

Picking and despatch

Introduction to Module 2

Warehousing is all about receiving, storing and despatching goods and is a vital link in the national supply chain. Assembling orders accurately and despatching on time are complex processes that are essential to the success of the distribution company. They require understanding of the systems and constant attention to detail.

It is important that learners understand the process of order assembly and can follow procedures to select the required items from stock, check quantities against an order and deal with any problems they may have in completing an order. Loading requires a great deal of cross-checking and familiarity with some complex documentation.

This module deals with different aspects of picking and despatch, including:

- manual picking
- paperless assembly using terminals
- operational procedures
- checking date codes
- loading for despatch.

Systems in warehouses vary enormously from company to company: many companies use high levels of technology for order assembly whereas others are still paper-based and manual. It is important that learners apply the skills covered in this module to their own workplaces and value the experience that different learners bring to the learning environment.

Warehousing – Module 2: Picking and despatch					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Manual picking lists	Wa 2:1–2:2	B10	Rt/L1.4; Rw/L1.2; Wt/L1.5	N1/L1.1	
Paperless assembly	Wa 2:3–2:4		Rt/L1.3; Rt/L1.4; Rt/L1.5; Wt/L1.5; Rw/E3.1		C1.1
Operational procedures	Wa 2:5–2:8	E13.2; E10.4	Rt/L1.1; Rt/L1.2; Rt/L1.4; Rt/L1.5; Rw/L1.2; Rs/L1.2; Wt/L1.1; Wt/L1.5		C1.1
Date codes	Wa 2:9–2:10	B5.1		MSS1/E3.3; MSS1/L1.3; MSS1/L2.2	
Loading sheets	Wa 2:11–2:12	B7.1; B7.2	Rw/L1.1	HD1/L1.1; HD1/L1.2	N1.1

Skills checklist

Order assembly (or picking) may be completed in different ways depending on the company you work for. Many warehouses use scanners and terminals, which may be mounted on a truck, hand-held or arm-mounted. In other warehouses, picking may be done manually. Whatever system you use, you will need to read codes accurately and follow instructions. If you are loading for despatch, you will have complex forms to check and complete. Attention to detail and accuracy are really important.



Picking orders and despatch is hard work. It helps to have a good understanding of the processes and to know your way around the warehouse. You need a good range of skills to do these jobs. Tick all the skills you have already and then look at the checklist again when you have used the materials.

Skills for picking and despatch	Now	Later
Understanding and using picking lists		
Understanding and using terminals		
Following instructions		
Checking product codes and date codes		
Understanding and using loading sheets		
Completing despatch forms and documentation		

PAGES 2:1–2:2

Manual picking lists

Occupational setting

Assembling orders or ‘picking’ is a major part of the warehouse process. Methods of assembly vary enormously from one organisation to another; many depots now operate an automated system relying upon laser scanners and data terminals. There are still however many settings where manual paper-based picking is carried out. Pickers or assemblers need a good eye for codes and detail in order to locate products and record what has been picked. The picking process is essential to the smooth running of the despatch section, from picking the correct items to recording information accurately for administration purposes. This focus page involves reading, understanding and following instructions on a picking list and recording the required information.

Materials

Example of a picking sheet from the workplace (if appropriate)

Picking lists A–C from the Source material (0:06–0:08)

Learning outcomes

- 1 To understand the organisational features of a picking list (focus page)
- 2 To understand the numbers on a picking list (focus page, Task 1)
- 3 To recognise words written as abbreviations (focus page, Task 1)
- 4 To fill in the correct sections on a picking list accurately (focus page, Task 1)

Introduction

- Ask learners what the consequences are of not understanding instructions and of not passing on information correctly. Give or ask learners for work examples to illustrate the point. Ensure learners realise that if information is not understood or passed on clearly, things can go badly wrong.

- Talk about the importance of picking lists and how essential reading and filling them in is to the smooth running of the despatch process.
- Look at an example of a picking list from the workplace. Discuss how the instructions are given and what has to be recorded.

Focus page

Reading the list

- Explain to learners that they are going to look at an example of a picking list, but emphasise that lists differ in layout from place to place.
- Give learners a few minutes to have a look at the Picking list A from the Source material. Explain that the numbers and letters give instructions to the picker.
- Discuss the headings and go through each one, asking if learners can work out what sort of information is given under each. Include an explanation of the abbreviations (see answers to focus page).
- Look at the numbers and letters under ‘Location’ and ask what learners notice about these. Summarise some observations. For example, they all start with the same three digits; they all have the letter A or B in the middle; the last two digits are alternately odd and even.
- Ask learners if they can work out what the letters and numbers mean, bearing in mind the word ‘location’. Explain that 509 is the aisle number, the letter (A or B) indicates the rack level and the last two digits indicate the bin or container number of items on the racking. On this list, the numbers are alternately odd and even. This means the picker will collect things from racking on both sides of the aisle. (Use the photo to illustrate this organisation of racking.) Make sure learners understand this numbering system, as part of the task depends on it.
- Ask learners to think about the reason for giving pickers the product number. Why would they need to know this if they have the location? Make sure learners understand that the product number gives essential information for checking they have picked the correct item.

- Explain that the 'Pick units' column shows how many items of each sort should be picked.

Writing – recording information

- Ask learners to look at the blank list again. Can they work out where they need to write in information? If they do not come up with the answer, point out that the lines show where they need to fill something in.
- Go through what they have to fill in, reminding them of what the abbreviations CD (check digit reference number) and QTY (quantity) mean.
- Have a look at the completed picking list (B) from the Source material and discuss any issues learners have with how it is filled in. Point out how it shows that two cages were used. Emphasise that the quantity numbers should be the same as the pick units.
- Discuss the points on the focus page about writing clearly. Explain that the numbers 2 and 7 are often similar in handwriting. Advise learners to cross their 7.
- In small groups, ask learners to discuss:
 - how they might record missing items (e.g. put n/a to show there is no product in the QTY line)
 - how they might record where they picked up to at the end of the shift.
- Discuss learners' ideas as a whole group.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	B10	
Rw/L1.2		
Wt/L1.5		
N1/L1.1		

Task 1

Use a picking sheet to find and record items

Rt/L1.4
Wt/L1.5

- Explain that the racks on the page represent the 'odd-numbered' side of an aisle.
- Make sure learners have a copy of Picking list C from the Source material. Look at these and the task page side by side.
- Make sure learners understand that the numbers in bold are the aisle numbers. These need to be picked out on the picking list as well.

- Go through steps 1–3 with the first item on the picking sheet to ensure learners understand what to do. Use the tips to follow through the stages.
- Explain to learners that they can either go through all three steps with each line from the picking sheet, or do each step separately, for example, filling in the numbers on the racking first, then writing the CD code, and so on.
- Remind learners of the strategies for checking one number against another:
 - counting how many digits there are in both numbers and see if they agree
 - using the 'chunks' the numbers are in to find possible matches
 - saying the number aloud as you check.
- Guide learners to use helpful study strategies when doing a task like this (e.g. tick off the numbers as you find and match them).

If the learner has difficulty

- This is an integrated task, although it is possible to do it in three stages. Learners may need support in coping with the number of things to do. For learners having difficulty, break the task into individual steps and help learners to complete each step one at a time.
- If learners have problems with reading numbers for step 1, cover up all the numbers in the task except the one the learner is working on. This will eliminate the visual distractions caused by numbers that look similar.
- For step 2, encourage the learner to look at the 'chunks' of the product code numbers on the picking list and then to take just the first 'chunk' and to check it against those on the racking to see which one(s) are going to be a possible match. (Learners with good study skills automatically use this process of elimination and reducing the load, whereas those with poor skills do not.)
- Support the learner to do the same with another number and then watch the learner do one on their own.
- If difficulties persist, give the learner some three- and four-digit numbers to cross-check. If they can do these without difficulty, it is the size of number that is causing difficulty and is probably a visual problem. They will need a lot more practice at using the suggested strategies until they find a method that works for them.

- If the learner has problems writing numbers accurately for steps 2 and 3, ask him/her to read the number aloud and tell you where it should be written. Write the number for them. Alternatively, allow learners to work in pairs, with one reading the number aloud and the other writing it down.

Extension

In pairs, ask learners to write down five items to pick, using the racking number or the product code. They then use each other's list to 'pick' items by finding the information and writing down the CD number. Learners can time each other if they wish.

Theme assessment

- Ask learners to do one of the following.
 - Use a picking list from his/her own place of work to locate the products to be picked and explain how many of each are required. (You will need to observe this, or appoint someone else to do so.)
 - Make a plan of one aisle in his/her own place of work (similar to that on the task page), showing the aisle number, code numbers, etc. If possible, learners should take different aisles so that they can compare their work and share the information.

Manual picking lists

Focus

Picking lists do two important things.

- They give you instructions to read and follow.
- They allow you to record information about the picking you have done.

This is why it is important to understand how to read and follow the instructions on picking lists and how to record information clearly and accurately on them.



Make sure you know **which parts** of the sheet you need to understand in order to carry out your job.

You will need to understand how the **storage system** works.

Find out what the **numbers** mean so that you can go to the correct place.

Reading the sheet

Yes, but what does this actually mean?

Find out the meaning of any **abbreviations**. For example:

Vis = visit number

CD = check digit reference number

QTY = quantity/amount

What do these numbers tell me?

Depot DP Lawley High Level Picks									
Store 129		Bursley		Number 290163/003		Wk/Day 21/TU			
Vis	Location	CD	Product	Pick Units	QTY	CAGE	QTY	CAGE	QTY
01	509 A	09	551	198	10				
02	509 A	09	761	209	3				
03	509 A	09	183	483	1				
04	509 B	09	740	219	1				
05	509 B	09	430	582	2				
06	509 A	09	537	434	1				
07	509 B	09	551	167	2C				
08	509 A	09	412	298	2				
PICKED BY _____					QTY 40				

Depot DP Lawley High Level Picks									
Store 129		Bursley		Number 290163/003		Wk/Day 21/TU			
Vis	Location	CD	Product	Pick Units	QTY	CAGE	QTY	CAGE	QTY
01	509 A	09	31	551	198	10	10	872572	029813
02	509 A	09	15	761	209	3	3		
03	509 A	09	73	183	483	1	1		
04	509 B	09	12	740	219	1	1		
05	509 B	09	09	430	582	2	2		
06	509 A	09	35	537	434	1	1		
07	509 B	09	89	551	167	2C		20	
08	509 A	09	21	412	298	2		2	
PICKED BY 593072					QTY 40		PACKED 40		

Filling in the sheet

Use the **headings** to help you see what information goes where.

Write clearly so that other people can read it.

Know what **information** you have to fill in. Put information in the correct place.

Can other people read what I have written?

Take care with **numbers**. In handwriting, some numbers can look the same.

Check that you have not left anything out.

Does the sheet show me where I should write something?

Manual picking lists

Task

Task 1

Below is part of aisle 621. Use the partly filled-in Picking list C from the Source material to find the items to pick from this aisle and complete the Picking list.

- 1 Write in the number of items to pick in the correct places on these racks.
- 2 Fill in the CD numbers on the picking list.
- 3 Complete the quantity column on the picking list for the 201935 cage.

903 472 <input type="text"/> CD 02 621 – E01	981 673 <input type="text"/> CD 15 621 – E03	391 570 <input type="text"/> CD 09 621 – E05	985 029 <input type="text"/> CD 78 621 – E07	912 713 <input type="text"/> CD 11 621 – E09	402 400 <input type="text"/> CD 32 621 – E11	723 097 <input type="text"/> CD 95 621 – E13	326 859 <input type="text"/> CD 56 621 – E15
567 092 <input type="text"/> CD 06 621 – D01	761 239 <input type="text"/> CD 87 621 – D03	549 768 <input type="text"/> CD 21 621 – D05	870 274 <input type="text"/> CD 39 621 – D07	684 744 <input type="text"/> CD 92 621 – D09	210 332 <input type="text"/> CD 20 621 – D11	204 867 <input type="text"/> CD 61 621 – D13	396 584 <input type="text"/> CD 52 621 – D15
593 102 <input type="text"/> CD 33 621 – C01	029 481 <input type="text"/> CD 49 621 – C03	847 201 <input type="text"/> CD 68 621 – C05	640 284 <input type="text"/> CD 89 621 – C07	027 910 <input type="text"/> CD 37 621 – C09	545 785 <input type="text"/> CD 55 621 – C11	671 143 <input type="text"/> CD 28 621 – C13	259 360 <input type="text"/> CD 67 621 – C15
496 820 <input type="text"/> CD 04 621 – B01	354 867 <input type="text"/> CD 07 621 – B03	860 390 <input type="text"/> CD 85 621 – B05	767 219 <input type="text"/> CD 24 621 – B07	430 520 <input type="text"/> CD 60 621 – B09	473 888 <input type="text"/> CD 50 621 – B11	495 950 <input type="text"/> CD 15 621 – B13	638 475 <input type="text"/> CD 51 621 – B15
451 198 <input type="text"/> CD 90 621 – A01	963 028 <input type="text"/> CD 42 621 – A03	833 438 <input type="text"/> CD 12 621 – A05	140 376 <input type="text"/> CD 08 621 – A07	224 574 <input type="text"/> CD 59 621 – A09	144 567 <input type="text"/> CD 99 621 – A11	204 937 <input type="text"/> CD 71 621 – A13	394 211 <input type="text"/> CD 30 621 – A15

Tips

- Use the location number on the picking list to find the correct place on the racking.
- Check that the product codes on the picking list and the racking section match.
- Write the 'Pick unit' number in the correct sections of the racking.
- Fill in the quantity column on the picking list.

PAGES 2:3–2:4

Paperless assembly

Occupational setting

Paperless assembly refers to the automated methods of assembly (or picking) that are now quite common in warehouses. These methods use data terminals to direct pickers to picking locations, and laser scanners to identify products. New entrants to the warehouse sector will be trained to use the equipment used in their own organisation, and training materials or diagrams may be displayed in the issue areas. This focus page looks at a diagram of an example of an arm-mounted terminal (AMT) and will help learners to read and interpret such information. It is also important that learners can apply this skill to notices or information within their own work setting. If possible, it will be useful to gather some examples for teaching and practice.

Materials

Diagrams of simple everyday objects (copies for learners and/or on OHT)

Diagram of arm-mounted terminal from the Source material (0:09)

Examples of similar diagrams or information that may be displayed in different work settings

Scan gun or terminal/AMT – a range of equipment if possible

Learning outcomes

- 1 To read and interpret information from an explanatory diagram (focus page, Task 1)
- 2 To understand terminology related to a diagram (focus page, Task 1)

Introduction

- Show the group at least one example of a scan gun or terminal (a range of equipment will demonstrate the need for specific training). Ask a learner to describe the features of the equipment to the rest of the group (or you). Ask learners questions about the functions that have been described. Point out that it may be difficult to remember all these features straightaway without practice and reminders.

- Show a simple diagram of a familiar object on OHT or give learners copies. Ask them to label the parts/features. Explain how this may help people who are not familiar with the object to remember what the parts and features are.

Focus page

- Look at the diagram on the focus page and explain that this can be used as a reminder for equipment operatives. Explain the layout and how it can help them to remember where function keys are. This is similar to other diagrams such as those used in truck manuals or flat-packed items.
- Go through the functions with learners. (This will be much more effective if AMTs are available for learners.) Explain any terminology or ask learners for strategies they use to interpret unfamiliar language.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	N/A	C1.1
Rt/L1.4		
Rt/L1.5		
Wt/L1.5		
Rw/E3.1		

Task 1

Read and understand information about AMTs

Rt/L1.3

Rt/L1.4

Rt/L1.5

- Make sure learners each have a copy of the information about AMTs from the Source material.
- Explain that they should use this information to answer the questions, not their own knowledge – every piece of equipment has different features and the one described here may not be exactly the same as their own.
- Remind learners of the main features of the diagram.

If the learner has difficulty

- The diagram is complex and some learners may find this daunting. If learners have difficulty interpreting diagrams like this, give them a simpler diagram and the relevant piece of equipment to work with.
- Go through each feature identified so that learners make the connection between the diagram and the object, and therefore understand the principle behind the use of the diagram.
- Alternatively, support learners to label another simple diagram as done in the focus page.

Extension

Ask learners to explain, using diagrams, features of other equipment, such as ride-on pallet trucks, radio frequency (RF) scanners or other digital equipment.

Task 2

Identify other equipment from the workplace and complete a table

Wt/L1.5

Rw/E3.1

- Remind learners that different workplaces use different machines and equipment and terminology and jargon to describe things or places.
- Ask learners to think about their own workplace and list any equipment, particularly scanners and terminals, that are used. Write down the name of the equipment, its abbreviation or acronym, and the person that uses it. Allow learners to discuss this in pairs or small groups and then share information.

If the learner has difficulty

- Ask learners direct questions about their own workplace to identify equipment used. Learners may need support to spell names of equipment and to write the information in the table.
- Learners may need help to interpret the abbreviations or jargon used for the equipment in the workplace. Graphics or pictures can be used to support learners having difficulty with specific language of the setting.

Extension

Learners look on the Internet for the latest technology related to a piece of equipment from their workplace and share this information with the group. This could relate to the equipment chosen for the Task 1 Extension activity.

Theme assessment

- Ask learners to find out about the AMT, RF scanner or similar equipment used in their own workplace and to write instructions or demonstrate how to use.
- Discuss the instructions as a whole group and prepare an instruction sheet for future trainees. If possible, a labelled diagram should be included.

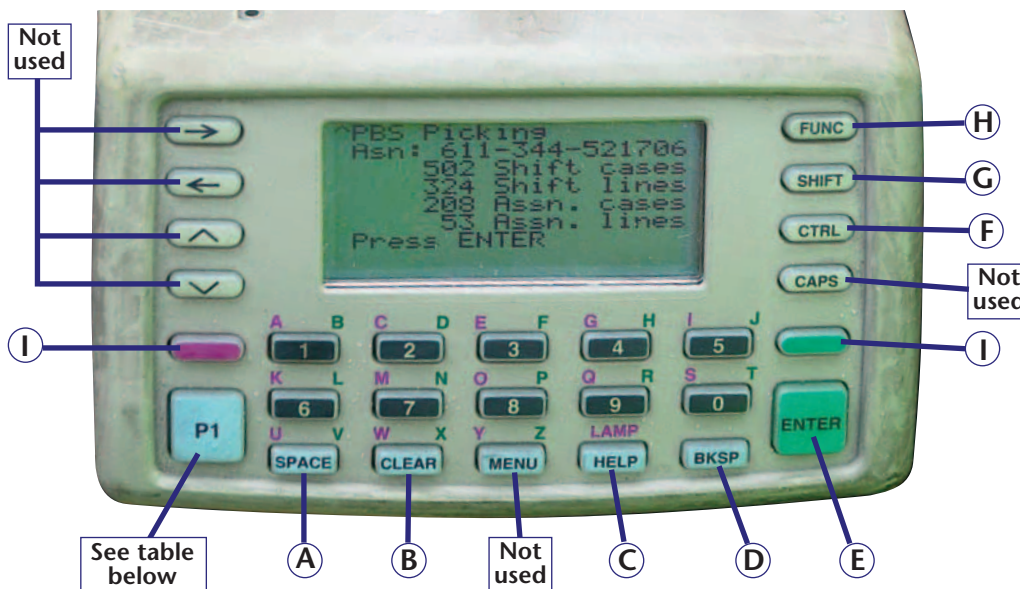
Paperless assembly

Focus

As an assembler, you may need to read and enter information into a terminal. You will be trained in how to use the terminal. There may be a notice outside the office to remind you of the functions.

Before you start work, take a good look at the terminal you have been given to check that you know which key does what.

Then, try to match the keys on the terminal with the ones on the training diagram. (You can find a diagram of a terminal in the Source material.)



- A Advance cursor by 1 character.
- B Use to undo previous task.
- C Use shift for screen backlighting.
- D Delete previous character.
- E Use as directed by screen prompts.
- F Only used for data/time.
- G See table for shift functions.
- H Used only by systems department.
- I Use with number or function keys for alpha characters.

Key	Function
SHIFT 2	Picking quantity screen
SHIFT 3	Assignment summary screen
SHIFT 4	Skip remainder of aisle (obstruction etc.)
SHIFT 5	Summary of aisles
SHIFT 6	Re-print destination labels
SHIFT 7	New pallet truck
SHIFT 8	Product detail
SHIFT 9	Product enquiry
P1	To short pick a slot that is completely empty
CLEAR	To short select quantity
CTRL T	Date/time

To find the information you need in a table, look:

- across rows \leftrightarrow and
- up and down columns $\downarrow\uparrow$.

Look at the **headings** of the columns to find out what information is where.

Words like:

- use • advance • see

tell you exactly what you **must** do. Look out for words that tell you what you **must not** do.

Follow the arrows to find out the purpose of each key.

Words like '**only**' tell you what to do in certain circumstances.

Find out the meanings of any words that are new to you. Ask a colleague or use a dictionary.

Paperless assembly

Task

Task 1

Find the diagram of the Arm-mounted terminal in the Source material.

Use the information to answer these questions.

- 1 How many function keys are not used?
- 2 Which key is only used by the systems department?
- 3 Which key is only used for data/time?
- 4 Where would you find the shift functions?
- 5 When should the ENTER key be used?
- 6 Which function appears on the screen if you select SHIFT 5?
- 7 What is a screen prompt?
- 8 Which number keys must be used to enter the word CAGE?
- 9 Which shift key must be used to find product detail?
- 10 What is CTRL short for?

Task 2

Find out about the different types of scanners and equipment used in your workplace.

- What are they called for short?
- What does the abbreviation stand for?
- Who uses each scanner?

Copy the table below and use it to record your findings.

Abbreviation	Meaning	Used by
AMT	Arm-mounted terminal	pickers

PAGES 2:5–2:8

Operational procedures

Occupational setting

Most organisations will have set procedures that must be adhered to. These will be pointed out during training and may be covered in induction packs. They are also often displayed in the workplace so that workers can refer to them at any time. Operational procedures are an integral part of any task or assignment. They contain the relevant instructions and information to ensure that warehouse equipment is used in line with health and safety requirements. This focus page looks at some of the formats used for instructions and the language features that distinguish them.

Materials

AMT operation procedures (Starting an assignment and Completing an assignment) from the Source material (0:10, 0:11)

Dictionary

Learning outcomes

- 1 To identify, read and record the procedures for Starting an assignment and Completing an assignment (focus page, Tasks 1 and 2)
- 2 To sequence the instructions within the 'start of shift' procedure (focus page, Task 3)
- 3 To write a procedure for a colleague to follow (Task 4)

Introduction

- Give learners some verbal instructions that have clear clues about order and imperatives (what they must and must not do), for example, the kind of instructions that may be given when taking a test.
- Question learners about their understanding of these instructions: *Is there anything you must not do? What do you do first?*, etc.
- Ask learners how they know what to do and what not to do. Pick out the language that helps with this. Write examples of imperatives on the board/flipchart in two columns: 'Must do' and 'Must not do'. Leave space for one more column.

- Give the group examples of conditional instructions using the word 'if'. Ask which column these fit into. Explain that these instructions depend on other circumstances – make another column on the board/flipchart.
- Pick out the other features of instructions that are shown on the focus page.

Focus page

The focus page is a guide to the use of the language, grammar, presentation and format of written procedures. It includes the use of:

- imperatives – these give orders (i.e. what must and must not be done), such as Check ... ; Return ... ; Swipe ...
- more than one instruction in a sentence
- bullet points – these separate things that must be done, but do not necessarily describe the order in which they should be done
- numbered list – these separate and state the order in which things must be done
- tips for reading ... see focus page.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	E13.2	C1.1
Rt/L1.2	E10.4	
Rt/L1.4		
Rt/L1.5		
Rw/L1.2		
Rs/L1.2		
Wt/L1.1		
Wt/L1.5		

Task 1

Read and record procedures for starting and completing assignments

Rt/L1.1
Rw/L1.2
Rs/L1.2

- Ensure that each learner has the appropriate Source material. The reading level is quite high, so first go through the language together as a group. Reword difficult instructions such as 'after downloading, the AMT will ...'.

- Remind learners that it is a good idea to read through the whole set of procedures again before attempting to answer the questions.
- Stress the importance of reading the questions and the Source material carefully.

If the learner has difficulty

- Is he or she able to read and understand the questions and the appropriate information in the Source material?
- Is he or she able to link the information to the required response?
- Are any particular words causing difficulty?
- The workload could be reduced by creating a new set of instructions using more straightforward language and asking questions.

Extension

- Ask learners for suggestions for finding out what words mean:
 - read the sentence aloud and try to work out the meaning from the context
 - look up words in a dictionary
 - use a relevant glossary
 - ask someone else.
- You could use the word ‘procedure’ as an example for this task – any others?

Task 2

Read and sequence instructions

Rt/L1.1

Rt/L1.2

The text is part of the ‘Start of shift’ procedure. Encourage learners to read it all before attempting to divide it into separate instructions.

If the learner has difficulty

Read aloud or together. Ensure the learner is confident with the purpose of the full stop. Emphasise the breaks at the ends of the sentences – this should help to identify the start of a new instruction.

Extension

Ask learners to highlight complex words and rewrite the instructions in as straightforward a way as possible. Ask them to proofread their work. Point out that simplifying is not just about making the text shorter; it could mean creating more instructions if they are broken down into smaller steps.

Task 3

Read and sequence steps of a procedure

Rt/L1.1

Rt/L1.5

- Again, it is important that learners read all of the stages before attempting the task.
- Are there any clues in the first word of each box of text?
- Look at the blue box. Why is this box a different colour? (It marks the end of the procedure and the start of a new one.)

If the learner has difficulty

- See Task 2.
- Look at one box at a time to avoid unnecessary distraction, or copy and cut out the cards for learners to arrange in the right order.
- Look for the clues in the initial words – particularly ‘First’ and ‘Finally’. This should establish the first and last boxes. Read these two boxes aloud or together, noting full stops. Then read aloud or together the remaining boxes and discuss the most relevant order.
- Ask learners to underline the words that cause difficulty – is it possible to use alternative language?
- See Task 3 Extension.

Extension

- Ask learners to look at each of the boxes (stages) and divide them into separate instructions – as for Task 2. They will need to split sentences that contain more than one instruction.
- Ask for their thoughts on the use of different vocabulary. This could lead to a set of simplified instructions for this procedure.

Task 4

Write the stages for a familiar procedure for a colleague to follow

Wt/L1.1

Wt/L1.5

- Encourage learners to jot down all the instructions as they think of them, then put them into the best sequence.
- Refer to Task 3 to see that each arrow box may contain more than one instruction if they are linked to the same step of a procedure.

- Remind learners not to make steps too complex. Encourage learners to write them in the way in which they would like to read them.
- Use the vocabulary issue as a discussion point to encourage learners to consider the best use of language.

If the learner has difficulty

- Don't make it too complex.
- Talk to the learner about a procedure that he or she is confident about.
- Make a list of the key words.
- Ask the learner to refer to the list of key words and write down the instructions as they are remembered – without worrying about spelling or sentence formation.
- Read the learner's work together. Discuss and put it into the best sequence. Is the message as the writer would like it?
- Use your discretion about how much writing correction needs to be done.
- Learners who have a lot of difficulty with the reading and writing aspects of these tasks should be offered additional support.

Extension

Remember: the reader has to get the message!

'Test' the procedure on the group, asking learners to make constructive comments.

Theme assessment

- Ask learners to find a set of procedures dealing with things such as safety checks on equipment, personal protective equipment, or vehicles, and to do the following:
 - annotate a copy of their chosen procedures to show which words or phrases they think are difficult
 - find out the meaning of the unfamiliar words/phrases and write them down in a personal glossary
 - rewrite or explain the procedures to another person in terms they can understand, paying attention to the order.

Operational procedures

Focus

It is sometimes necessary to follow written instructions and procedures.

Sometimes they are about things that you **must not** do.

Caution!

Laser beams can seriously damage the eyesight. When scanning, **never** look into the laser beam or point the beam at anyone.

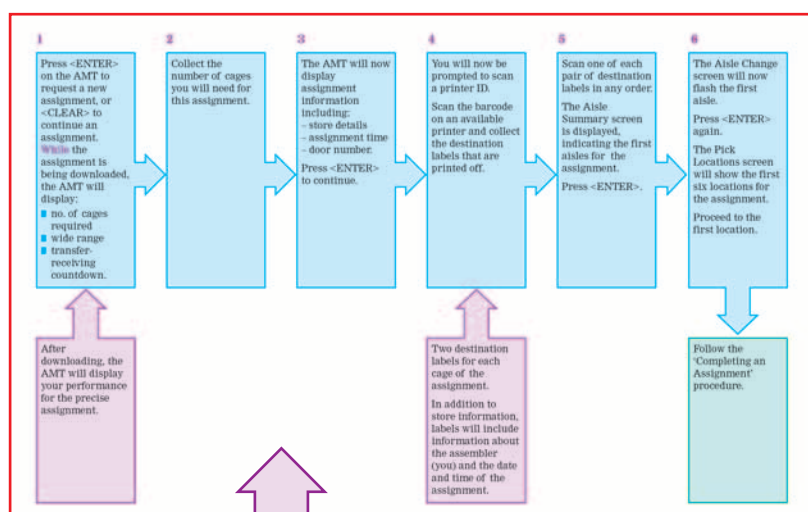
Equipment Care & Maintenance

- **Check** the condition and operation of your AMT and scanner at the start of your shift.
- **Return** damaged or malfunctioning equipment to the issue point.
- Change the AMT battery at the start of your shift, **and** immediately preceding or following your lunch break.
- Secure the AMT and scanner when not in use.
- Gauntlets and gloves are issued on the same basis as safety footwear. It is essential that they are always available and in a serviceable condition.

Sometimes they are about things that you **must** do.

Sometimes one sentence includes **more than one** thing that must be done.

Bullet points separate things that must be done but the order is not so important.



Sometimes, things have to be done in a particular order. Look out for numbers and letters: 1, 2, 3; a), b), c); i, ii, iii. Look out for words such as **first**, **then**, **after**, **next**. Look out for words such as **while**, **later**.

Tips

You may need to read a long set of instructions or procedures.

- Take one sentence at a time.
- Read it more than once.
- Read it aloud.
- Look up any words that are new to you.
- Put it into your own words.
- Explain it to somebody else.
- Check with a colleague that you have understood correctly.

Operational procedures

Task



Task 1

Find the AMT operation procedures for Starting an assignment and Completing an assignment in the Source material.

Use the information to answer these questions.

- 1 What is the first thing you should do when starting an assignment?
- 2 What three things will the AMT display after you have collected the cages needed for the assignment?
- 3 What will you be prompted to do in point 4?
- 4 How many locations are shown to start with?
- 5 What must you do after you have picked the required number of cases?
- 6 How many destination labels must be attached to the assignment?
- 7 What three choices do you have when you have delivered the cages to the correct door?

Task 2

This is part of the 'Start of shift' procedure. It contains several instructions. Write them as a numbered list.

2

Collect an AMT and scanner from the issue point. Check for damage and check scanner operation. Return the AMT and scanner if either is damaged or faulty.

Operational procedures

Task**Task 3**

Put the 'Start of shift' procedure into the right order.

Write the numbers in the boxes.

Start of shift procedure

If everything is working, remove the AMT battery, and change the battery while still at the issue point. Insert the new battery into the AMT.

Then, collect an AMT and scanner from the issue point. Check for damage, and check scanner operation. Return the AMT and scanner if either is damaged/faulty.

When steps 1–5 are completed, follow the 'Starting an assignment' procedure.

Finally, carry out the standard pre-shift checks and confirm that the truck is safe to operate by entering <f> at the AMT prompts. Enter <h> against the relevant area if there is a truck fault and follow the VOR procedure.

After that, mount the AMT and scanner, and switch on the AMT. Scan or type in your personal ID, followed by equipment IDs for the AMT and your picking truck.

First, swipe in For Day and put on your gauntlet and sled. Collect picking truck from parking area.

Operational procedures

Task**Task 4**

Think of a procedure that you have to follow every day.
Think how you would explain it to a new colleague.
Plan what you want to say on a separate piece of paper.
Use these boxes and arrows for your final version.

Remember!

Think about the features of the way procedures are written:

- numbers
- bullet points
- imperatives
- order words.

```
graph TD; 1[1] --> 2[2]; 2 --> 3[3]; 3 --> 4[4]; 4 --> 5[5]; 5 --> 6[6]; 6 --> End[ ]
```

The diagram consists of six light pink rectangular boxes with rounded corners, arranged vertically. Each box contains a black number in the top-left corner, ranging from 1 to 6. Between each box is a large, hollow, downward-pointing arrow, indicating a sequential flow from step 1 to step 6. The final arrow at the bottom points downwards without a box following it.

PAGES 2:9–2:10

Date codes

Occupational setting

Pickers and loaders often have to check date codes and enter them into a scanner. In the food sector, this involves paying particular attention to Sell By and Use By dates. Stock rotation, particularly in the fresh-produce section, must adhere to stringent health and safety regulations. Reading and understanding different date formats is therefore important for all concerned in storage.

Materials

Cards showing dates in a variety of formats

Chart for months (see Introduction)

Date coding sheet from the Source material (0:12)

Blank card/labels

Learning outcomes

- 1 To read and understand date codes in a range of presentations (focus page, Tasks 1 and 2)
- 2 To use date codes to identify rejection/removal dates (Tasks 3 and 4)

Introduction

- This theme looks at the importance of date order for stock control. It is essential that learners are aware of the significance of date codes.
- Prepare a set of cards (or food labels) showing different dates in a variety of formats. Place the cards in a pile in the centre of the table. Ask learners (who can work in pairs) to take one at a time and set the card in the right position on the table so that the dates are laid out in order, with the 'oldest' at the top (back). As the task progresses, encourage learners to confer with others. This could provide reinforcing opportunities for anyone who is uncertain about, for example, matching dates that are the same but presented in different formats.
- Question learners about the strategy they used to sort the dates: Did they find that sorting by the day proved unhelpful? Did they find that they had to sort by year if applicable and then

by month and finally by day? Did they have any difficulty knowing how many days are in each month? Did they have any difficulty knowing the order and number of the months (e.g. 08 is the eighth month and is August)?

- NB This activity may cause difficulty for some dyslexic learners with sequencing difficulties.
- It may be useful to produce a simple chart with the name of the month of the year, the number of days in each month and the number of the month (e.g. August, 31 days, 08; November, 30 days, 11).
- ESOL learners may need additional work on the vocabulary of ordinal numbers (e.g. eighth month, second month).
- Summarise the activity by inviting volunteers to write a date that you give them on the board/flipchart in as many formats as possible.
- On the board write 'Display Until', 'Sell By', 'Use By', 'Best Before' and ask learners to explain the subtle difference between them.

Focus page

- The focus page reviews some of the activities in the introduction. It looks at stock control by date codes.
- Ask learners to consider where date codes might be found in the workplace, and different date formats.
- The focus page touches on legal aspects (see Date coding sheet from the Source material). This does not necessarily mean more reading for learners but encourages more understanding and discussion of explanations (e.g. decisions about stock rejection based on product knowledge and law).
- Provide support for the activities on the focus page by writing the months of the year on the board/flipchart in three ways: in full, as first three letters, and as numbers.
- The activities focus on the numeracy skills of:
 - positioning of zero before numbers 1–9
 - calculating months and days from given dates (by counting on)
 - entering codes (e.g. on an AMT) two digits at a time.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.3	B5.1	
MSS1/L1.3		
MSS1/L2.2		

Task 1

Match Sell By dates that use different date formats
MSS1/E3.3

- Do one example together to establish that learners understand how to draw lines to link the products that have matching dates.
- You could write the dates on cards or sticky labels so the learner can manually sort and match them, changing his or her mind until entirely satisfied before drawing the lines.

If the learner has difficulty

- Ask questions about the full version of the date to ensure learners can read the date formats.
- Highlight each date as it is matched so the learner can see more easily which ones are left.

Extension

Ask the learner to go into the workplace and note the range of Sell By/Use By dates on certain products (e.g. cheese, bacon, butter, salmon, medicines).

Task 2

Put dates into order
MSS1/E3.3

- To work on ordering of dates, it helps to work backwards on each date (i.e. to look at the year, then the month, then the day number). It is important that learners are confident to use this method – discuss this as a group.
- Write the dates on individual pieces of card/paper and, using the chart, ask learners to put the dates into order by year, month and then by day. This ‘hands-on’ approach is helpful for many learners who need a kinaesthetic way to learn. Dyslexic learners would find this helpful.

If the learner has difficulty

- Ask questions about the full version of the date to ensure learners can read the date formats.
- Support learners to work from year to month to day, asking questions as they go along to check they understand which number represents

which part of the date. Refer them to the list on the board of the different ways the same date can be written.

Extension

Give the learner some more dates to sort, but this time written in different formats.

Task 3

Work out Sell By dates for 1 week

MSS1/L2.2

See Extension for Task 3. Ensure learners know that there are seven days in a week – count on in sevens up to 28, then discuss the overlap from one month to the next. This will bring in the different numbers of days in the different months.

If the learner has difficulty

- Remind the learner to look at the dates in the order of year, month, day number. It might be helpful to look again at the strategies mentioned in the Introduction.
- Give learners a calendar to use.
- Give plenty of practice in counting on (or back) in a range of multiples.

Extension

Provide dates for counting on to further dates – in given numbers of days, weeks, months and years.

Task 4

Calculate Sell By dates
MSS1/E3.3

Learners use the Date coding page from the Source material to make decisions on rejection dates.

If the learner has difficulty

- Give learners a calendar to use.
- Consider whether the difficulty relates to the reading or calculating aspects of the Date coding sheet.
- Support the learner to identify the key words for the task and match them to these words on the Date coding sheet.
- Revise counting-on/back skills.
- Remind the learner of the group discussion on the differences in meaning between ‘Use By’ and ‘Best Before’. Is the learner clear about the meaning of ‘rejection’?

Extension

Stress the importance of the information on the Date coding sheet. Write key words on the board. What might be the outcome if information is ignored?

Theme assessment

- Ask learners to find out Sell By dates from as wide a range of products from the workplace as possible.
- Learners should complete a table with information on the product name, type of product (for example, butter) and Sell By date.
- Learners should work out which of their chosen products have the longest and shortest shelf-lives. The information should then be shared with the rest of the group.

Date codes

Focus

Some stock is controlled by date order. This is called stock rotation. It is sometimes necessary to check the date codes of stock and also to enter dates into a scanner.

The box end label will usually have a date code.





It is important that you are aware of the differences between these date codes.

Different manufacturers write dates in different ways.

- Sometimes the month is written out in full: **JULY**.
- Sometimes the month is shortened to the first 3 letters: **JUL**.
- Sometimes a number represents the month: **07**.

If a date contains just numbers, the **day of the month** is written first, then the **month**, then the **year**.

04/06/08

↑ ↑ ↑
 Day Month Year
 The fourth of June 2008

Enter codes two numbers at a time: 10 12 06

For numbers from 1 to 9, a nought is written in front of the number:
01 02 03 04 05 06 07 08 09



The months of the year are numbered in the order they come in:

January = 01
February = 02 ...
December = 12

The date might be written after any of these words:

- Best Before
- Best Before (x)
- Best Before End
- Display Until
- Sell By
- Use By (x)
- BBE.

Sometimes it is necessary to make a reasonable decision about whether stock should be rejected. Sometimes the law makes the decision for you.

Date codes

Task

Task 1

Match the products that have the same Sell By dates.



Task 2

Put the dates in each set in order – start with the one that should be used first.

- | | | | |
|------------|------------|------------|------------|
| 1 02 02 07 | 2 12 07 07 | 3 19 05 08 | 4 21 06 06 |
| 22 02 04 | 30 12 07 | 30 05 08 | 21 06 07 |
| 20 12 08 | 16 03 07 | 16 05 08 | 06 12 05 |
| 21 12 05 | 29 04 07 | 02 05 08 | 12 06 05 |
| 11 12 06 | 02 01 07 | 23 05 08 | 11 06 05 |

Task 3

Which items should be removed?

Items with less than 1 week to the Sell By date must be removed from stock.

Today's date:
02/05/06

- | | | | |
|-----------------------|------------------------|-----------------------|------------------------|
| 1 C DATE:
04/05/06 | 2 C DATE:
08/MAY/06 | 3 C DATE:
30/05/06 | 4 C DATE:
10/MAY/06 |
|-----------------------|------------------------|-----------------------|------------------------|

Task 4

Use the Date coding sheet from the Source material to help you decide when these things should be rejected.

- 1 USE BY: (3) 20 OCT
- 2 USE BY: (5) 06 JUN
- 3 BEST BEFORE: (4) 20 DEC
- 4 BEST BEFORE: (7) 14 APR

PAGES 2:11–2:12

Loading sheets

Occupational setting

The loading process is complex and may involve the loader checking several sources of information in order to complete the load and the correct documentation. Each distribution centre or warehouse will have its own paperwork and it is not possible to reflect the skills needed in different settings. The main skill emphasised here is the bringing together of information from different sources to complete the documentation accurately.

Materials

Workplace documentation, including loading sheets, daily schedules, assignment sheets, etc.

Learning outcomes

- 1 To understand the process of checking information from different sources (focus page, Task 1)
- 2 To understand the need for accurate completion of documentation (focus page, Task 1)
- 3 To complete a loading form accurately (focus page, Task 1)

Introduction

- Ask the group to share ideas about all the different skills needed for loading and despatch. These may include physical strength, knowledge of weight distribution, problem solving (last on/first off), form filling, etc.
- Highlight the fact that this is a multi-skilled job that involves pulling together information from many different sources, and attention to detail in checking and recording the load.

Focus page

- Point out to learners that the documents shown on the page are examples; ask them to apply their own knowledge of workplace documents to interpreting this example.

- Check that learners are familiar with the terminology used on the page. Go through the abbreviations and ask learners where possible to contribute to the process of interpreting them. Point out the way that abbreviations are constructed. Write a key to the abbreviations on the board/flipchart for learners to use and copy if they want to.
- Start at the top of the focus page and go through each numbered aspect of the documentation.
 - **1 = Planned units.** These are the units already entered on the loading sheet. Ask learners about the information on this part of the form: *How many cages are due to go to each store?*
 - **2 = Actual units.** This part of the form shows the total number of units that actually go on the load. Again, go through the form, asking questions of the group to ensure that they understand the headings and the format. *Why are the planned units and actual units different?* There may be several reasons for this. Cages may have been left off a previous load because there was insufficient space or because goods were not available, or units may be added to schedules as last-minute orders come in. The reasons for the discrepancies will depend on the systems within each warehouse.
 - **3 = Details of additional units.** In this section any units that were not originally on the loading sheet must be recorded. The details must include: the number and type of unit, the Unit of delivery (UOD) numbers, which units have been left off or added on from previous left offs, the destination of each unit.
 - **4 = other details about the load:** despatch time, trailer size, etc.
- Check through each heading with learners and ask direct questions to engage them with the form.
- *How does the loader know what additional units he/she must add?* Direct learners towards the other information on the page: the Daily Schedule Sheet and the team leader's

instructions. All this information is used to complete the load and must be recorded on the form.

- In pairs, ask learners to talk through the whole process using the scenario given on the focus page: *You have this load to despatch, how can you make sure you have all the units you need? How will you go about loading and recording the information without missing anything?* Allow learners time to talk about this before feeding back ideas to the whole group. Value all inputs. Lead learners towards the idea that they must establish a systematic approach to collating and using all the information. It may follow a pattern such as this:
 - Collect all the information together before you start. This will include spoken and written documents.
 - Use the form to record (in pencil) everything that you think needs to be loaded. (Write in the details as shown on the form.)
 - Check the bay to see if you have all the units you need. Track down any additional units and report any discrepancies.
 - Load the units systematically, checking off each item as you load it.
 - Complete the loading sheet in pen.
 - Check to make sure all headings have been dealt with.
- Give the learners some scenarios of additional units and help them to write down all the details. Learners may contribute their own systems and ways of recording this, as long as the information is recorded clearly and accurately in a format that will be understood by the administration office.

Curric. refs	NOS/NVQ	Key Skills
HD1/L1.1	B7.1	N1.1
HD1/L1.2	B7.2	
Rw/L1.1		

Task 1

Complete a loading sheet from information given

HD1/L1.1

HD1/L1.2

Rw/L1.1

- Remind learners that to complete this task they need to collect information from different sources: the Loading Sheet, the Daily Schedule Sheet and the instructions from the team leader.
- Check learners can locate this information and explain that they must complete the form using these sources.
- Give learners a seal number and trailer number and ask them to make up any UOD numbers or put a list on the board. (These are four-digit numbers.)
- Check that learners record all the information that is available from the page.

If the learner has difficulty

- Learners are most likely to have difficulty with the complexity of this task. Encourage them to use a systematic approach, as outlined above for the focus page. If they are familiar with the loading process, get them to describe how they would tackle it and make a method checklist for them to work through.
- Use direct questioning and break each task down into small steps to reduce the workload.

Extension

- Give learners another blank loading form and ask them to complete another trip from the Daily Schedule Sheet. You will need to give them the following additional information: planned units on the Loading Sheet, verbal instructions from the team leader about left-offs or other extra items, trailer number and seal number.
- Give learners a variety of different scenarios to cover units that won't fit on, as well as additional units for the load.

Theme assessment

- Give learners a copy of a loading form or sheet from their own workplace. Ask learners to highlight and find out about anything they need to check on the form.
- Ask them to explain to another person what information goes in each section of the form.

Loading sheets

Focus

The loading sheet is a record of everything that has gone on the trailer. It will list the **planned** units for each store. You need to add the following information:

- 1 what has **actually** been loaded for each store or destination
- 2 information about additional **units that have been added** and any planned **units that have not been** included
- 3 other information about the trip, and your own details.

You may need to look at several documents to get all the information you need. Your team leader will give you additional instructions.

Daily Schedule Sheet									
Trip no	Door	Trailer	Time due out	C	P	M	D	T	Store
102	36D	13T	09.05	39				1	2299
303	24D	10T	09.10	10		2			2571
303	24D	10T	09.10	6		2			6038
147	38D	12T	09.16	42					2163
206	32D	13	09.25	38		2	4		2860
128	38D	13T	09.43	7		5		6	2082
128	38D	13T	09.43	16	1			8	3068

Trip 303 is waiting to be loaded at Door 24. Check the schedule sheet for extras. Don't forget the 'left offs' from yesterday for Basildon. There was a cage and a pallet ...

RETAIL LOADING SHEET – TRIP 303

1 PLANNED

STORE ID	Store	C	P	MU	D	T
2571	Basildon	10				
6038	Rainham	6				
Grand total		16				

2 ACTUAL

STORE ID	Store	C	P	MU	D	T
2571	Basildon	11	1	2		
6038	Rainham	6		2		
Grand total		17	1	4		

3 ADDITIONAL UNITS

In the event that actual cage totals do not match, enter the reason(s) below (include UOD, number of extra cages/left off, destination ID, etc.)

1 × ex left off cage 4530	2571
2 × MU 3062, 5038 (from schedule)	2571
1 × ex left off pallet 8493	2571

2 × MU 2244, 2937 (from schedule)	6038
-----------------------------------	------

4 LOAD DETAILS

Bay no. 24D	Loader's name Phil Allman
Max trailer size 10m tail lift	Loader's no. 970483
Trailer no. 693024	Date loaded 15/11/05
Del. date due 15/11/05	Time started 07:30
Planned dept time 09:10	Time finished 09:00
Journey number 303	Supervisor's signature P Mutesi
Supervisor's name P Mutesi	Part load? (Y/N) No
Side seal no. n/a	
Side seal no. n/a	Master seal no. 2069473

Loading sheets

Task

Task 1

Use this information to complete the loading sheet below.

Daily Schedule Sheet – 12 Feb 05									
Trip no	Door	Trailer	Time due out	C	P	M	D	T	Store
102	36D	13T	09:05	39				1	2299
303	24D	10T	09:10	10		2			2571
303	24D	10T	09:10	6		2			6038
147	31D	12T	09:16	42					2163
206	32D	13	09:25	38		2	4		2860
128	38D	13T	09:43	7		5		6	2082
128	38D	13T	09:43	16	1			8	3068
254	37D	12	10:04	42					2021
216	49D	13T	10:10	13	1	2	2		3240
216	49D	13T	10:10	6		2	2		2152
216	49D	13T	10:10	4				4	2560

Tip

Make up your own Unit of Delivery numbers. These have four digits.

You're on Door 32D. You need the loading sheet for Trip 206. Check the schedule as well – there's bound to be some extra bits and pieces. There won't be any 'left offs' for this one. It's half seven now, so you'll be finished by 9:15.

RETAIL LOADING SHEET – TRIP 206

1 PLANNED

STORE ID	Store	C	P	MU	D	T
2860	Lewis	38				
Grand total						

2 ACTUAL

STORE ID	Store	C	P	MU	D	T
Grand total						

3 ADDITIONAL UNITS

In the event that actual cage totals do not match, enter the reason(s) below (include UOD, number of extra cages/left off, destination ID, etc.)

4 LOAD DETAILS

Bay no.	Loader's name
Max trailer size	Loader's no.
Trailer no.	Date loaded
Del. date due	Time started
Planned dept time	Time finished
Journey number	Supervisor's signature
Supervisor's name	Part load? (Y/N)
Side seal no.	
Side seal no.	Master seal no.

Check it

Depot DP Lawley High Level Picks									
Store 129			Bursley			Number 290163/003			
Vis	Location	CD	Product	Pick units	QTY	CAGE			
01	409 A 03	_____	551 198	10	12	902835			
02	409 A 09	_____	761 209	3	4	_____			

← Picking list

Racks
↓

903 472	551 198	391 570	985 029	761 209	402 400	723 097	326 859
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CD 02	CD 15	CD 09	CD 78	CD 11	CD 32	CD 95	CD 56
409 – A01	409 – A03	409 – A05	409 – A07	409 – A09	409 – A11	409 – A13	409 – A15

1 Look at the extract from the picking list and the racks. What number should be written under 'CD' in the first row of the picking list?

- A 15
- B 09
- C 78
- D 11

Rt/L1.4

2 Under the abbreviation 'QTY' you find the amount of each product that has to be picked. What does the abbreviation 'QTY' stand for?

- A quality
- B question
- C quantity
- D qualify

Rt/L1.4; Rw/L1.2

3 Look at the diagram of the arm-mounted terminal from the Source material (page 0:09). How many keys require you to look for more information in a separate table?

- A 3
- B 2
- C 1
- D 6

Rt/L1.3; Rt/L1.4; Rt/L1.5

- 4 What is the control key used for?
- A screen backlighting only
 - B data or time only
 - C screen prompts
 - D getting rid of words that have been typed in

Rt/L1.3; Rt/L1.4; Rt/L1.5

Equipment Care & Maintenance

- Check the condition and operation of your AMT and scanner at the start of your shift.
- Return damaged or malfunctioning equipment to the issue point.
- Change the AMT battery at the start of your shift, and immediately preceding or following your lunch break.
- Secure the AMT and scanner when not in use.
- Gauntlets and gloves are issued on the same basis as safety footwear. It is essential that they are always available and in a serviceable condition.

- 5 Look at the instructions for an arm-mounted terminal. Which of these statements is false?
- A The battery should be changed at the start of the shift.
 - B You should check that the scanner is working properly at the start of the shift.
 - C Equipment that is damaged should be taken back to the issue point.
 - D You should change the battery before and after you have lunch.

Rt/L1.1; Rw/L1.2

- 6 What does the highlighted word 'malfunctioning' mean?
- A not working properly
 - B working well
 - C without batteries
 - D old

Rt/L1.1; Rw/L1.2

- 7 What is the full version of the date 07/05/05?
- A 5th July 2005
 - B 7th May 1995
 - C 7th May 2005
 - D 5th May 2005

MSS1/L1.2

- 8 Look at these dates. Which one comes first in date order?

04/08/04	04/07/04	03/07/04	03/07/05
----------	----------	----------	----------

- A 03/07/04
B 04/08/04
C 03/07/05
D 04/07/04

MSS1/L1.2

Daily Schedule Sheet – 12 Feb 05									
Trip no	Door	Trailer	Time due out	C	P	M	D	T	Store
102	36D	13T	09:05	39				1	2299
303	24D	10T	09:10	10		2			2571
303	24D	10T	09:10	6		2			6038
147	31D	12T	09:16	42					2163
206	32D	13	09:25	38		2	4		2860
128	38D	13T	09:43	7		5		6	2082
128	38D	13T	09:43	16	1			8	3068
254	37D	12	10:04	42					2021
216	49D	13T	10:10	13	1	2	2		3240
216	49D	13T	10:10	6		2	2		2152
216	49D	13T	10:10	4				4	2560

- 9 Look at the daily schedule sheet. What time is trip number 128 due out?

- A 9:05
B 9:25
C 9:43
D 10:04

HD1/L1.1

- 10 Which door do you need to go to in order to load items for store 3240?

- A 36D
B 31D
C 37D
D 49D

HD1/L1.1

Answers

PAGES 2:1–2:2

Manual picking lists

1

903 472	981 673	391 570	985 029	912 713	402 400	723 097	326 859
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="8"/>	<input type="text"/>	<input type="text" value="6"/>
CD 02	CD 15	CD 09	CD 78	CD 11	CD 32	CD 95	CD 56
621 – E01	621 – E03	621 – E05	621 – E07	621 – E09	621 – E11	621 – E13	621 – E15
567 092	761 239	549 768	870 274	684 744	210 332	204 867	396 584
<input type="text"/>	<input type="text" value="15"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CD 06	CD 87	CD 21	CD 39	CD 92	CD 20	CD 61	CD 52
621 – D01	621 – D03	621 – D05	621 – D07	621 – D09	621 – D11	621 – D13	621 – D15
593 102	029 481	847 201	640 284	027 910	545 785	671 143	259 360
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>
CD 33	CD 49	CD 68	CD 89	CD 37	CD 55	CD 28	CD 67
621 – C01	621 – C03	621 – C05	621 – C07	621 – C09	621 – C11	621 – C13	621 – C15
496 820	354 867	860 390	767 219	430 520	473 888	495 950	638 475
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="12"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CD 04	CD 07	CD 85	CD 24	CD 60	CD 50	CD 15	CD 51
621 – B01	621 – B03	621 – B05	621 – B07	621 – B09	621 – B11	621 – B13	621 – B15
451 198	963 028	833 438	140 376	224 574	144 567	204 937	394 211
<input type="text" value="6"/>	<input type="text"/>	<input type="text" value="31"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
CD 90	CD 42	CD 12	CD 08	CD 59	CD 99	CD 71	CD 30
621 – A01	621 – A03	621 – A05	621 – A07	621 – A09	621 – A11	621 – A13	621 – A15

2

Depot DP Lawley High Level Picks										
Store 129		Bursley		Number 290163/003		Wk/Day		21/TU		
Vis	Location	CD	Product	Pick units	QTY	CAGE	QTY	CAGE	QTY	CAGE
01	621 A 01	<input type="text" value="90"/>	451 198	6	<input type="text" value="6"/>	<input type="text" value="201935"/>				
02	621 D 03	<input type="text" value="87"/>	761 239	15	<input type="text" value="15"/>					
03	621 A 05	<input type="text" value="12"/>	833 438	31	<input type="text" value="31"/>					
04	621 B 07	<input type="text" value="24"/>	767 219	12	<input type="text" value="12"/>					
05	621 B 09	<input type="text" value="60"/>	430 520	1	<input type="text" value="1"/>					
06	621 E 11	<input type="text" value="32"/>	402 400	8	<input type="text" value="8"/>					
07	621 C 13	<input type="text" value="28"/>	671 143	9	<input type="text" value="9"/>					
08	621 E 15	<input type="text" value="56"/>	326 859	6	<input type="text" value="6"/>					
PICKED BY <input type="text" value="593072"/>					QTY	88	PACKED	<input type="text" value="88"/>		

PAGES 2:3–2:4

Paperless assembly

Task 1

- 6
- FUNC
- CTRL
- in the table
- as directed by the screen prompts
- summary of aisles
- something that appears on the screen to tell you what to do next
- 2143
- SHIFT 8
- Control

Task 2

Show your completed table to your teacher.

PAGES 2:5–2:8

Operational procedures

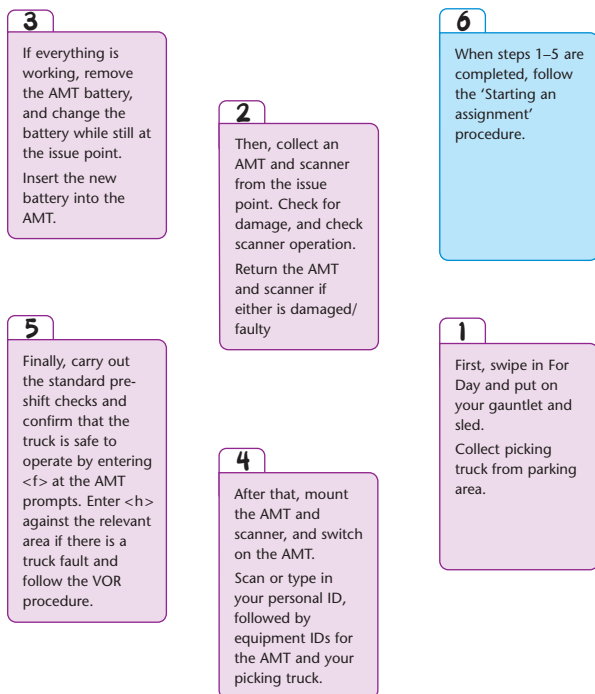
Task 1

- Press <ENTER>.
- store details, assignment time and door number
- Scan a printer ID.
- 6
- Key in the number of cases picked.
- 2
- Log off
- Next assignment
- Break

Task 2

- Collect an AMT and scanner from the issue point.
- Check for damage.
- Check scanner operation.
- Return the AMT and scanner if either is damaged or faulty.

Task 3



Task 4

Show your work to your teacher.

PAGES 2:9–2:10

Date codes

Task 1

These items have matching dates:

Soup – Semi-skimmed milk

Peas (tinned) – Full cream milk

Baked beans – Salmon

Sweet corn – Kidney beans

Butter – Spaghetti

Crisps – Margarine

Frozen peas – Tuna

Task 2

1

22 02 04

21 12 05

11 12 06

02 02 07

20 12 08

2

02 01 07

16 03 07

29 04 07

12 07 07

30 12 07

3

02 05 08

16 05 08

19 05 08

23 05 08

30 05 08

4

11 06 05

12 06 05

06 12 05

21 06 06

21 06 07

Task 3

1 and 2

Task 4

1 17 OCT

2 01 JUN

3 16 DEC

4 07 APR

2:11–2:12

Loading sheets

Model answer:

RETAIL LOADING SHEET – TRIP 206									
1 PLANNED							3 ADDITIONAL UNITS		
STORE ID	Store	C	P	MU	D	T	In the event that actual cage totals do not match, enter the reason(s) below (include UOD, number of extra cages/left off, destination ID, etc.)		
2860	Lewis	38							
Grand total		38							
2 ACTUAL							2 x MU 3546, 1234, (from schedule) 2860 4 x dollies 3426, 2399, 1212, 7674, (from schedule) 2860		
STORE ID	Store	C	P	MU	D	T			
2860	Lewis	38		2	4				
Grand total		38		2	4				
4 LOAD DETAILS									
Bay no. 32D							Loader's name Any		
Max trailer size 13							Loader's no. Any		
Trailer no. Given by teacher							Date loaded 12 Feb 05 or 12/02/05		
Del. date due 12 Feb 05 or 12/02/05							Time started 07:30		
Planned dept time 09:25							Time finished 09:15		
Journey number 206							Supervisor's signature Any		
Supervisor's name Any							Part load? (Y/N) N		
Side seal no. N/A							Master seal no. given by teacher		
Side seal no. N/A									

Check it

- 1 A
- 2 C
- 3 B
- 4 B
- 5 D
- 6 A
- 7 C
- 8 A
- 9 C
- 10 D

