatening sustainability.	2.1 Outline the main ways in which human activity is threatening sustainability.
3 Know about sustainability goals and targets.	3.1 State the importance of different global sustainability goals. 3.2 Outline key sustainability targets relevant to a chosen sector.
4 Know how a business or sector is working towards achieving sustainability.	4.1 Describe ways in which a chosen business or sector is working to help achieve sustainability.

Indicative Content: Sustainability
Learning Outcome 1:

The ability to meet current needs without compromising on future generations' ability to meet their needs, requiring reduced use of non-renewable resources.

Impact on environment of continued use of non-sustainable/environmentally damaging resources (e.g. global warming, climate change, biodiversity loss).

Potential threat to life/lifestyles for future generations – air and water quality; cost of energy; availability of resources; biodiversity loss; greater inequities across the world as energy prices rise.

Responsibility of businesses as biggest consumers (as opposed to individuals) to act and governments to make laws to require businesses and individuals to operate sustainably.

Learning Outcome 2:

Human behaviours to include travel, energy consumption; farming; use of plastics; disposal of waste.

Threatening sustainability because of over-reliance on non-renewables; intensive practices that threaten ability to renew resources such as intensive farming; negative impact on environment, e.g. climate change, biodiversity loss.

Learning Outcome 3:

Awareness of a range of UN sustainable development goals; focus on key goals, including:

- net-zero emissions, particularly decarbonisation
- limiting increase in global warming to less than 2%

Identification of national/global targets particularly relevant to a chosen sector or, where they exist, sector-specific targets (e.g. Construction 2025 targets).

Learning Outcome 4:

Actions of a particular sector or business could include:

- using sustainable materials in the manufacturing process
- sourcing components more locally to reduce greenhouse gas emissions
- setting up a lift-share or cycle grant scheme for employees

Simple explanations of how each contributes to sustainability (e.g. reduce demand for fossil fuel).

Sustainability

Unit Number:	R/650/2209
Level:	Level 2
Credit Value:	3
GLH:	24
Unit Aim:	To develop learners' understanding of sustainability and ways in which businesses can operate more sustainably.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand what is meant by sustainability.	1.1 Explain the three key pillars of sustainability. 1.2 Summarise what governments are aiming to achieve through sustainability. 1.3 Explain what businesses are aiming to achieve through sustainability.
2 Understand how human activity is threatening sustainability.	2.1 Assess the environmental impact of different human activities and the related threat to sustainability.
3 Know about sustainability goals and targets.	3.1 Describe global sustainability goals, targets and indicators. 3.2 State how sustainability goals and UK environmental targets are linked. 3.3 Describe the importance of sustainability targets to a particular sector.
4 Understand how businesses can work towards achieving sustainability.	4.1 Explain different strategies businesses can use to work towards sustainability. 4.2 Assess the progress a chosen business or sector is making towards achieving sustainability.

Indicative Content: Sustainability
Learning Outcome 1:

Sustainability is the ability to meet current needs without compromising on future generations' ability to meet their needs.

Three key pillars:

- environmental health
- economic benefits (recognising environmental friendliness of goods and services as benefitting the economy)
- social equity (fair access to resources and opportunities and full participation in the social and cultural life of a community.)

Government aims: make laws, set out policies (e.g. net zero strategy), and taxes (e.g. fuel duty) that help protect the environment from further damage, reduce use of non-renewable resources and encourage use of renewables; encouraging or requiring businesses and individuals to change behaviours; fair ways of doing this that do not disadvantage particular groups; achieving internationally agreed goals and targets.

Business aims: achieve compliance with UK laws/guidelines; reduce costs; positive brand and consumer approval; guaranteeing longer-term survival of business.

Learning Outcome 2:

Environmental impact: climate change/global warming; biodiversity loss; pollution of air and water; deforestation; ozone depletion.

Different human activities: use of fossil fuels, plastics – disposable single-use culture, materialism, intensive farming and fishing, travel/transport.

Threats to sustainability: population growth and urbanisation, energy use and global warming, excessive waste generation and the subsequent pollution of soil, air, and water, transportation in cities, and limited supply of resources.

Need for changes in social, economic, and environmental processes to achieve a balanced relationship between nature and humans.

Learning Outcome 3:

17 UN sustainable development goals.

Environmental targets in UK 25-year environment plan.

For a chosen sector, relevance of general UK targets and, where they exist, sector-specific targets, including those identified in the UK Net Zero Strategy (e.g. Construction 2025 targets; Fashion Industry Charter for Climate Action); changes in practices these might entail.

Learning Outcome 4:

Ways a business can reduce its consumption of limited resources and find alternative resources with lower environmental consequences - in own practice and across supply chain, e.g.

- Improved waste management
- Switching to cleaner fuel/renewable energy
- Reducing use of non-recyclables
- Investing in research
- Educating employees and customers
- Changing suppliers to those with more sustainable practices.

Progress in comparison to similar businesses/organisations and/or from own starting point against relevant targets.

Taking Personal Responsibility for the Environment

Unit Number:	M/650/2082
Level:	Level 1
Credit Value:	3
GLH:	30
Unit Aim:	To develop learners' awareness of the ways in which they as individuals can be environmentally responsible.
Assessment Guidance:	Portfolio of evidence
Grading Guidance:	Pass

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to research ways individuals can help fight climate change.	1.1 Use different sources to find out about the role of individuals in slowing climate change.
2 Be able to identify ways to reduce own negative impact on the environment.	2.1 Assess own strengths and areas for improvement in terms of living as sustainably as possible. 2.2 Outline changes they could make to different aspects of their lifestyle.
3 Be able to implement actions or changes to reduce their negative impact on the environment.	3.1 Select actions or changes and implement them over an agreed period of time.
4 Be able to reflect on how effectively they have reduced their negative impact on the environment.	4.1 Describe the changes they made and how effectively they implemented them over the agreed period. 4.2 Outline how the changes have helped reduce their negative impact on the environment. 4.3 Set out next steps to continue to reduce their negative impact on the environment.

Indicative Content: Taking personal responsibility for the environment**Learning Outcome 1:**

- Research as a means to identify the different ways individuals can have an impact and to generate ideas for own personal responsibility project.
- Newspaper articles, downloadable leaflets, websites.
- Actions/changes individuals can make to reduce own impact, focusing on reducing own carbon footprint.
- The role of individuals in influencing others – friends/family/household; employers or school/college; groups they belong to; politicians or others in authority.
- Actions of individuals need to be undertaken by large numbers to have impact; governments and corporations also need to take action to reach climate change targets.

Learning Outcome 2:

- Assessment should include different areas such as travel, energy-saving (habits, devices and renewables), food (food miles, food waste, composting, meat/), recycling, use of plastics, fashion, choice of products (personal care/beauty and cleaning products), use of water (e.g. shower/bath; tap/bottled water). Learners do not need to cover all of these and might focus on others depending on their lifestyles and interests.

Learning Outcome 3:

- Actions or changes should relate directly to areas for improvement identified in self-assessment. They should relate to more than one aspect of their lifestyle (e.g. travel and personal grooming) and include different types of change (e.g. replacing products and increasing recycling).
- Agreed period of time – to be negotiated between tutor and learner but typically between a fortnight and a month.

Learning Outcome 4:

- Changes in behaviours and choices, frequency, number of times applied, ease or difficulty of maintaining changes, any lapses and reasons for them.
- Impact on carbon footprint, comparison of previous behaviours/choices with new ones in terms of negative impact.
- Consideration of, for example, emissions, renewable resources, sustainable methods as relevant to chosen actions.
- Next steps – further reduction of impact in same aspects; consideration of different aspects.

Time Management

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	A/617/4145

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to manage their time while working or studying.	1.1 Prioritise tasks appropriately, either using own initiative or by following instructions or protocols. 1.2 Complete tasks by agreed deadlines. 1.3 Work at the pace required, remaining focused on the specific task. 1.4 Take breaks at appropriate times and of an appropriate length.
2 Be able to assess how well they are managing their time.	2.1 Identify which aspects of time management they are doing well in and which they need to improve. 2.2 Outline how they could improve their time management.

Time Management

Level:	Level 2
Credit Value:	2
GLH:	20
Unit Number:	T/617/4144

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to demonstrate time-management skills while working or studying.	1.1 Plan work: <ul style="list-style-type: none"> • according to priority • taking into account length of time needed to complete tasks • in order to meet deadlines • including appropriate breaks 1.2 Work at an appropriate pace to carry out tasks in accordance with plan. 1.3 Adjust approach in response to any change of circumstance (e.g. one task over-running), as appropriate, to ensure remaining time is spent effectively.
2 Be able to assess how well they are managing their time.	2.1 Evaluate how well they are managing their time. 2.2 Identify areas for improvement. 2.3 Assess the impact of their time management on their own performance and that of others around them.

Working in a Team

Level:	Level 1
Credit Value:	3
GLH:	30
Unit Number:	L/617/4151

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to identify how they could contribute to a team task.	1.1 Communicate to other team members their strengths and skills as relevant to a team task. 1.2 Make suggestions about specific roles and responsibilities they could take on in which they could use their strengths to benefit the team.
2 Be able to plan team activity with others.	2.1 State what the task is about and what the team is working to achieve. 2.2 Agree with other team members the key actions the team must carry out to complete the task. 2.3 Confirm own role and responsibilities and those of others in the team.
3 Be able to work positively as a member of a team.	3.1 Listen to the ideas and suggestions of others. 3.2 Give ideas and make own suggestions. 3.3 Offer and accept help or support to/from other team members. 3.4 Complete the aspects of the task, allocated to them, in line with the brief and to the standard required.
4 Be able to review own performance as a member of a team.	4.1 Identify which positive team-working behaviours they demonstrated in undertaking the task. 4.2 Identify which team-working skills they could improve.

Working in a Team

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	J/617/4150

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to identify when it would be beneficial to approach a task or problem as a team.	1.1 Assess the advantages and disadvantages of taking a team approach to complete a task or solve a problem.
2 Be able to recognise the different strengths, skills and experiences different people bring to a team.	2.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team. 2.2 Assess relevant strengths, skills and experiences that other members bring to a particular team.
3 Be able to allocate roles and responsibilities within the team in relation to a given task.	3.1 Agree with other team members the roles and responsibilities of each member of the team, so that collectively they can complete a team task effectively.
4 Be able to work positively as a member of a team.	4.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task. 4.2 Devise and follow a team plan to complete a task or solve a problem. 4.3 Contribute to a team by sharing skills and knowledge and fulfilling own agreed role. 4.4 Offer help, support or advice to team members when appropriate. 4.5 Respond positively to advice and constructive criticism. 4.6 Devise and follow an agreed code of conduct for effective team-working.
5 Be able to reflect on the performance of a team.	5.1 Assess how own performance contributed to the overall performance of the team. 5.2 Describe ways in which the team as a whole performed effectively.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
	5.3 Explain areas in which the team could have worked together more effectively and how they could improve their team-working skills.

Working with Colleagues

Level:	Level 1
Credit Value:	2
GLH:	20
Unit Number:	D/617/4154

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to work with senior colleagues.	1.1 Complete a task as instructed by a senior colleague. 1.2 Use appropriate language, tone and listening skills when communicating with senior colleagues.
2 Be able to work with peers in the workplace.	2.1 Use appropriate language and tone when communicating with peers. 2.2 Contribute ideas and opinions in a way that peers find acceptable. 2.3 Carry out their own role or task in line with the expectations of their peers. 2.4 Seek and accept help, guidance and feedback from peers when appropriate.

Working with Colleagues

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	Y/617/4153

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS
The learner will:	The learner can:
1 Be able to work with a manager.	1.1 Respond positively to requests, feedback and advice and guidance from a manager. 1.2 Use appropriate communication style and methods to interact with a manager. 1.3 Seek advice, guidance, clarification or feedback from a manager, as appropriate.
2 Be able to work with peers.	2.1 Communicate clearly with colleagues. 2.2 Resolve differences with colleagues amicably. 2.3 Offer help and guidance to colleagues and accept their help and guidance. 2.4 Offer ideas, suggestions and opinions to colleagues. 2.5 Consider the ideas, suggestions and opinions of colleagues and respond appropriately.



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