

**LOG3010: WAREHOUSE & DISTRIBUTE 3**  
**COMPETENCY PROFILE AND ASSESSMENT CHECKLIST**

The standard required for competencies in this module is **3**.

| COMPETENCIES  | ASSESSMENT |          |          |          |          |           |
|---|------------|----------|----------|----------|----------|-----------|
| <b>The student:</b>   | <b>0</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• demonstrates <b>employability skills</b> including:</li> </ul>                     |            |          |          |          |          |           |
| – communication skills  |            |          |          |          |          |           |
| – teamwork  |            |          |          |          |          |           |
| – personal management   |            |          |          |          |          |           |
| – problem solving   |            |          |          |          |          |           |
| – basic computer keyboarding  |            |          |          |          |          |           |
| – mathematical skills   |            |          |          |          |          |           |
| Please add any additional <b>employability skills</b> and comments here.<br>•<br>•<br>•<br>•<br>•                           |            |          |          |          |          |           |
| STOCK MOVEMENT AND PLACEMENT  | ASSESSMENT |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • identifies and describes stock movement and placement practices and procedures  |            |          |          |          |          |           |
| • identifies and corrects errors in paperwork   |            |          |          |          |          |           |
| • monitors inventory stocks and flow  |            |          |          |          |          |           |
| • anticipates product movement issues   |            |          |          |          |          |           |
| • develops contingency plans and implements solutions to product movement issues (where appropriate)                        |            |          |          |          |          |           |
| • demonstrates safe product movement and placement practices  |            |          |          |          |          |           |
| Please add any additional <b>stock movement and placement</b> knowledge, skills and comments here.<br>•<br>•<br>•<br>•<br>• |            |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| <b>PRODUCT TRACKING</b>   | <b>ASSESSMENT</b> |          |          |          |          |           |
|---|-------------------|----------|----------|----------|----------|-----------|
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • identifies and describes product tracking services  |                   |          |          |          |          |           |
| • identifies and describes various tracking procedures  |                   |          |          |          |          |           |
| • demonstrates ability to use tracking technology; e.g.:  |                   |          |          |          |          |           |
| – bar codes/reader/scanner  |                   |          |          |          |          |           |
| – microfiche  |                   |          |          |          |          |           |
| – CD ROM  |                   |          |          |          |          |           |
| – monitors  |                   |          |          |          |          |           |
| – visual readers  |                   |          |          |          |          |           |
| – locator systems   |                   |          |          |          |          |           |
| • demonstrates basic ability to use a classification system   |                   |          |          |          |          |           |
| Please add any additional <b>product tracking</b> knowledge, skills and comments here.              |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| <b>EQUIPMENT OPERATIONS STANDARDS</b>   | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • identifies and describes warehouse equipment operations standards; e.g.:                          |                   |          |          |          |          |           |
| – internal standards (department, company)  |                   |          |          |          |          |           |
| – external standards (governmental, national)   |                   |          |          |          |          |           |
| Please add any additional <b>equipment operation standards</b> knowledge, skills and comments here. |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| <b>AUTOMATED WAREHOUSE SYSTEMS</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • explains the advantages and disadvantages of using automated warehouse systems                    |                   |          |          |          |          |           |
| • demonstrates ability to safely use automated systems; e.g.:                                       |                   |          |          |          |          |           |
| – conveyor systems  |                   |          |          |          |          |           |
| – pickers   |                   |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| <b>AUTOMATED WAREHOUSE SYSTEMS</b> (continued)  | <b>ASSESSMENT</b> |          |          |          |          |           |
|---|-------------------|----------|----------|----------|----------|-----------|
| – scaling/weighing devices  |                   |          |          |          |          |           |
| – storage and retrieval systems   |                   |          |          |          |          |           |
| Please add any additional <b>automated warehouse systems</b> knowledge, skills and comments here. |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| <b>LABELLING</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • identifies product and/or shipment labelling needs  |                   |          |          |          |          |           |
| • demonstrates ability to read, interpret, select and affix appropriate labels; e.g.:             |                   |          |          |          |          |           |
| – shipping instructions   |                   |          |          |          |          |           |
| – content identification  |                   |          |          |          |          |           |
| – WHMIS needs   |                   |          |          |          |          |           |
| – quantity, mass  |                   |          |          |          |          |           |
| – handling instructions; e.g.: <i>fragile, This side up.</i>                                      |                   |          |          |          |          |           |
| Please add any additional <b>labelling</b> knowledge, skills and comments here.                   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| <b>CONTAINERS</b>   | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • explains the purpose of containerizing items  |                   |          |          |          |          |           |
| • safely operates wrapping equipment and uses wrapping materials; e.g.:                           |                   |          |          |          |          |           |
| – shrink wrap   |                   |          |          |          |          |           |
| – nets  |                   |          |          |          |          |           |
| – nylons  |                   |          |          |          |          |           |
| • prepares containers for shipment; e.g.:   |                   |          |          |          |          |           |
| – label   |                   |          |          |          |          |           |
| – wrap  |                   |          |          |          |          |           |
| Please add any additional <b>containers</b> knowledge, skills and comments here.                  |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| <b>PALLETS</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
|---|-------------------|----------|----------|----------|----------|-----------|
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• explains purpose of palletizing items; e.g.:               <ul style="list-style-type: none"> <li>– warehouse storage</li> <li>– ease of handling (manual, automated)</li> <li>– outgoing and incoming shipments</li> </ul> </li> </ul>  |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• demonstrates ability to safely handle pallets and palletizing equipment</li> </ul>   |                   |          |          |          |          |           |
| Please add any additional <b>pallets</b> knowledge, skills and comments here. <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>   |                   |          |          |          |          |           |
| <b>CAREER OPPORTUNITIES</b>   | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• describes the current and emerging career opportunities specific to warehousing and distribution</li> </ul>  |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• describes the requirements for a career in warehousing and distribution as a:               <ul style="list-style-type: none"> <li>– loss prevention manager</li> <li>– systems engineer</li> <li>– packaging supervisor</li> <li>– distribution centre manager</li> <li>– warehouse foreman</li> <li>– warehouse manager</li> <li>– warehouse officer</li> <li>– any other warehousing and distribution position</li> </ul> </li> </ul> |                   |          |          |          |          |           |
| Please add any additional <b>career</b> knowledge, skills and comments here. <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>  |                   |          |          |          |          |           |

Student's Name \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Please refer to the standards and rating scale on page G.10.

**LOG3020: TRAFFIC & TRANSPORT 3**  
**COMPETENCY PROFILE AND ASSESSMENT CHECKLIST**

The standard required for competencies in this module is **3**.

| COMPETENCIES  | ASSESSMENT |          |          |          |          |           |
|---|------------|----------|----------|----------|----------|-----------|
| <b>The student:</b>   | <b>0</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• demonstrates <b>employability skills</b> including:</li> </ul> |            |          |          |          |          |           |
| – communication skills  |            |          |          |          |          |           |
| – teamwork  |            |          |          |          |          |           |
| – personal management   |            |          |          |          |          |           |
| – problem solving   |            |          |          |          |          |           |
| – basic computer keyboarding  |            |          |          |          |          |           |
| – mathematical skills   |            |          |          |          |          |           |
| Please add any additional <b>employability skills</b> and comments here.                                |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>                               |            |          |          |          |          |           |
| ROUTE PLANNING  | ASSESSMENT |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• plans a route using:</li> </ul>                                |            |          |          |          |          |           |
| – traditional map   |            |          |          |          |          |           |
| – computerized format   |            |          |          |          |          |           |
| • develops contingency plans where appropriate  |            |          |          |          |          |           |
| Please add any additional <b>route planning</b> knowledge, skills and comments here.                    |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>                               |            |          |          |          |          |           |
| TRANSPORT REGULATIONS AND LICENCING   | ASSESSMENT |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• identifies key:</li> </ul>                                     |            |          |          |          |          |           |
| – transportation regulations and licencing requirements   |            |          |          |          |          |           |
| – weight restrictions   |            |          |          |          |          |           |
| – seasonal restrictions   |            |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| <b>TRANSPORT REGULATIONS AND LICENCING (continued)</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
|---|-------------------|----------|----------|----------|----------|-----------|
| – jurisdictional restrictions and requirements  |                   |          |          |          |          |           |
| • lists licencing required to operate different vehicles and vessels  |                   |          |          |          |          |           |
| • uses consistently the safety standards required for each vehicle or vessel in each mode of transportation                             |                   |          |          |          |          |           |
| Please add any additional <b>transport regulations and licencing</b> knowledge, skills and comments here.                               |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| <b>EQUIPMENT HANDLING</b>   | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • identifies licencing or certification requirements for each item of transportation equipment or aid                                   |                   |          |          |          |          |           |
| • initiates procedures to obtain a licence or certificate (where necessary)   |                   |          |          |          |          |           |
| • demonstrates consistent ability to safely handle, operates and uses various equipment and aids relating to traffic and transportation |                   |          |          |          |          |           |
| Please add any additional <b>equipment handling</b> knowledge, skills and comments here.  |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| <b>DANGEROUS GOODS</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • assists in ensuring that the vendor and carrier has the necessary licencing and training to handle and transport dangerous goods      |                   |          |          |          |          |           |
| • demonstrates consistently the safe handling, storage and transportation of dangerous goods  |                   |          |          |          |          |           |
| Please add any additional <b>dangerous goods</b> knowledge, skills and comments here.   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| •   |                   |          |          |          |          |           |
| <b>RATES AND TARIFFS</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • identifies and describes transportation rates and tariffs   |                   |          |          |          |          |           |
| • demonstrates ability to compare present proposed rates to the previous contract rate  |                   |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| RATES AND TARIFFS (continued)  | ASSESSMENT |          |          |          |          |           |
|--|------------|----------|----------|----------|----------|-----------|
| <ul style="list-style-type: none"> <li>• assists in determining the contracted rate taking into account:</li> </ul>                |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– market prices</li> </ul>  |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– costs of the supplier</li> </ul>  |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– customer needs</li> </ul>   |            |          |          |          |          |           |
| Please add any additional <b>rates and tariffs</b> knowledge, skills and comments here.  |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>                                    |            |          |          |          |          |           |
| LIABILITIES  | ASSESSMENT |          |          |          |          |           |
| <b>The student:</b>  | <b>0</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• identifies liability assumed by different modes of carriers</li> </ul>                    |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• identifies and describes:</li> </ul>  |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– Workers' Compensation Board (WCB) requirements</li> </ul>                                 |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– insurance requirements</li> </ul>   |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• identifies damage claimable:</li> </ul>   |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– items</li> </ul>  |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– procedures</li> </ul>   |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– documents</li> </ul>  |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• identifies and reports shipment over/shorts</li> </ul>                                    |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• explains the use of Bill of Lading and liabilities, and Freight on Board (FOB)</li> </ul> |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• describes applications of Freight on Board statements; e.g.:</li> </ul>                   |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– payment for carriage</li> </ul>   |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– selection of courier</li> </ul>   |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>– limits of liability</li> </ul>  |            |          |          |          |          |           |
| Please add any additional <b>liabilities</b> knowledge, skills and comments here.  |            |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>                                    |            |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| CAREER OPPORTUNITIES  | ASSESSMENT |   |   |   |   |    |
|---|------------|---|---|---|---|----|
| The student:  | 0          | 1 | 2 | 3 | 4 | NA |
| <ul style="list-style-type: none"> <li>• describes current and emerging career opportunities in traffic and transportation</li> </ul>                             |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>• identifies and describes requirements for entry into a traffic and transportation career as a:</li> </ul>                |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>– account manager</li> </ul>   |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>– licencing/operations assistant</li> </ul>  |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>– rates analyst</li> </ul>   |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>– broker</li> </ul>  |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>– fleet manager</li> </ul>   |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>– terminal manager</li> </ul>  |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>– any other traffic and transportation position</li> </ul>   |            |   |   |   |   |    |
| Please add any additional <b>career</b> knowledge, skills and comments here. <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> |            |   |   |   |   |    |

Student's Name \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Please refer to the standards and rating scale on page G.10.

**LOG3030: PURCHASING 3**  
**COMPETENCY PROFILE AND ASSESSMENT CHECKLIST**

The standard required for competencies in this module is **3**.

| <b>COMPETENCIES</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
|--|-------------------|----------|----------|----------|----------|-----------|
| <b>The student:</b>  | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• demonstrates <b>employability skills</b> including:</li> </ul>  |                   |          |          |          |          |           |
| – communication skills   |                   |          |          |          |          |           |
| – teamwork   |                   |          |          |          |          |           |
| – personal management  |                   |          |          |          |          |           |
| – problem solving  |                   |          |          |          |          |           |
| – basic computer keyboarding   |                   |          |          |          |          |           |
| – mathematical skills  |                   |          |          |          |          |           |
| Please add any additional <b>employability skills</b> and comments here.   |                   |          |          |          |          |           |
| •  |                   |          |          |          |          |           |
| •  |                   |          |          |          |          |           |
| <b>ETHICS</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>  | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • demonstrates understanding of the term professional ethics   |                   |          |          |          |          |           |
| • explains the role of professional ethics in the purchasing process   |                   |          |          |          |          |           |
| • explains the role of professional organizations such as the Purchasing Managerial Association of Canada (PMAC), National Institute of Government Purchasing (NIGP), or International Federation of Purchasing and Materials Management (IFPMM) |                   |          |          |          |          |           |
| • demonstrates professional ethics in conducting purchasing activities   |                   |          |          |          |          |           |
| Please add any additional <b>ethics</b> knowledge, skills and comments here.   |                   |          |          |          |          |           |
| •  |                   |          |          |          |          |           |
| •  |                   |          |          |          |          |           |
| <b>NEGOTIATION SKILLS</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>  | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • defines the term “negotiate”   |                   |          |          |          |          |           |
| • explains the purpose of negotiating in purchasing activities   |                   |          |          |          |          |           |
| • demonstrates basic negotiation skills in purchasing activities   |                   |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| NEGOTIATION SKILLS (continued)   | ASSESSMENT |   |   |   |   |    |
|--|------------|---|---|---|---|----|
| Please add any additional <b>negotiation skills</b> knowledge, skills and comments here.   |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>   |            |   |   |   |   |    |
| CONTRACT AND BUSINESS LAW  | ASSESSMENT |   |   |   |   |    |
| The student:   | 0          | 1 | 2 | 3 | 4 | NA |
| <ul style="list-style-type: none"> <li>• identifies key principles of contract and business law; e.g.:               <ul style="list-style-type: none"> <li>– liens</li> <li>– waivers</li> <li>– liability</li> <li>– negligence</li> </ul> </li> </ul>                     |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>• explains the impact of contract and business law on purchasing activities</li> </ul>  |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>• identifies and describes legislation that affects purchasing activities; e.g.: <i>Sales of Goods Act</i></li> </ul>   |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>• identifies purchasing activities that are in alignment with contract and business law and relevant legislation</li> </ul>   |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>• assists in performing purchasing activities that are in alignment with contract and business law and relevant legislation</li> </ul>  |            |   |   |   |   |    |
| Please add any additional <b>contract and business law</b> knowledge, skills and comments here.  |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>   |            |   |   |   |   |    |
| SUPPLIER QUALITY ASSURANCE   | ASSESSMENT |   |   |   |   |    |
| The student:   | 0          | 1 | 2 | 3 | 4 | NA |
| <ul style="list-style-type: none"> <li>• explains the principles of Supplier Quality Assurance (SQA)</li> </ul>  |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>• identifies and describes the impact of SQA on:               <ul style="list-style-type: none"> <li>– delivery</li> <li>– equality</li> <li>– invoicing</li> <li>– damaged goods</li> <li>– customer service</li> </ul> </li> </ul> |            |   |   |   |   |    |
| Please add any additional <b>supplier quality assurance</b> knowledge, skills and comments here.   |            |   |   |   |   |    |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>   |            |   |   |   |   |    |

Please refer to the standards and rating scale on page G.10.

| <b>PERFORMANCE MANAGEMENT</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
|--|-------------------|----------|----------|----------|----------|-----------|
| <b>The student:</b>  | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • explains the principle of performance management   |                   |          |          |          |          |           |
| • identifies and describes the purpose of performance management in purchasing activities            |                   |          |          |          |          |           |
| • identifies and describes performance management models; e.g.:                                      |                   |          |          |          |          |           |
| – Total Quality Management (TQM)   |                   |          |          |          |          |           |
| – Quality Teams  |                   |          |          |          |          |           |
| • assesses performance management models employed using appropriate assessment tools and instruments |                   |          |          |          |          |           |
| • demonstrates basic performance management skills when participating in purchasing activities       |                   |          |          |          |          |           |
| Please add any additional <b>performance management</b> knowledge, skills and comments here.         |                   |          |          |          |          |           |
| •  |                   |          |          |          |          |           |
| •  |                   |          |          |          |          |           |
| <b>CAREER OPPORTUNITIES</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>  | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • describes current and emerging career opportunities specific to purchasing                         |                   |          |          |          |          |           |
| • identifies and describes the requirements for entry into a purchasing career as a:                 |                   |          |          |          |          |           |
| – cost analyst   |                   |          |          |          |          |           |
| – special products buyer   |                   |          |          |          |          |           |
| – senior purchasing agent  |                   |          |          |          |          |           |
| – mobile equipment buyer   |                   |          |          |          |          |           |
| – any other purchasing position  |                   |          |          |          |          |           |
| Please add any additional <b>career</b> knowledge, skills and comments here.                         |                   |          |          |          |          |           |
| •  |                   |          |          |          |          |           |
| •  |                   |          |          |          |          |           |

Student's Name \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Please refer to the standards and rating scale on page G.10.

**LOG3040: INVENTORY MANAGEMENT 2**  
**COMPETENCY PROFILE AND ASSESSMENT CHECKLIST**

The standard required for competencies in this module is **3**.

| <b>COMPETENCIES</b>   | <b>ASSESSMENT</b> |          |          |          |          |           |
|---|-------------------|----------|----------|----------|----------|-----------|
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• demonstrates <b>employability skills</b> including:</li> </ul>             |                   |          |          |          |          |           |
| – communication skills  |                   |          |          |          |          |           |
| – teamwork  |                   |          |          |          |          |           |
| – personal management   |                   |          |          |          |          |           |
| – problem solving   |                   |          |          |          |          |           |
| – basic computer keyboarding  |                   |          |          |          |          |           |
| – mathematical skills   |                   |          |          |          |          |           |
| Please add any additional <b>employability skills</b> and comments here.  |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>                                |                   |          |          |          |          |           |
| <b>PRODUCT MOVEMENT AND REPLENISHMENT STRATEGIES</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • demonstrates knowledge about product movement and replenishment strategies in use; e.g. degree, level, complexity |                   |          |          |          |          |           |
| • demonstrates appropriate product movement and replenishment strategies in the workplace                           |                   |          |          |          |          |           |
| Please add any additional <b>product movement and replenishment strategies</b> knowledge, skills and comments here. |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>                                |                   |          |          |          |          |           |
| <b>BUDGET PROCEDURES</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| • identifies key steps in the budget procedure  |                   |          |          |          |          |           |
| • explains the impact of inventory control on the budget  |                   |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| <b>BUDGET PROCEDURES</b> (continued)  | <b>ASSESSMENT</b> |          |          |          |          |           |
|---|-------------------|----------|----------|----------|----------|-----------|
| <ul style="list-style-type: none"> <li>• explains the impact of the budget on inventory management; e.g.:               <ul style="list-style-type: none"> <li>– cost control</li> <li>– product quality</li> </ul> </li> </ul>   |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• assists with basic budgeting procedures</li> </ul>   |                   |          |          |          |          |           |
| Please add any additional <b>budget procedures</b> knowledge, skills and comments here.   |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>   |                   |          |          |          |          |           |
| <b>USING TECHNOLOGY</b>   | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• demonstrates ability to manage and control inventory, using:               <ul style="list-style-type: none"> <li>– manual records</li> <li>– microfiche</li> <li>– spreadsheets</li> <li>– database systems</li> </ul> </li> </ul>  |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• demonstrates ability to:               <ul style="list-style-type: none"> <li>– access inventory information</li> <li>– input inventory information</li> <li>– interpret information from various databases and apply the information appropriately</li> </ul> </li> </ul> |                   |          |          |          |          |           |
| Please add any additional <b>technology</b> knowledge, skills and comments here.  |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>   |                   |          |          |          |          |           |
| <b>INTERNAL CONTROLS</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>• explains the purpose of inventory controls; e.g., security</li> </ul>  |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>• identifies and describes the internal inventory controls in effect; e.g.:               <ul style="list-style-type: none"> <li>– managerial practices</li> <li>– inventory flow</li> <li>– paper trail</li> </ul> </li> </ul>  |                   |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| <b>INTERNAL CONTROLS</b>  | <b>ASSESSMENT</b> |          |          |          |          |           |
|---|-------------------|----------|----------|----------|----------|-----------|
| <ul style="list-style-type: none"> <li>demonstrates basic ability to use and maintain internal inventory controls</li> </ul>  |                   |          |          |          |          |           |
| Please add any additional <b>internal controls</b> knowledge, skills and comments here. <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>  |                   |          |          |          |          |           |
| <b>ASSET RECOVERY</b>   | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>explains the purpose and importance of asset recovery</li> </ul>   |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>describes basic strategies for asset recovery; e.g.:               <ul style="list-style-type: none"> <li>asset disposition</li> <li>recycling</li> <li>reuse</li> <li>recovery</li> </ul> </li> </ul>   |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>assists in asset recovery strategies in inventory control activities</li> </ul>  |                   |          |          |          |          |           |
| Please add any additional <b>asset recovery</b> knowledge, skills and comments here. <ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>   |                   |          |          |          |          |           |
| <b>CAREER OPPORTUNITIES</b>   | <b>ASSESSMENT</b> |          |          |          |          |           |
| <b>The student:</b>   | <b>0</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>NA</b> |
| <ul style="list-style-type: none"> <li>describes current and emerging career opportunities specific to inventory management and control</li> </ul>  |                   |          |          |          |          |           |
| <ul style="list-style-type: none"> <li>identifies and describes requirements for entry into an inventory management and control career as a:               <ul style="list-style-type: none"> <li>picker</li> <li>order clerk</li> <li>inventory analyst</li> <li>loss prevention manager</li> <li>software support buyer</li> <li>MRO inventory specialist</li> <li>any other inventory management and control position</li> </ul> </li> </ul> |                   |          |          |          |          |           |

Please refer to the standards and rating scale on page G.10.

| <b>CAREER OPPORTUNITIES</b> (continued)                                      | <b>ASSESSMENT</b> |
|--|-------------------|
| Please add any additional <b>career</b> knowledge, skills and comments here. |                   |

Student's Name \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Please refer to the standards and rating scale on page G.10.