

LOG2010: WAREHOUSE & DISTRIBUTE 2
COMPETENCY PROFILE AND ASSESSMENT CHECKLIST

The standard required for competencies in this module is 2 .

COMPETENCIES	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • demonstrates employability skills including: 						
– communication skills						
– teamwork						
– personal management						
– problem solving						
– basic computer keyboarding						
– mathematical skills						
Please add any additional employability skills and comments here.						
<ul style="list-style-type: none"> • • 						
WAREHOUSING	ASSESSMENT					
The student:	0	1	2	3	4	NA
• identifies various types of warehouses						
• explains why different types of warehouses are located where they are and the importance of location						
• explains the function of each of the following:						
– shipping area						
– receiving area						
– storage area						
• explains the purpose of the following systems of warehousing:						
– first in/first out (FIFO)						
– last in/first out (LIFO)						
– time-dated systems						
– non-time dated systems						
– bulk materials handling systems						
– general materials handling systems						

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

WAREHOUSING (continued)	ASSESSMENT					
<ul style="list-style-type: none"> • describes the advantages and disadvantages of using the following stock locator systems: 						
<ul style="list-style-type: none"> – random 						
<ul style="list-style-type: none"> – fixed 						
<ul style="list-style-type: none"> – manual 						
<ul style="list-style-type: none"> – electronic 						
<ul style="list-style-type: none"> • demonstrates ability to use appropriate stock locator system 						
Please add any additional warehousing knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • 						
BONDING	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • explains how bonding affects the flow of goods 						
<ul style="list-style-type: none"> • gives at least two examples of goods usually placed in bond 						
<ul style="list-style-type: none"> • explains the principles and practices relating to bonding; e.g.: 						
<ul style="list-style-type: none"> – purpose 						
<ul style="list-style-type: none"> – method 						
<ul style="list-style-type: none"> – requirements 						
Please add any additional bonding knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • 						
SHIPMENT PREPARATION: PACKAGING, PACKING, DOCUMENTATION	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • distinguishes between packaging and packing 						
<ul style="list-style-type: none"> • describes different types of packaging; e.g.: 						
<ul style="list-style-type: none"> – volatile corrosive inhibiting paper (VCI paper) 						
<ul style="list-style-type: none"> – blister packaging 						
<ul style="list-style-type: none"> – security packaging 						
<ul style="list-style-type: none"> – styrofoam 						
<ul style="list-style-type: none"> – popcorn 						

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

SHIPMENT PREPARATION: PACKAGING, PACKING, DOCUMENTATION (continued)	ASSESSMENT					
<ul style="list-style-type: none"> • describes packing standards; e.g.: 						
<ul style="list-style-type: none"> – consumer standards 						
<ul style="list-style-type: none"> – industrial standards 						
<ul style="list-style-type: none"> – labelling 						
<ul style="list-style-type: none"> • demonstrates ability to pack items to: 						
<ul style="list-style-type: none"> – minimize damage 						
<ul style="list-style-type: none"> – meet rigours of shipment 						
<ul style="list-style-type: none"> – regulations and standards 						
<ul style="list-style-type: none"> – modal requirements 						
<ul style="list-style-type: none"> – security needs 						
<ul style="list-style-type: none"> • assists in completing shipping documentation; e.g.: 						
<ul style="list-style-type: none"> – manifests 						
<ul style="list-style-type: none"> – packing slips 						
<ul style="list-style-type: none"> – bills of lading 						
<ul style="list-style-type: none"> – MSDS for WHMIS products 						
Please add any additional shipment preparation knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • 						
MATERIALS HANDLING	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • describes the different uses of equipment and aids used to handle various materials; e.g.: 						
<ul style="list-style-type: none"> – forklift 						
<ul style="list-style-type: none"> – pallet jack 						
<ul style="list-style-type: none"> – slipsheets 						
<ul style="list-style-type: none"> – power lifts 						
<ul style="list-style-type: none"> – rollers 						
<ul style="list-style-type: none"> – conveyors 						
<ul style="list-style-type: none"> – pallets 						

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

MATERIALS HANDLING (continued)	ASSESSMENT					
– strappers						
– pallet wrapper						
– any other piece of equipment or aid						
• demonstrates safety, competency and confidence in operating and handling equipment and aids						
• demonstrates safe product movement and placement procedures						
Please add any additional materials handling knowledge, skills and comments here.						
•						
•						
CAREER OPPORTUNITIES	ASSESSMENT					
The student:	0	1	2	3	4	NA
• describes the current and emerging career opportunities specific to warehousing and distribution						
• describes the requirements for a career in warehousing and distribution as a:						
– shipper						
– receiver						
– forklift operator						
– warehouse supervisor						
– replenishment team leader						
– storage area supervisor						
– foreman						
– any other warehousing and distribution position						
Please add any additional career 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.

LOG2020: TRAFFIC & TRANSPORT 2
COMPETENCY PROFILE AND ASSESSMENT CHECKLIST

The standard required for competencies in this module is 2 .

COMPETENCIES	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • demonstrates employability skills including: 						
– communication skills						
– teamwork						
– personal management						
– problem solving						
– basic computer keyboarding						
– mathematical skills						
Please add any additional employability skills and comments here.						
<ul style="list-style-type: none"> • • • 						
TRACKING, ROUTE PLANNING AND SCHEDULING	ASSESSMENT					
The student:	0	1	2	3	4	NA
• explains the purpose of tracking systems						
• demonstrates basic ability to use:						
– tracking systems						
– two-way communication devices						
• demonstrates ability to use a map to plan a route; e.g.:						
– traditional format						
– computerized format						
• assists in planning a route						
• assists in planning a schedule to meet customer needs and requirements						
Please add any additional tracking, route planning and scheduling knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						

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

DOCUMENTATION	ASSESSMENT					
The student:	0	1	2	3	4	NA
• explains the purpose of and the difference between a shipping manifest and a transportation manifest						
• describes the purpose of a log book						
• assists in maintaining a log book						
• initiates tracing action on delayed shipments						
• initiates claim action on damaged goods						
Please add any additional documentation knowledge, skills and comments here.						
•						
•						
•						
CUSTOMS, IMPORT AND EXPORT	ASSESSMENT					
The student:	0	1	2	3	4	NA
• identifies and explains the purpose of import and export customs documentation						
• assists in the preparation of import and export customs documentation; e.g.:						
– initiating the clearance of incoming shipments						
– maintaining a register						
• assists in maintaining an efficient filing system for all customs documentation						
Please add any additional customs, import and export knowledge, skills and comments here.						
•						
•						
•						
LOAD PLANNING	ASSESSMENT					
The student:	0	1	2	3	4	NA
• demonstrates the procedure for load planning						
• assists in developing a load plan taking into account:						
– weight restrictions						
– product-specific needs						
• assists in identifying potential carriers with respect to service, reliability and rates						

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

LOAD PLANNING (continued)	ASSESSMENT					
Please add any additional load planning knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
MEASUREMENT AND CALCULATION	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • measures and calculates available space in various transportation vehicles, vessels; e.g.: <ul style="list-style-type: none"> – cubic capacity – displacement – density 						
<ul style="list-style-type: none"> – cubic capacity 						
<ul style="list-style-type: none"> – displacement 						
<ul style="list-style-type: none"> – density 						
<ul style="list-style-type: none"> • calculates cube for less than truckload (LTL) versus truckload planning 						
Please add any additional measurement and calculation knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
OUTGOING SHIPMENTS	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • demonstrates ability to: <ul style="list-style-type: none"> – package goods to meet customer requirements and industry standards – pack items to meet shipping standards – label goods and shipments appropriately – complete outgoing documentation 						
<ul style="list-style-type: none"> – package goods to meet customer requirements and industry standards 						
<ul style="list-style-type: none"> – pack items to meet shipping standards 						
<ul style="list-style-type: none"> – label goods and shipments appropriately 						
<ul style="list-style-type: none"> – complete outgoing documentation 						
<ul style="list-style-type: none"> • assists in loading shipments including: <ul style="list-style-type: none"> – inspection of vehicles and cargo – inspection of carriers' equipment 						
<ul style="list-style-type: none"> – inspection of vehicles and cargo 						
<ul style="list-style-type: none"> – inspection of carriers' equipment 						
<ul style="list-style-type: none"> • performs marshalling activities and securing of loads: <ul style="list-style-type: none"> – blocking – bracing – dunnaging – restraining 						
<ul style="list-style-type: none"> – blocking 						
<ul style="list-style-type: none"> – bracing 						
<ul style="list-style-type: none"> – dunnaging 						
<ul style="list-style-type: none"> – restraining 						

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

OUTGOING SHIPMENTS (continued)	ASSESSMENT					
Please add any additional outgoing shipment knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
WEATHER AND CLIMATE CONDITIONS	ASSESSMENT					
The student:	0	1	2	3	4	NA
• describes how a logistics operation deals with:						
– annually occurring conditions						
– emergency conditions						
• assists, where appropriate, in developing contingency plans						
Please add any additional weather and climate conditions knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
SAFETY STANDARDS	ASSESSMENT					
The student:	0	1	2	3	4	NA
• demonstrates application of appropriate safety standards including the use of:						
– wheel checks						
– reflector kits						
– fire extinguishers						
– personal protective equipment						
Please add any additional safety standards knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
PREVENTIVE MAINTENANCE STRATEGIES AND PROCEDURES	ASSESSMENT					
The student:	0	1	2	3	4	NA
• explains the purpose of preventive maintenance (PM)						
• identifies, describes and demonstrates appropriate types of maintenance						
• recognizes defects and initiates corrective procedures						

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

PREVENTIVE MAINTENANCE STRATEGIES AND PROCEDURES (continued)	ASSESSMENT					
Please add any additional preventive maintenance strategies and procedures knowledge, skills and comments here. • • •						
EQUIPMENT HANDLING	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • demonstrates basic ability to handle, operates and/or uses various equipment and aids relating to traffic and transportation 						
Please add any additional equipment handling knowledge, skills and comments here. • • •						
DANGEROUS GOODS	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • describes special procedures required to transport dangerous goods in each mode and for each vehicle or vessel 						
<ul style="list-style-type: none"> • demonstrates special procedures and safe handling of dangerous goods 						
Please add any additional dangerous goods knowledge, skills and comments here. • • •						
CAREER OPPORTUNITIES	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • describes current and emerging career opportunities in traffic and transportation 						
<ul style="list-style-type: none"> • identifies and describes requirements for entry into a traffic and transportation career as a: 						
<ul style="list-style-type: none"> – freight checker 						
<ul style="list-style-type: none"> – swamper 						
<ul style="list-style-type: none"> – brokerage clerk 						
<ul style="list-style-type: none"> – traffic coordinator 						
<ul style="list-style-type: none"> – dispatcher 						

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

CAREER OPPORTUNITIES (continued)	ASSESSMENT					
– distribution supervisor						
– any other traffic and transportation position (_____)						
Please add any additional career 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.

LOG2030: PURCHASING 2
COMPETENCY PROFILE AND ASSESSMENT CHECKLIST

The standard required for competencies in this module is 2.

COMPETENCIES	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • demonstrates employability skills including: 						
– communication skills						
– teamwork						
– personal management						
– problem solving						
– basic computer keyboarding						
– mathematical skills						
Please add any additional employability skills and comments here.						
<ul style="list-style-type: none"> • • • • 						
LINES OF AUTHORITY	ASSESSMENT					
The student:	0	1	2	3	4	NA
• defines the term locus of control						
• explains how the locus of control affects purchasing decisions						
• describes the lines of authority for the purchasing section of the organization						
• operates efficiently and effectively within the identified lines of authority when assisting with purchasing activities						
Please add any additional lines of authority knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • • 						
ECONOMY OF SCALE	ASSESSMENT					
The student:	0	1	2	3	4	NA
• defines the term economy of scale						

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

ECONOMY OF SCALE (continued)	ASSESSMENT					
• explains how the use of the economy of scale principle adds value to a company						
• lists examples of an economy of scale in one or more purchasing activities						
• assists in a variety of basic purchasing activities						
Please add any additional economy of scale knowledge, skills and comments here.						
•						
•						
RISK MANAGEMENT	ASSESSMENT					
The student:	0	1	2	3	4	NA
• demonstrates knowledge about risk management including:						
– expense items						
– capital equipment						
– production materials						
• describes the risks associated with purchasing decisions; e.g.:						
– company liability						
– personal liability						
– Workers' Compensation Board (WCB) coverage						
• identifies and charts lines of authority, responsibility and accountability in the risk management process						
• lists basic strategies used to manage risk within a company						
• demonstrates basic risk management strategies to manage and minimizes risk when making purchasing decisions						
Please add any additional risk management knowledge, skills and comments here.						
•						
•						
SURFACE AND HIDDEN COSTS	ASSESSMENT					
The student:	0	1	2	3	4	NA
• defines and provides examples of:						
– surface and hidden costs						
– initial and lifetime costs						

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

SURFACE AND HIDDEN COSTS (continued)	ASSESSMENT					
<ul style="list-style-type: none"> • explains how total ownership costs and other costs affect purchasing decisions; e.g.: <ul style="list-style-type: none"> – insurance – gas – mileage – maintenance 						
<ul style="list-style-type: none"> • takes into account surface and hidden costs when assisting with purchasing activities 						
Please add any additional surface and hidden costs knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
PURCHASING DECISION MAKING	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • explains the concept of “best buy”; e.g.: <ul style="list-style-type: none"> – size – quantity – quality – cost 						
<ul style="list-style-type: none"> • explains the necessity to balance quality, cost and time in making purchasing decisions 						
<ul style="list-style-type: none"> • demonstrates the best buy concept when assisting with purchasing activities 						
Please add any additional purchasing decision making knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
TENDERING	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • defines the term tendering 						
<ul style="list-style-type: none"> • identifies and describes the tendering process 						
<ul style="list-style-type: none"> • assists in the tendering process and identification of the best buy 						

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

TENDERING (continued)	ASSESSMENT					
Please add any additional tendering knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
PROCUREMENT	ASSESSMENT					
The student:	0	1	2	3	4	NA
• defines the term procurement						
• explains the purpose of specification writing in purchasing activities						
• demonstrates basic specification writing skills for procuring non-stocked items						
Please add any additional procurement knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
BUDGETS	ASSESSMENT					
The student:	0	1	2	3	4	NA
• explains the purpose or function of savings, capital accounts and operational accounts						
• describes the role of individuals responsible for:						
– savings						
– budget centre usage						
– capital accounts						
– operational accounts						
• demonstrates a basic understanding of cost accounting principles						
• explains the effect of inflation upon the budget						
• explains the effect of the budget upon inflation						
• identifies and describes the process by which spending decisions are made						
Please add any additional budget knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						

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"> • describes current and emerging career opportunities specific to purchasing 						
<ul style="list-style-type: none"> • describes the requirements for entry into a purchasing career as a: <ul style="list-style-type: none"> – purchasing clerk – expediting clerk – buyer – senior buyer – any other purchasing position 						
Please add any additional career knowledge, skills and comments here. <ul style="list-style-type: none"> • • • 						

Student's Name _____

Supervisor's Signature _____

Date _____

Teacher's Signature _____

Date _____

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

LOG2040: INVENTORY MANAGEMENT 1
COMPETENCY PROFILE AND ASSESSMENT CHECKLIST

The standard required for competencies in this module is 2.

COMPETENCIES	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • demonstrates employability skills including: 						
– communication skills						
– teamwork						
– personal management						
– problem solving						
– basic computer keyboarding						
– mathematical skills						
Please add any additional employability skills and comments here.						
<ul style="list-style-type: none"> • • • 						
INVENTORY MANAGEMENT AND CONTROL	ASSESSMENT					
The student:	0	1	2	3	4	NA
• explains the meaning and purpose of a paper/audit trail						
• explains why controls are necessary						
• demonstrates the use of electronic or manual systems available to manage and control inventory:						
– picking						
– cycle counts						
– reordering						
• uses correct procedures when records do not match actual counts						
• describes how inventory management and control add value to a company or operation						
Please add any additional inventory management and control knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						

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

INVENTORY CLASSIFICATION SYSTEMS	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • describes the purpose of: <ul style="list-style-type: none"> – warehouse keeper’s record – cycle count sheets – classification systems such as stock numbering • demonstrates basic ability to use a classification system 						
Please add any additional inventory classification systems knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
INVENTORY CONTROL PRINCIPLES	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • describes at least two of the following inventory control principles: <ul style="list-style-type: none"> – ABC Analysis – Turnover Ratio – Minimum-Maximum Systems – Economic Order Quantity (EOQ) – Consignment Inventory – Just-In-Time (JIT) – any other principles 						
Please add any additional inventory control principles knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						
QUALITY CONTROL	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • describes quality control systems and procedures used in inventory management and control systems • demonstrates basic quality control procedures; e.g. cycle counts, locator credit 						
Please add any additional quality control knowledge, skills and comments here.						
<ul style="list-style-type: none"> • • • 						

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

USING TECHNOLOGY	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • identifies records that are maintained and explains the reason for keeping these records 						
<ul style="list-style-type: none"> • demonstrates basic ability to: <ul style="list-style-type: none"> – access inventory information – input inventory information 						
Please add any additional technology knowledge, skills and comments here. <ul style="list-style-type: none"> • • • 						
CAREER OPPORTUNITIES	ASSESSMENT					
The student:	0	1	2	3	4	NA
<ul style="list-style-type: none"> • describes current and emerging career opportunities specific to inventory management and control 						
<ul style="list-style-type: none"> • identifies and describes requirements for entry into an inventory management and control career at: <ul style="list-style-type: none"> – entry level – skilled level – supervisory level – management level 						
Please add any additional career knowledge, skills and comments here. <ul style="list-style-type: none"> • • • 						

Student's Name _____

Supervisor's Signature _____

Date _____

Teacher's Signature _____

Date _____

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