

# **Pearson Edexcel Level 3 Certificate in Transporting Freight by Road**

## **Specification**

Competence-based qualification

First registration March 2013

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualifications was previously known as:

Edexcel Level 3 Certificate in Transporting Freight by Road (QCF)

The QN remains the same.

*References to third party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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## Summary of Pearson Edexcel Level 3 Certificate in Transporting Freight by Road specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



# Contents

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<b>Qualification title covered by this specification</b>	<b>1</b>
<b>Key features of the Pearson Edexcel Level 3 Certificate in Transporting Freight by Road</b>	<b>2</b>
What is the purpose of this qualification?	2
Who is this qualification for?	2
What are the benefits of these qualifications to the learner and employer?	3
What are the potential job roles for those working towards this qualification?	3
What progression opportunities are available to learners who achieve this qualification?	4
<b>What is the qualification structure for the Pearson Edexcel Level 3 Certificate in Transporting Freight by Road?</b>	<b>6</b>
Pearson Edexcel Level 3 Certificate in Transporting Freight by Road (Articulated and Draw Bar Vehicle)	6
Pearson Edexcel Level 3 Certificate in Transporting Freight by Road (Rigid Vehicle)	8
Pearson Edexcel Level 3 Certificate in Transporting Freight by Road (Van)	9
<b>How is the qualification graded and assessed?</b>	<b>10</b>
Assessment requirements	10
Types of evidence	11
<b>Centre recognition and approval</b>	<b>12</b>
Centre recognition	12
Approvals agreement	12
<b>Quality assurance</b>	<b>12</b>
<b>What resources are required?</b>	<b>12</b>
<b>Unit format</b>	<b>13</b>
<b>Units</b>	<b>15</b>
Unit 1: Manage your Own Professional Development in Logistics Operations	17
Unit 2: Minimise the Environmental Impact of Logistics Operations	21
Unit 3: Develop Productive Working Relationships with Colleagues in Logistics Operations	25
Unit 4: Respond to Problems in Logistics Operations	29
Unit 5: Drive the Articulated or Draw Bar Vehicle on Public Roads in a Safe and Fuel Efficient Manner	33

Unit 6:	Couple and Uncouple the Articulated or Draw Bar Vehicle	39
Unit 7:	Prepare the Articulated or Draw Bar Vehicle for Driving	43
Unit 8:	Protect the Articulated or Draw Bar Vehicle and the Load	47
Unit 9:	Ensure the Articulated or Draw Bar Vehicle is Loaded Correctly	51
Unit 10:	Ensure the Articulated or Draw Bar Vehicle is Unloaded Correctly	55
Unit 11:	Plan the Route and Timings for the Collection and Delivery of Goods	59
Unit 12:	Optimise the Use of Logistics Resources	63
Unit 13:	Improve Performance in Logistics Operations	67
Unit 14:	Principles of Food Safety Supervision in Logistics	71
Unit 15:	Drive the Rigid Vehicle on Public Roads in a Safe and Fuel Efficient Manner	75
Unit 16:	Prepare the Rigid Vehicle for Driving	81
Unit 17:	Protect the Rigid Vehicle and the Load	85
Unit 18:	Ensure the Rigid Vehicle is Loaded Correctly	89
Unit 19:	Ensure the Rigid Vehicle is Unloaded Correctly	93
Unit 20:	Drive the Van on Public Roads in a Safe and Fuel Efficient Manner	97
Unit 21:	Prepare the Van for Driving	103
Unit 22:	Protect the Van and the Load	107
Unit 23:	Ensure the Van is Loaded Correctly	111
Unit 24:	Ensure the Van is Unloaded Correctly	115
<b>Further information</b>		<b>118</b>
	How to obtain National Occupational Standards	118
<b>Professional development and training</b>		<b>119</b>
<b>Annexe A: Quality assurance</b>		<b>121</b>
	Key principles of quality assurance	121
	Quality assurance processes	121
<b>Annexe B: Centre certification and registration</b>		<b>123</b>
	What are the access arrangements and special considerations for the qualifications in this specification?	123
<b>Annexe C: Assessment strategy</b>		<b>125</b>
<b>Assessment Guidance for the Qualifications and Credit Framework</b>		<b>126</b>

## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson Edexcel Level 3 Certificate in Transporting Freight by Road:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Accreditation start date</b>
Pearson Edexcel Level 3 Certificate in Transporting Freight by Road	600/8248/3	01/03/2013

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. You should use the QN when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# Key features of the Pearson Edexcel Level 3 Certificate in Transporting Freight by Road

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This qualification:

- is nationally recognised
- is based on the Driving Goods Vehicles National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure are owned by Skills for Logistics.

The Pearson Edexcel Level 3 Certificate in Transporting Freight by Road has been approved as the combined qualification within a pathway for the Driving Goods Vehicles Advanced Apprenticeship framework.

## What is the purpose of this qualification?

The Pearson Edexcel Level 3 Certificate in Transporting Freight by Road gives learners the opportunity to demonstrate their skills and knowledge to the standard of professionalism required by the sector, as defined by the Sector Skills Council.

This qualification is suitable for drivers who often work on their own making deliveries to warehouses, distribution outlets, shops or private homes. Drivers may be away from their base and sometimes overnight. They will have responsibility for their own vehicle and load and will keep accurate records of deliveries and returns.

This qualification is aimed at those working at a more senior level that have a range and breadth of daily responsibility within their organisations or for existing drivers who have been identified for promotion within their organisation. The qualification builds on the competency required for the Pearson Edexcel Level 2 Certificate in Driving Goods Vehicles and provides an alternative level 3 pathway to the Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles for those who do not have a supervisory role.

The qualification covers articulated and draw bar, rigid and van vehicle type pathways. Each pathway includes units related to learners' driving skills and knowledge plus units related to logistics operations at level 3.

## Who is this qualification for?

While this qualification is open to people aged 16, employers require learners to be 18 or older before commencing a goods vehicle driving role. There are restrictions on the minimum age required for the achievement of a Category B (Car) Licence, which is required as a minimum for **all** pathways in this qualification.

Specific age restrictions/driving requirements for each pathway:

- Van

Learners MUST hold a Category B (Car) Licence before they commence this pathway, as this is not funded as part of the Driving Goods Vehicles Apprenticeship framework.

- Articulated and Drawbar

Learners MUST hold a minimum of a Full Category C (Rigid Vehicle Licence) before they commence this pathway as, without it, they will not be able to commence the additional Large Goods Vehicle (LGV) training.

- Rigid

Age restrictions apply to Advanced Apprentices wishing to drive Large Goods Vehicles learners MUST hold a Full Category B (Car) Licence before they commence this pathway as, without it, they will not be able to undertake LGV training. The minimum age learners need to be in order to drive a Large Goods Vehicle is 18 for the Driving Goods Vehicles Apprenticeship framework.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s)
- be offered to learners who have been recruited with integrity by your centre.

### **What are the benefits of these qualifications to the learner and employer?**

This qualification requires individuals to demonstrate competence against National Occupational Standards (NOS) which are based on the needs of the driving goods vehicles industry as defined by Skills for Logistics. The qualification contributes to the development of skilled labour in the sector.

### **What are the potential job roles for those working towards this qualification?**

Goods Vehicle Driver, including the following vehicle types:

- Vans
- Articulated and Draw Bar
- Rigid vehicles.

**What progression opportunities are available to learners who achieve this qualification?**

Progression routes include the Pearson Edexcel Level 3 Certificate in Logistics Operations the Pearson Edexcel Level 3 Certificate in Traffic Office the Pearson Edexcel Level 3 Diploma in Warehousing and Storage Edexcel Level 3 Diploma in Supply Chain Management and the Pearson Edexcel Level 5 Diploma in Supply Chain Management. If learners start to undertake supervisory responsibilities in their job roles they can progress to the Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles.

## **Total Qualification Time (TQT)**

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma - a qualification with a TQT value of 370 or more

# What is the qualification structure for the Pearson Edexcel Level 3 Certificate in Transporting Freight by Road?

The total minimum credit required to achieve this qualification is 26 credits

Total Qualification Time (TQT) is 260

Guided Learning Hours is 148.

To achieve this qualification, learners must choose a vehicle-specific pathway from the following:

Pathway 1: Articulated and Draw Bar vehicle

Pathway 2: Rigid vehicle

Pathway 3: Van

The minimum number of credits learners must complete at Level 3 to achieve this qualification is 16 credits.

The rule of combination for each pathway is set out below.

## Pearson Edexcel Level 3 Certificate in Transporting Freight by Road (Articulated and Draw Bar Vehicle)

Learners must achieve all mandatory units in Group A, select a minimum of four credits from two units in Optional Group B1 and a minimum of six credits from two units in Optional Group B2.

Unit number	Group A: Mandatory units	Reference	Level	Credit	GLH
1	Manage your Own Professional Development in Logistics Operations	M/601/7177	3	2	11
2	Minimise the Environmental Impact of Logistics Operations	K/601/7601	3	3	15
3	Develop Productive Working Relationships with Colleagues in Logistics Operations	A/601/7179	3	2	12
4	Respond to Problems in Logistics Operations	T/601/7598	3	3	15
5	Drive the Articulated or Draw Bar Vehicle on Public Roads in a Safe and Fuel Efficient Manner	L/602/2760	2	6	30
6	Couple and Uncouple the Articulated or Draw Bar Vehicle	H/602/2781	2	3	10

<b>Optional Group B1: a minimum of 4 credits from 2 units</b>					
7	Prepare the Articulated or Draw Bar Vehicle for Driving	T/602/2722	2	2	10
8	Protect the Articulated or Draw Bar Vehicle and the Load	J/602/2739	2	2	15
9	Ensure the Articulated or Draw Bar Vehicle is Loaded Correctly	M/602/2766	2	4	25
10	Ensure the Articulated or Draw Bar Vehicle is Unloaded Correctly	A/602/2771	2	3	15
<b>Optional Group B2: a minimum of 6 credits from 2 units</b>					
11	Plan the Route and Timings for the Collection and Delivery of Goods	D/601/9457	3	6	30
12	Optimise the Use of Logistics Resources	M/601/7597	3	3	15
13	Improve Performance in Logistics Operations	H/601/7600	3	4	20
14	Principles of Food Safety Supervision in Logistics	T/600/6584	3	3	25

## Pearson Edexcel Level 3 Certificate in Transporting Freight by Road (Rigid Vehicle)

Learners must achieve all mandatory units in Group A, select a minimum of four credits from two units in Optional Group B1 and a minimum of six credits from two units in Optional Group B2.

Unit number	Group A: mandatory units	Reference	Level	Credit	GLH
1	Manage your Own Professional Development in Logistics Operations	M/601/7177	3	2	11
2	Minimise the Environmental Impact of Logistics Operations	K/601/7601	3	3	15
3	Develop Productive Working Relationships with Colleagues in Logistics Operations	A/601/7179	3	2	12
4	Respond to Problems in Logistics Operations	T/601/7598	3	3	15
15	Drive the Rigid Vehicle on Public Roads in a Safe and Fuel Efficient Manner	R/602/2839	2	6	30
<b>Optional Group B1: a minimum of 4 credits from 2 units</b>					
16	Prepare the Rigid Vehicle for Driving	K/602/2832	2	2	10
17	Protect the Rigid Vehicle and the Load	M/602/2833	2	2	15
18	Ensure the Rigid Vehicle is Loaded Correctly	Y/602/2843	2	4	25
19	Ensure the Rigid Vehicle is Unloaded Correctly	T/602/2848	2	3	15
<b>Optional Group B2: a minimum of 6 credits from 2 units</b>					
11	Plan the Route and Timings for the Collection and Delivery of Goods	D/601/9457	3	6	30
12	Optimise the Use of Logistics Resources	M/601/7597	3	3	15
13	Improve Performance in Logistics Operations	H/601/7600	3	4	20
14	Principles of Food Safety Supervision in Logistics	T/600/6584	3	3	25

## Pearson Edexcel Level 3 Certificate in Transporting Freight by Road (Van)

Learners must achieve all mandatory units in Group A, select a minimum of four credits from two units in Optional Group B1 and a minimum of six credits from two units in Optional Group B2.

Unit number	Group A: mandatory units	Reference	Level	Credit	GLH
1	Manage your Own Professional Development in Logistics Operations	M/601/7177	3	2	11
2	Minimise the Environmental Impact of Logistics Operations	K/601/7601	3	3	15
3	Develop Productive Working Relationships with Colleagues in Logistics Operations	A/601/7179	3	2	12
4	Respond to Problems in Logistics Operations	T/601/7598	3	3	15
20	Drive the Van on Public Roads in a Safe and Fuel Efficient Manner	A/602/2852	2	6	30
<b>Optional Group B1: a minimum of 4 credits from 2 units</b>					
21	Prepare the Van for Driving	R/602/2842	2	2	10
22	Protect the Van and the Load	K/602/2846	2	2	15
23	Ensure the Van is Loaded Correctly	H/602/2859	2	4	25
24	Ensure the Van is Unloaded Correctly	H/602/2862	2	3	15
<b>Optional Group B2: a minimum of 6 credits from 2 units</b>					
11	Plan the Route and Timings for the Collection and Delivery of Goods	D/601/9457	3	6	30
12	Optimise the Use of Logistics Resources	M/601/7597	3	3	15
13	Improve Performance in Logistics Operations	H/601/7600	3	4	20
14	Principles of Food Safety Supervision in Logistics	T/600/6584	3	3	25

## How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. To achieve a pass for the full qualification, a learner must achieve all the required units within the specified qualification structure.

To pass a unit a learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector

### Assessment requirements

The assessment strategy for these qualifications has been included in *Annexe C*. They have been developed by Skills for Logistics in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- the requirements for assessments in the workplace and the circumstances where simulation is permitted
- the criteria for defining a realistic working environment, where this is permitted
- the roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence must primarily come from **current practice** where evidence is generated from a current job role. Alternatively, there may be opportunities to gain evidence through:

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace but where that evidence meets the requirements of the sector skills council's assessment strategy
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable and valid evidence for assessment, internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

Gaining evidence outside of the workplace may result in the use of simulation to demonstrate competence outcomes. This must be realistic in replicating conditions encountered in the workplace, specifically agreed by Pearson standards verifiers prior to its implementation, and must comply with the conditions set out in the assessment strategy for the qualification.

It is important that the evidence provided to satisfy the unit and learning outcomes' assessment criteria is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard specified by the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference their evidence to the relevant assessment criteria.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website, [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications. New centres must complete both centre recognition and approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval and which have a history of good external quality assurance outcomes are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the award of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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Each qualification is designed to support learners working in the Driving Goods Vehicles sector. Physical resources need to support both the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Full account must be taken by a centre and staff involved in the delivery of a qualification of Health and Safety requirements. Where provision is made by the Sector Skills Council or Standards Setting Body for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Centres must meet any specific resource requirements outlined in *Annexe C*. Staff assessing learners must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learner's certificate
<b>Unit reference number:</b>					This is the unique reference number for the unit
<b>Level:</b>					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	



# Units



**Unit 1: Manage your Own Professional Development in Logistics Operations**

**Unit reference number:** M/601/7177

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 11

**Unit summary**

This unit is about managing own professional development. It deals with understanding own learning style, values, personal and work goals, obtaining feedback and improving own performance through the development of a personal development plan.

This unit is relevant to all operatives at every level in logistics operations.

They could be working, for example, in warehousing and storage, transport or freight forwarding.

**Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to manage own professional development in logistics operations	1.1 Explain the relevant organisational policies and procedures, in relation to managing own resources and professional development, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	1.2 Explain how to develop own professional development plan			
	1.3 Explain own learning style			
	1.4 Explain the current and future requirements of own work role			
	1.5 Explain own values, career and personal goals in relation to work role			
	1.6 Explain sources of feedback used to evaluate performance			
	1.7 Explain how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes			
	1.8 Explain how to monitor the quality of own work and progress against development plans			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to manage own professional development in logistics operations	2.1 Follow organisational policies and procedures, in relation to managing own professional development, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	2.2 Agree personal work objectives with appropriate people			
	2.3 Agree how progress will be measured with appropriate people			
	2.4 Produce own development plan to take account of the following: <ul style="list-style-type: none"> <li>- personal learning styles</li> <li>- gaps between current and future requirements of work role and current knowledge, understanding and skills</li> </ul>			
	2.5 Review activities undertaken in development plan in relation to performance			
	2.6 Review feedback received and update own development plan in light of feedback and performance			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 2: Minimise the Environmental Impact of Logistics Operations**

**Unit reference number:** K/601/7601

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit is about monitoring the environmental impact of the operation and identifying ways of reducing that impact. It deals with how energy and materials are used and identifies ways of using them more effectively.

This unit is relevant for operatives working in logistics operations.

They could be working, for example, in warehousing and storage, transport or freight forwarding.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to minimise the environmental impact of logistics operations	1.1 Explain the relevant organisational policies and procedures, in relation to minimising the environmental impact of logistics operations, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- compliance</li> <li>- roles, responsibilities, information and management systems</li> <li>- environmental protection</li> <li>- systems to assess environmental impact</li> <li>- recycling and disposal of materials</li> </ul>			
	1.2 Describe the different sources and types of information required for improving performance in logistics operations			
	1.3 Explain environmental issues affecting the logistics sector			
	1.4 Identify ways to reduce the effects on the environment			
	1.5 Identify ways to use energy and materials more effectively and efficiently			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to minimise the environmental impact of logistics operations	2.1 Logistics operations, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- compliance</li> <li>- roles, responsibilities, information and management systems</li> <li>- environmental protection</li> <li>- systems to assess environmental impact</li> <li>- recycling and disposal of materials</li> </ul>			
	2.2 Implement the organisation's environmental policy			
	2.3 Monitor the use of energy and materials to deliver logistics operations			
	2.4 Assess the environmental risks of specific logistics operations before implementation			
	2.5 Report on the effects of logistics operations on the environment			
	2.6 Ensure that surplus materials are disposed of or recycled correctly			
	2.7 Brief visitors and sub-contractors of environmental responsibilities according to organisational policies			
	2.8 Recommend ways to minimise the environmental impact of logistics operations			
	2.9 Record work according to organisational procedures			

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*(if sampled)*

## **Unit 3: Develop Productive Working Relationships with Colleagues in Logistics Operations**

**Unit reference number:** A/601/7179

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 12

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### **Unit summary**

This unit is about developing productive working relationships with colleagues within logistics operations. It deals with supporting colleagues within teams, dealing with difficult situations, and supporting and delivering own work to maintain the productivity of the operation.

This unit is suitable for all those working in logistics operations who have responsibility for developing working relationships with colleagues.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to develop productive working relationships with colleagues in logistics operations	1.1 Explain the relevant organisational policies and procedures, in relation to developing productive working relationships, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- equality and diversity, and inclusion</li> <li>- operating requirements</li> </ul>			
	1.2 Explain the benefits of developing productive working relationships			
	1.3 Explain the importance of creating an environment of trust and mutual respect			
	1.4 Explain the roles and responsibilities of work colleagues			
	1.5 Explain the principles of effective communication			
	1.6 Explain the importance of understanding difficult situations, conflicts of interest issues, and disagreements and techniques for resolving these			
	1.7 Explain the importance of feedback on own performance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Explain how to provide feedback to colleagues on their performance			
2 Be able to develop productive working relationships in logistics operations	2.1 Follow all organisational policies and procedures, in relation to developing productive working relationships with colleagues in logistics operations, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- equality and diversity, and inclusion</li> <li>- operating requirements</li> </ul>			
	2.2 Establish productive working relationships with colleagues			
	2.3 Communicate effectively			
	2.4 Exchange information and resources with colleagues to ensure all parties fulfil agreements			
	2.5 Provide feedback to colleagues to improve performance			
	2.6 Obtain feedback from colleagues to improve performance			

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*(if sampled)*

## **Unit 4: Respond to Problems in Logistics Operations**

**Unit reference number:** T/601/7598

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit is about using previous experience to deal with problems, identifying the most appropriate response and monitoring its effectiveness.

This unit is relevant for operatives working in logistics operations. They could be working, for example, in warehousing and storage, transport or freight forwarding.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to respond to problems in logistics operations	1.1 Explain the relevant organisational policies and procedures, in relation to responding to problems in logistics operations, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- compliance</li> <li>- roles, responsibilities information and management systems</li> </ul>			
		1.2 Explain the importance of good communication methods			
		1.3 Describe the different types of information required for responding to problems in logistics operations			
		1.4 Explain factors that could lead to problems in logistics operations			
		1.5 Explain contingency planning methods			
		1.6 Explain risk assessment methods used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to respond to problems in logistics operations	2.1 Follow all organisational policies and procedures, in relation to responding to problems in logistics operations that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- compliance</li> <li>- roles, responsibilities, information and management systems</li> </ul>			
	2.2 Develop procedures for identifying problems			
	2.3 Respond to problems within logistics operations			
	2.4 Review problems that have occurred previously and the factors that led to them			
	2.5 Assess the impact of previous problems on the logistics operation			
	2.6 Plan the activities and resources that are required to respond to a particular problem			
	2.7 Implement the plan in response to a particular problem			
	2.8 Obtain feedback on the plan			
	2.9 Develop contingency plans			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Implement contingency plans			
	2.11 Obtain feedback from others on the use of contingency plans			
	2.12 Review the effectiveness of the plans			
	2.13 Record work according to organisational procedures			

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*(if sampled)*

## **Unit 5: Drive the Articulated or Draw Bar Vehicle on Public Roads in a Safe and Fuel Efficient Manner**

**Unit reference number:** L/602/2760

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 30

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### **Unit summary**

This unit is about the safe and fuel efficient driving of an articulated or draw bar vehicle on the public road. It covers the appropriate use of vehicle controls to maximise safety and fuel efficiency. It covers knowledge of the factors that maximise fuel efficiency and the safety of other road users.

This unit is relevant to drivers of articulated or draw bar vehicles whose duties involve driving on public roads.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to drive the articulated or draw bar vehicle on public roads in a safe and fuel efficient manner	1.1 Explain organisational policies and procedures, in relation to driving the articulated and draw bar vehicle and load, in a fuel efficient manner, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	1.2 Explain the organisation's policy when driving conditions vary and result in changes to the schedule			
	1.3 Describe how to adapt driving styles to changes in driving conditions			
	1.4 Explain how to adapt driving manner to suit changes in driving conditions			
	1.5 Explain how the actions of other road users can affect driving manner			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 Explain how to:</p> <ul style="list-style-type: none"> <li>- position the articulated or draw bar vehicle on the road to ensure the safety of yourself and other road users</li> <li>- appropriately use signals</li> <li>- alter speed to meet different types of road conditions and requirements</li> <li>- use the controls of the articulated or draw bar vehicle to optimize fuel consumption</li> <li>- assess and maintain safe separation distances</li> <li>- assess factors affecting safe stopping distances</li> <li>- use the controls of the articulated or draw bar vehicle to adjust braking under different road conditions</li> </ul>			
	<p>1.7 Identify types of hazard that could occur on the road</p>			
	<p>1.8 When overtaking, identify:</p> <ul style="list-style-type: none"> <li>- when overtaking should and should not occur</li> <li>- the types of hazards involved</li> <li>- factors affecting the distance required to overtake other vehicles</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.9 Describe the effects severe braking could have on the load and roadworthiness of the articulated or draw bar vehicle			
	1.10 Identify problems that can occur when driving the articulated or draw bar vehicle, on public roads, in a safe and fuel efficient manner			
	1.11 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to drive the articulated or draw bar vehicle on public roads in a safe and fuel efficient	2.1 Follow organisational policies and procedures, in relation to driving the articulated or draw bar vehicle and load, in a fuel efficient manner, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	2.2 Position the articulated or draw bar vehicle and apply lane discipline to maintain the safety of yourself, other road users according to the prevailing driving conditions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Demonstrate how to drive the articulated or draw bar vehicle safely and in a fuel efficient manner to include:</p> <ul style="list-style-type: none"> <li>- giving clear signals in good time</li> <li>- driving at the appropriate speed for the driving conditions</li> <li>- minimising fuel consumption and wear and tear</li> <li>- applying the braking systems, in a controlled manner, appropriate to the driving conditions, distance available, the articulated or draw bar vehicle and its load</li> <li>- overtake other vehicles at a suitable point</li> <li>- take preventative action to avoid harm to any other road user</li> </ul>			

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*(if sampled)*



## **Unit 6: Couple and Uncouple the Articulated or Draw Bar Vehicle**

**Unit reference number:** H/602/2781

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 10

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### **Unit summary**

This unit is about coupling and uncoupling trailers from articulated or draw bar vehicles. It covers the selection of safe and suitable places to couple and uncouple trailers. It includes the identification and use of coupling equipment and the legal safety and operating requirements that apply.

This unit is relevant to drivers of articulated or draw bar vehicles or those who are responsible for articulated or draw bar vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to couple and uncouple the articulated or draw bar vehicle	1.1 Explain the relevant organisational policies and procedures, in relation to coupling and uncoupling the articulated or draw bar vehicle correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	1.2 Explain: <ul style="list-style-type: none"> <li>- how to prepare the articulated or draw bar vehicle for coupling and uncoupling</li> <li>- when different connections have to be made</li> <li>- how to connect and disconnect different connections</li> <li>- how to align the unit to the trailer for coupling and uncoupling</li> <li>- which required checks are needed</li> <li>- how to test the coupling</li> <li>- how to stow connections</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.3 Identify problems that can occur when coupling and uncoupling the articulated or draw bar vehicle			
	1.4 Explain the appropriate action take, in order to deal with identified problems			
2 Know how to couple and uncouple the articulated or draw bar vehicle	2.1 Follow all organisational policies and procedures, in relation to coupling and uncoupling the articulated or draw bar vehicle correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- trailer braking systems</li> </ul>			
	2.2 Prepare the articulated or draw bar vehicle for coupling and uncoupling			
	2.3 Manoeuvre the unit in relation to the trailer for coupling and uncoupling			
	2.4 Establish that the coupling is positioned and secured and that all necessary connections have been made			
	2.5 Test that the unit and trailer systems work correctly and that the articulated or draw bar vehicle is safe to drive after coupling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Select a safe site for uncoupling trailers from their units			
	2.7 Disconnect the connections between the unit and trailer, when uncoupling			
	2.8 Stow all connections according to organisational procedures and practices			
	2.9 Drive the articulated or draw bar vehicle from the trailer to ensure the uncoupling has been achieved			

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*(if sampled)*

## **Unit 7: Prepare the Articulated or Draw Bar Vehicle for Driving**

**Unit reference number:** T/602/2722

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 10

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### **Unit summary**

This unit is about checking an articulated or draw bar vehicle before driving it on the public road. It covers the physical checks that a driver needs to make and the documentation that they need to complete to comply with legal and organisational requirements before the start of each driving duty.

This unit is relevant to drivers of articulated or draw bar vehicles or those who are responsible for articulated or draw bar vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to prepare the articulated or draw bar vehicle for driving</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to preparing the articulated or draw bar vehicle for driving, that relate to:</p> <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	<p>1.2 Explain how to check that the articulated or draw bar vehicle has sufficient fuel, additives and water</p>			
	<p>1.3 Explain the operation of the articulated or draw bar vehicle instruments and controls to include:</p> <ul style="list-style-type: none"> <li>- how to check the vehicle systems</li> <li>- how to check instruments, controls, gauges and vehicle systems</li> <li>- indications of electrical or mechanical problems</li> </ul>			
	<p>1.4 Explain the responsibilities of the driver for the articulated or draw bar vehicle and the load</p>			
	<p>1.5 Explain the organisational procedures for reporting defects including information on previously reported problems with the articulated or draw bar vehicle</p>			
	<p>1.6 Explain how to obtain information on previously reported problems with the articulated or draw bar vehicle</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 Explain which person(s) is officially responsible for releasing the articulated or draw bar vehicle			
	1.8 Identify problems that can occur when preparing the articulated or draw bar vehicle for driving			
	1.9 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to prepare the articulated or draw bar vehicle for driving	2.1 Follow all organisational policies and procedures, in relation to preparing the articulated or draw bar vehicle for driving, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	2.2 Check the vehicle and vehicle systems to ensure the articulated or draw bar vehicle is legal and roadworthy			
	2.3 Carry out adjustments to the: <ul style="list-style-type: none"> <li>- steering wheel</li> <li>- mirrors</li> <li>- seat</li> </ul> for optimum control, observation and comfort			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Check the articulated or draw bar vehicle has sufficient: <ul style="list-style-type: none"> <li>- fuel</li> <li>- additives</li> <li>- oil</li> <li>- water</li> </ul>			
	2.5 Check that any ancillary equipment is in working order			
	2.6 Demonstrate that all documentation your organisation requires is with the articulated or draw bar vehicle			

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*(if sampled)*

## **Unit 8: Protect the Articulated or Draw Bar Vehicle and the Load**

**Unit reference number:** J/602/2739

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit is about checking an articulated or draw bar vehicle and its load at appropriate times during a journey. It covers the physical checks that a driver needs to make and the procedures and associated documentation that they may need to complete if damage or other problems are found. It requires drivers to be aware of factors that may affect the security of the articulated or draw bar vehicle and its load, and the actions they can take to reduce risks.

This unit is relevant to drivers of articulated or draw bar vehicles or those who are responsible for articulated or draw bar vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to protect the articulated or draw bar vehicle and the load	1.1 Explain the relevant organisational policies and procedures, in relation to protecting the articulated or draw bar vehicle and load, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- different locations</li> <li>- changes in condition of the load</li> <li>- theft or damage</li> </ul>			
	1.2 Describe how to identify damage or deterioration in the condition of the load			
	1.3 Explain different methods for protecting the articulated or draw bar vehicle's load			
	1.4 Describe the risks associated with protecting the articulated or draw bar vehicle and load at different locations			
	1.5 Explain the security checks that are required to protect the articulated or draw bar vehicle and the load			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 Identify problems that can occur when protecting the articulated or draw bar vehicle and its load			
	1.7 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to protect the articulated or draw bar vehicle and the load	2.1 Follow all organisational policies and procedures, in relation to protecting the articulated or draw bar vehicle and load, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- different locations</li> <li>- theft</li> <li>- damage</li> <li>- reporting procedures</li> </ul>			
	2.2 Carry out security checks			
	2.3 Demonstrate how to report any change in the condition of the load according to organisational procedures			

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*(if sampled)*

## **Unit 9: Ensure the Articulated or Draw Bar Vehicle is Loaded Correctly**

**Unit reference number:** M/602/2766

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 25

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### **Unit summary**

This unit is about ensuring the loading of an articulated or draw bar vehicle is planned in the light of information about the delivery requirements and schedule. It covers ensuring that a vehicle is loaded correctly before driving it on the public road. It covers knowledge of the way a load should be secured, the physical checks that a driver needs to make and the documentation that they need to complete to comply with legal and organisational requirements before the start of each driving duty. It includes the need for appropriate communication with others involved in loading.

This unit is relevant to drivers of articulated or draw bar vehicles, those who work in warehousing and storage facilities and those who are responsible for the loading of articulated or draw bar vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to load the articulated or draw bar vehicle correctly</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to ensuring the articulated or draw bar vehicle is loaded correctly, that relate to:</p> <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	<p>1.2 Explain the required information to include:</p> <ul style="list-style-type: none"> <li>- suitability of the articulated or draw bar vehicle for the</li> <li>- load</li> <li>- load restrictions</li> <li>- loading and delivery sequences</li> <li>- how to distribute the load</li> <li>- when and how to re-distribute the load</li> <li>- correct securing of the load</li> <li>- use of correct restraints</li> <li>- why, how and where to check axle weights</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.3 Identify problems that can occur when ensuring that the articulated or draw bar vehicle is loaded correctly			
	1.4 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to ensure the articulated or draw bar vehicle is loaded correctly	2.1 Follow all organisational policies and procedures, in relation to ensuring the articulated or draw bar vehicle is loaded correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	2.2 Communicate effectively with others			
	2.3 Ensure that the articulated or draw bar vehicle and load are compatible			
	2.4 Ensure that the articulated or draw bar vehicle has been loaded in the appropriate manner for the type of load and delivery sequence			
	2.5 Ensure that the load is secured and stabilized, for transportation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 Ensure that any loose materials, restraints, and ancillary equipment are secured and stabilized for transportation			

Learner name: \_\_\_\_\_

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*(if sampled)*

## **Unit 10: Ensure the Articulated or Draw Bar Vehicle is Unloaded Correctly**

**Unit reference number:** A/602/2771

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit is about ensuring that the unloading of all or part of a load as part of driving duties, is undertaken correctly. It covers the responsibility a driver has to ensure an articulated or draw bar vehicle remains safe and legal during and after unloading. It includes the need for appropriate communication with others involved in unloading and proof of delivery procedures.

This unit is relevant to drivers of articulated or draw bar vehicles, those who work in warehousing and storage facilities and those who are responsible for the unloading of articulated or draw bar vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable, centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to ensure that the articulated or draw bar vehicle is unloaded correctly</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to ensuring the articulated or draw bar vehicle is unloaded correctly, that relate to:</p> <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective clothing</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	<p>1.2 Explain the required information to include:</p> <ul style="list-style-type: none"> <li>- the person responsible for receiving the load</li> <li>- how the articulated or draw bar vehicle should be prepared for unloading and delivery</li> <li>- when and how to re-distribute the load</li> <li>- the appropriate equipment for moving the load</li> <li>- proof of delivery procedures or systems</li> </ul>			
	<p>1.3 Explain how to prepare the articulated or draw bar vehicle for unloading</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 Identify problems that can occur when ensuring that the articulated or draw bar vehicle is unloaded correctly			
	1.5 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to ensure that the articulated or draw bar vehicle is unloaded correctly	2.1 Follow all organisational policies and procedures, in relation to ensuring the articulated or draw bar vehicle is unloaded correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	2.2 Communicate effectively with others			
	2.3 Identify the person responsible for receiving the load			
	2.4 Ensure the unloading is properly planned			
	2.5 Ensure that the part of the load to be unloaded is correctly identified			
	2.6 Ensure the correct proof of delivery procedures are completed			

Learner name: \_\_\_\_\_

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Date: \_\_\_\_\_

*(if sampled)*

## **Unit 11: Plan the Route and Timings for the Collection and Delivery of Goods**

**Unit reference number:** D/601/9457

**Level:** 3

**Credit value:** 6

**Guided learning hours:** 30

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### **Unit summary**

This unit is about planning a route for a goods vehicle in the light of information about the delivery requirements and schedule. The unit includes the identification of factors relating to the vehicle and the load that will influence route choice, such as weight and height restrictions. The unit also looks at the need to comply with legal requirements for breaks during driving duties and the identification of suitable places for such breaks.

This unit is relevant to drivers of good vehicles or those who plan delivery schedules for goods vehicles, and those who are responsible for goods vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to plan the route and timings for the collection and delivery of loads	1.1 Explain the relevant organisational policies and procedures, in relation to planning the route and timings for the collection and delivery of loads, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	1.2 Explain how to use route planning resources			
	1.3 Explain the impact that the following factors have on route planning: <ul style="list-style-type: none"> <li>- restrictions on the load</li> <li>- vehicle dimensions and weight</li> <li>- requirements to plan alternative routes</li> <li>- road restrictions on selected route</li> <li>- load restrictions on selected route</li> <li>- journey times</li> <li>- facilities at stopping points</li> <li>- estimation of driving distances</li> <li>- effective use of driving time</li> <li>- legislation in relation to driver's hours</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 Describe the implications for the vehicle and load on the selection of particular routes			
	1.5 Identify problems that can occur when planning the route and timings for the collection and delivery of goods			
	1.6 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to plan the route and timings for the collection and delivery of loads	2.1 Follow all organisational policies and procedures, in relation to planning the route and timings for the collection and delivery of loads, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	2.2 Collect all relevant information on the: <ul style="list-style-type: none"> <li>- destination</li> <li>- route</li> <li>- schedule</li> <li>- driving distances</li> <li>- times</li> <li>- vehicle</li> <li>- load</li> <li>- restrictions</li> <li>- facilities at stopping points</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.3 Use relevant route planning resources			
	2.4 Identify the major and minor roads for reaching the destination			
	2.5 Plan alternative routes to ensure effective use of driving time			
	2.6 Estimate driving distances and time required to achieve schedule			

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*(if sampled)*

## **Unit 12: Optimise the Use of Logistics Resources**

**Unit reference number:** M/601/7597

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit is about identifying the appropriate resource, planning how to use it and monitoring its use to improve performance.

The unit is relevant for operatives working in logistics operations. This could be working in, for example, warehousing and storage, transport or freight forwarding.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to optimize the use of logistics resources	1.1 Explain the relevant organisational policies and procedures, in relation to optimizing the use of logistics resources, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- compliance</li> <li>- roles, responsibilities, information and management systems</li> <li>- legislation and regulations</li> </ul>			
	1.2 Describe the different sources and types of information required for optimizing the use of logistics resources			
	1.3 Explain the importance of good communication methods			
	1.4 Explain the types of resource used in specific logistics operations			
	1.5 Explain the methods used for optimizing the use of logistics resources			
	1.6 Explain the factors that need to be taken into account when optimizing the use of logistics resources			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 Explain methods for improving or developing used logistics resources			
	1.8 Identify problems that can occur when optimising the use of logistics resources			
	1.9 Explain appropriate action when dealing with identified problems			
2 Be able to optimize the use of logistics resources	2.1 Follow all organisational policies and procedures, in relation to optimizing the use of logistics resources, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- compliance</li> <li>- roles, responsibilities, information and management systems</li> <li>- legislation and regulations</li> </ul>			
	2.2 Identify the availability and demand for logistics resources in the organisation			
	2.3 Determine the level and type of resources used for the logistics operation			
	2.4 Use logistics resources effectively and efficiently			
	2.5 Plan the use of logistics resources to achieve a balance between usage and performance			
	2.6 Monitor the use of logistics resources to identify any positive or negative effects on the environment			

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*(if sampled)*

## **Unit 13: Improve Performance in Logistics Operations**

**Unit reference number:** H/601/7600

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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### **Unit summary**

This unit is about identifying areas of the operation which can be improved. It deals with consulting colleagues to identify problems and the impact of improvements, and how to evaluate the effect improvements have on the operation.

This unit is relevant for operatives working in logistics operations.

They could, for example, be working in warehousing and storage, transport or freight forwarding.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to improve performance in logistics operations	1.1 Explain the relevant organisational policies and procedures, in relation to improving performance in logistics operations, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- compliance</li> <li>- roles, responsibilities, information and management systems</li> </ul>			
	1.2 Describe the different sources and types of information required for improving performance in logistics operations			
	1.3 Explain improvements methods that are used in the organisation and industry			
	1.4 Explain methods used for evaluating improvement methods			
	1.5 Identify problems that can occur when improving performance in logistics operations			
	1.6 Explain appropriate action when dealing with identified problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to improve performance in logistics operations	2.1 Follow all organisational policies and procedures, in relation to improving performance in logistics operations, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- compliance</li> <li>- roles, responsibilities, information and management systems</li> </ul>			
	2.2 Assess an area for improvement			
	2.3 Assess improvement methods appropriate for the logistics operation			
	2.4 Recommend suitable methods for improving performance			
	2.5 Develop success criteria to be used to evaluate application of the improvement methods			
	2.6 Implement the improvement methods			
	2.7 Monitor the application of the improvement methods			
	2.8 Evaluate the application of the improvement methods			
	2.9 Record work according to organisational procedures			

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## **Unit 14: Principles of Food Safety Supervision in Logistics**

**Unit reference number:** T/600/6584

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

This unit is about the supervision of food safety and hygiene within logistics operations. It covers how supervisors can ensure compliance with food safety legislation, the application and monitoring of procedures and standards of personal hygiene.

This unit is relevant to all those who supervise food safety in logistics operations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how supervisors can ensure compliance with food safety legislation	1.1	Summarise the importance of food safety management procedures		
		1.2	Explain the responsibilities of employers in respect of food safety legislation and procedures to ensure compliance.		
		1.3	Explain the responsibilities of employees in respect of food safety legislation and procedures to ensure compliance		
		1.4	Explain how food safety legislation is enforced		
		1.5	State where sources of information on food safety legislation can be found		
2	Be able to improve performance in logistics operations	2.1	Follow all organisational policies and procedures, in relation to improving performance in logistics operations, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- compliance</li> <li>- roles, responsibilities, information and management systems</li> </ul>		
		2.2	Assess an area for improvement		
		2.3	Assess improvement methods appropriate for the logistics operation		

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 Recommend suitable methods for improving performance			
	2.5 Develop success criteria to be used to evaluate application of the improvement methods			
	2.6 Implement the improvement methods			
	2.7 Monitor the application of the improvement methods			
	2.8 Evaluate the application of the improvement methods			
	2.9 Record work according to organisational procedures			

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*(if sampled)*



**Unit 15:** **Drive the Rigid Vehicle on Public Roads in a Safe and Fuel Efficient Manner**

**Unit reference number:** R/602/2839

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 30

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**Unit summary**

This unit is about the safe and fuel-efficient driving of a rigid vehicle on the public road. It covers the appropriate use of vehicle controls to maximise safety and fuel efficiency. It also covers knowledge of the factors that maximise fuel efficiency and the safety of other road users.

This unit is relevant to drivers of rigid vehicles whose duties involve driving on public roads.

**Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to drive the rigid vehicle on public roads in a safe and fuel efficient manner	1.1 Explain organisational policies and procedures, in relation to driving the rigid vehicle and load, in a fuel efficient manner, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
		1.2 Explain the organisation's policy when driving conditions vary and result in changes to the schedule			
		1.3 Describe how to adapt driving styles to changes in driving conditions			
		1.4 Explain how to adapt driving manner to suit changes in driving conditions			
		1.5 Explain how the actions of other road users can affect driving manner			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 Explain how to: <ul style="list-style-type: none"> <li>- position the rigid vehicle on the road to ensure the safety of yourself and other road users</li> <li>- appropriately use signals</li> <li>- alter speed to meet different types of road conditions and requirements</li> <li>- use the controls of the rigid vehicle to optimize fuel consumption</li> <li>- assess and maintain safe separation distances</li> <li>- assess factors affecting safe stopping distances</li> <li>- use the controls of the rigid vehicle to adjust braking under different road conditions</li> </ul>			
	1.7 Identify types of hazard that could occur on the road			
	1.8 When overtaking, identify: <ul style="list-style-type: none"> <li>- when overtaking should and should not occur</li> <li>- the types of hazards involved</li> <li>- factors affecting the distance required to overtake other vehicles</li> </ul>			
	1.9 Describe the effects severe braking could have on the load and roadworthiness of the rigid vehicle			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Identify problems that can occur when driving the rigid vehicle, on public roads, in a safe and fuel efficient manner			
	1.11 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to drive the rigid vehicle on public roads in a safe and fuel efficient manner	2.1 Follow organisational policies and procedures, in relation to driving the rigid vehicle and load in a fuel efficient manner, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	2.2 Position the rigid vehicle and apply lane discipline to maintain the safety of yourself, other road users according to the prevailing driving conditions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Demonstrate how to drive the rigid vehicle safely and in a fuel efficient manner to include:</p> <ul style="list-style-type: none"> <li>- giving clear signals in good time</li> <li>- driving at the appropriate speed for the driving conditions</li> <li>- minimising fuel consumption and wear and tear</li> <li>- applying the braking systems, in a controlled manner, appropriate to the driving conditions, distance available, the rigid vehicle and its load</li> <li>- overtake other vehicles at a suitable point</li> <li>- take preventative action to avoid harm to any other road user</li> </ul>			

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*(if sampled)*



## **Unit 16: Prepare the Rigid Vehicle for Driving**

**Unit reference number:** K/602/2832

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 10

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### **Unit summary**

This unit is about checking a rigid vehicle before driving it on the public road. It covers the physical checks that a driver needs to make and the documentation that they need to complete to comply with legal and organisational requirements before the start of each driving duty.

This unit is relevant to drivers of rigid vehicles or those who are responsible for rigid vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare the rigid vehicle for driving	1.1 Explain the relevant organisational policies and procedures, in relation to preparing the rigid vehicle for driving, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	1.2 Explain how to check that the rigid vehicle has sufficient fuel, additives and water			
	1.3 Explain the operation of the rigid vehicle instruments and controls to include: <ul style="list-style-type: none"> <li>- how to check the vehicle systems</li> <li>- how to check instruments, controls, gauges and vehicle systems</li> <li>- indications of electrical or mechanical problems</li> </ul>			
	1.4 Explain the responsibilities of the driver for the rigid vehicle and the load			
	1.5 Explain the organisational procedures for reporting defects including information on previously reported problems with the rigid vehicle			
	1.6 Explain how to obtain information on previously reported problems with the rigid vehicle			
	1.7 Explain which person(s) is officially responsible for releasing the rigid vehicle			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Identify problems that can occur when preparing the rigid vehicle for driving			
	1.9 Identify problems that can occur when preparing the rigid vehicle for driving			
2 Be able to prepare the rigid vehicle for driving	2.1 Follow all organisational policies and procedures, in relation to preparing the rigid vehicle for driving, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	2.2 Check the vehicle and vehicle systems to ensure the rigid vehicle is legal and roadworthy			
	2.3 Carry out adjustments to the: <ul style="list-style-type: none"> <li>- steering wheel</li> <li>- mirrors</li> <li>- seat</li> </ul> for optimum control, observation and comfort			
	2.4 Check the rigid vehicle has sufficient: <ul style="list-style-type: none"> <li>- fuel</li> <li>- additives</li> <li>- oil</li> <li>- water</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Check that any ancillary equipment is in working order			
	2.6 Demonstrate that all documentation your organisation requires is with the rigid vehicle			

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*(if sampled)*

## **Unit 17: Protect the Rigid Vehicle and the Load**

**Unit reference number:** M/602/2833

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit is about checking a rigid vehicle and its load at appropriate times during a journey. It covers the physical checks that a driver needs to make and the procedures and associated documentation that they may need to complete if damage or other problems are found. It requires drivers to be aware of factors that may affect the security of the rigid vehicle and its load and the actions they can take to reduce risks.

This unit is relevant to drivers of rigid vehicles or those who are responsible for rigid vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to protect the rigid vehicle and the load	1.1 Explain the relevant organisational policies and procedures, in relation to protecting the rigid vehicle and load, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- different locations</li> <li>- changes in condition of the load</li> <li>- theft or damage</li> </ul>			
	1.2 Describe how to identify damage or deterioration in the condition of the load			
	1.3 Explain different methods for protecting the rigid vehicle's load			
	1.4 Describe the risks associated with protecting the rigid vehicle and load at different locations			
	1.5 Explain the security checks that are required to protect the rigid vehicle and the load			
	1.6 Identify problems that can occur when protecting the rigid vehicle and its load			
	1.7 Explain the appropriate action to take, in order to deal with identified problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to protect the rigid vehicle and the load	2.1 Follow all organisational policies and procedures, in relation to protecting the rigid vehicle and load, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- different locations</li> <li>- theft</li> <li>- damage</li> <li>- reporting procedures</li> </ul>			
	2.2 Carry out security checks			
	2.3 Demonstrate how to report any change in the condition of the load according to organisational procedures			

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*(if sampled)*



## **Unit 18: Ensure the Rigid Vehicle is Loaded Correctly**

**Unit reference number:** Y/602/2843

**Level:** 2

**Credit value:** 4

**Guided learning hours:** 25

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### **Unit summary**

This unit is about ensuring that the loading of a rigid vehicle is planned in the light of information about the delivery requirements and schedule. It covers ensuring that a vehicle is loaded correctly before driving it on the public road. It covers knowledge of the way a load should be secured, the physical checks that a driver needs to make and the documentation that they need to complete to comply with legal and organisational requirements before the start of each driving duty. The unit also includes the need for appropriate communication with others involved in loading.

This unit is relevant to drivers of rigid vehicles, those who work in warehousing and storage facilities and those who are responsible for the loading of rigid vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to load the rigid vehicle correctly	1.1 Explain the relevant organisational policies and procedures, in relation to ensuring the rigid vehicle is loaded correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	1.2 Explain the required information to include: <ul style="list-style-type: none"> <li>- suitability of the rigid vehicle for the load</li> <li>- load restrictions</li> <li>- loading and delivery sequences</li> <li>- how to distribute the load</li> <li>- when and how to re-distribute the load</li> <li>- correct securing of the load</li> <li>- use of correct restraints</li> <li>- why, how and where to check axle weights</li> </ul>			
	1.3 Identify problems that can occur when ensuring that the rigid vehicle is loaded correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.4 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to ensure the rigid vehicle is loaded correctly	2.1 Follow all organisational policies and procedures, in relation to ensuring the rigid vehicle is loaded correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	2.2 Communicate effectively with others			
	2.3 Ensure that the rigid vehicle and load are compatible			
	2.4 Ensure that the rigid vehicle has been loaded in the appropriate manner for the type of load and delivery sequence			
	2.5 Ensure that the load is secured and stabilized, for transportation			
	2.6 Ensure that any loose materials, restraints, and ancillary equipment are secured and stabilized for transportation			

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*(if sampled)*

## **Unit 19: Ensure the Rigid Vehicle is Unloaded Correctly**

**Unit reference number:** T/602/2848

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit is about ensuring that the unloading of all or part of a load, as part of driving duties, is undertaken correctly. It covers the responsibility a driver has to ensure a rigid vehicle remains safe and legal during and after unloading. The unit includes the need for appropriate communication with others involved in unloading and proof of delivery procedures.

This unit is relevant to drivers of rigid vehicles, those who work in warehousing and storage facilities and those who are responsible for the unloading of rigid vehicles within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to ensure that the rigid vehicle is unloaded correctly</p>	<p>1.1 Explain the relevant organisational policies and procedures, in relation to ensuring the rigid vehicle is unloaded correctly, that relate to:</p> <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective clothing</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	<p>1.2 Explain the required information to include:</p> <ul style="list-style-type: none"> <li>- the person responsible for receiving the load</li> <li>- how the rigid vehicle should be prepared for unloading and delivery</li> <li>- when and how to re-distribute the load</li> <li>- the appropriate equipment for moving the load</li> <li>- proof of delivery procedures or systems</li> </ul>			
	<p>1.3 Explain how to prepare the rigid vehicle for unloading</p>			
	<p>1.4 Identify problems that can occur when ensuring that the rigid vehicle is unloaded correctly</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.5 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to ensure that the rigid vehicle is unloaded correctly	2.1 Follow all organisational policies and procedures, in relation to ensuring the rigid vehicle is unloaded correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	2.2 Communicate effectively with others			
	2.3 Identify the person responsible for receiving the load			
	2.4 Ensure the unloading is properly planned			
	2.5 Ensure that the part of the load to be unloaded is correctly identified			
	2.6 Ensure the correct proof of delivery procedures are completed			

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*(if sampled)*

## **Unit 20: Drive the Van on Public Roads in a Safe and Fuel Efficient Manner**

**Unit reference number:** A/602/2852

**Level:** 2

**Credit value:** 6

**Guided learning hours:** 30

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### **Unit summary**

This unit is about the safe and fuel efficient driving of a van on public roads.

It covers the appropriate use of vehicle controls to maximise safety and fuel efficiency. The unit also covers knowledge of the factors that maximise fuel efficiency and the safety of other road users.

This unit is relevant to drivers of vans whose duties involve driving on public roads.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to drive the van on public roads in a safe and fuel efficient manner	1.1 Explain organisational policies and procedures, in relation to driving the van and load, in a fuel-efficient manner, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	1.2 Explain the organisation's policy when driving conditions vary and result in changes to the schedule			
	1.3 Describe how to adapt driving styles to changes in driving conditions			
	1.4 Explain how to adapt driving manner to suit changes in driving conditions			
	1.5 Explain how the actions of other road users can affect driving manner			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 Explain how to: <ul style="list-style-type: none"> <li>- position the van on the road to ensure the safety of yourself and other road users</li> <li>- appropriately use signals</li> <li>- alter speed to meet different types of road conditions and requirements</li> <li>- use the controls of the van to optimize fuel consumption</li> <li>- assess and maintain safe separation distances</li> <li>- assess factors affecting safe stopping distances</li> <li>- use the controls of the van to adjust braking under different road conditions</li> </ul>			
	1.7 Identify types of hazard that could occur on the road			
	1.8 When overtaking, identify: <ul style="list-style-type: none"> <li>- when overtaking should and should not occur</li> <li>- the types of hazards involved</li> <li>- factors affecting the distance required to overtake other vehicles</li> </ul>			
	1.9 Describe the effects severe braking could have on the load and roadworthiness of the van			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.10 Identify problems that can occur when driving the van, on public roads, in a safe and fuel efficient manner			
	1.11 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to drive the van on public roads in a safe and fuel efficient manner	2.1 Follow organisational policies and procedures, in relation to driving the van and load, in a fuel-efficient manner, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	2.2 Position the van and apply lane discipline to maintain the safety of yourself, other road users according to the prevailing driving conditions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 Demonstrate how to drive the van safely and in a fuel efficient manner to include:</p> <ul style="list-style-type: none"> <li>- giving clear signals in good time</li> <li>- driving at the appropriate speed for the driving conditions</li> <li>- minimising fuel consumption and wear and tear</li> <li>- applying the braking systems, in a controlled manner, appropriate to the driving conditions, distance available, the van and its load</li> <li>- overtaking other vehicles at a suitable point</li> <li>- take preventative action to avoid harm to any other road user</li> </ul>			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*



## **Unit 21: Prepare the Van for Driving**

**Unit reference number:** R/602/2842

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 10

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### **Unit summary**

This unit is about checking a van before driving it on the public road. It covers the physical checks that a driver needs to make and the documentation that they need to complete to comply with legal and organisational requirements before the start of each driving duty.

This unit is relevant to drivers of vans or those who are responsible for vans within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare the van for driving	1.1 Explain the relevant organisational policies and procedures, in relation to preparing the van for driving, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	1.2 Explain how to check that the van has sufficient fuel, additives and water			
	1.3 Explain the operation of the van instruments and controls to include: <ul style="list-style-type: none"> <li>- How to check the vehicle systems</li> <li>- How to check instruments, controls, gauges and vehicle systems</li> <li>- Indications of electrical or mechanical problems</li> </ul>			
	1.4 Explain the responsibilities of the driver for the van and the load			
	1.5 Explain the organisational procedures for reporting defects including information on previously reported problems with the van			
	1.6 Explain how to obtain information on previously reported problems with the van			
	1.7 Explain which person(s) is officially responsible for releasing the van			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 Identify problems that can occur when preparing the van for driving			
	1.9 Explain the appropriate action to take, in order to deal with identified problems			
2 Be able to prepare the van for driving	2.1 Follow all organisational policies and procedures, in relation to preparing the van for driving, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> </ul>			
	2.2 Check the vehicle and vehicle systems to ensure the van is legal and roadworthy			
	2.3 Carry out adjustments to the: <ul style="list-style-type: none"> <li>- steering wheel</li> <li>- mirrors</li> <li>- seat</li> </ul> for optimum control, observation and comfort			
	2.4 Check the van has sufficient: <ul style="list-style-type: none"> <li>- fuel</li> <li>- additives</li> <li>- oil</li> <li>- water</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 Check that any ancillary equipment is in working order			
	2.6 Demonstrate that all documentation your organisation requires is with the van			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 22: Protect the Van and the Load**

**Unit reference number:** K/602/2846

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

This unit is about checking a van and its load at appropriate times during a journey. It covers the physical checks that a driver needs to make and the procedures and associated documentation that they may need to complete if damage or other problems are found. It requires drivers to be aware of factors that may affect the security of the van and its load and the actions they can take to reduce risks.

This unit is relevant to drivers of vans or those who are responsible for vans within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to protect the van and the load	1.1 Explain the relevant organisational policies and procedures, in relation to protecting the van and load, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- different locations</li> <li>- changes in condition of the load</li> <li>- theft or damage</li> </ul>			
	1.2 Describe how to identify damage or deterioration in the condition of the load			
	1.3 Explain different methods for protecting the van's load			
	1.4 Describe the risks associated with protecting the van and load at different locations			
	1.5 Explain the security checks that are required to protect the van and the load			
	1.6 Identify problems that can occur when protecting the van and its load			
	1.7 Explain the appropriate action to take, in order to deal with identified problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to protect the van and the load	2.1 Follow all organisational policies and procedures, in relation to protecting the van and load, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- different locations</li> <li>- theft</li> <li>- damage</li> <li>- reporting procedures</li> </ul>			
	2.2 Carry out security checks			
	2.3 Demonstrate how to report any change in the condition of the load according to organisational procedures			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*





## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to load the van correctly	1.1 Explain the relevant organisational policies and procedures, in relation to ensuring the van is loaded correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	1.2 Explain the required information to include: <ul style="list-style-type: none"> <li>- suitability of the van for the load</li> <li>- load restrictions</li> <li>- loading and delivery sequences</li> </ul>			
	1.3 Identify problems that can occur when ensuring that the van is loaded correctly			
	1.4 Explain the appropriate action to take, in order to deal with identified problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to ensure the van is loaded correctly	2.1 Follow all organisational policies and procedures, in relation to ensuring the van is loaded correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	2.2 Communicate effectively with others			
	2.3 Ensure that the van and load are compatible			
	2.4 Ensure that the van has been loaded in the appropriate manner for the type of load and delivery sequence			
	2.5 Ensure that the load is secured and stabilized, for transportation			
	2.6 Ensure that any loose materials, restraints, and ancillary equipment are secured and stabilized for transportation			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## **Unit 24: Ensure the Van is Unloaded Correctly**

**Unit reference number:** H/602/2862

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 15

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### **Unit summary**

This unit is about ensuring the unloading of all or part of a load, as part of driving duties, is undertaken correctly. It covers the responsibility a driver has to ensure a van remains safe and legal during and after unloading. It includes the need for appropriate communication with others involved in unloading and proof of delivery procedures.

This unit is relevant to drivers of vans, those who work in warehousing and storage facilities and those who are responsible for the unloading of vans within logistics organisations.

### **Assessment methodology**

Evidence of achievement of this unit should be drawn from the workplace except where Skills for Logistics makes provision for evidence to be produced through simulation, as specified in the Skills for Logistics overarching assessment strategy.

An assessment record must be created that identifies the assessment criteria that have been met and cross-references these to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment.

The unit specification or suitable centre documentation could be used to form an assessment record.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to ensure that the van is unloaded correctly	1.1 Explain the relevant organisational policies and procedures, in relation to ensuring the van is unloaded correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective clothing</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	1.2 Explain the required information to include: <ul style="list-style-type: none"> <li>- the person responsible for receiving the load</li> <li>- how the van should be prepared for unloading and delivery</li> <li>- when and how to re-distribute the load</li> <li>- the appropriate equipment for moving the load</li> <li>- proof of delivery procedures or systems</li> </ul>			
	1.3 Explain how to prepare the van for unloading			
	1.4 Identify problems that can occur when ensuring that the van is unloaded correctly			
	1.5 Explain the appropriate action to take, in order to deal with identified problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to ensure that the van is unloaded correctly	2.1 Follow all organisational policies and procedures, in relation to ensuring the van is unloaded correctly, that relate to: <ul style="list-style-type: none"> <li>- health, safety and security</li> <li>- personal protective equipment</li> <li>- legal requirements</li> <li>- operating requirements</li> <li>- monitoring requirements</li> </ul>			
	2.2 Communicate effectively with others			
	2.3 Identify the person responsible for receiving the load			
	2.4 Ensure the unloading is properly planned			
	2.5 Ensure that the part of the load to be unloaded is correctly identified			
	2.6 Ensure the correct proof of delivery procedures are completed			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

## Further information

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To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

### How to obtain National Occupational Standards

To obtain the National Occupational Standards please go to [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

# Professional development and training

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Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs

## **Training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

**Regional support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

**Online support:** find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

## 14 Contact us

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We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

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# Annexe A: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be Pearson recognised and approved centre and must have approval for the individual qualifications that it is offering.
- The centre agrees, as part of gaining recognition and centre approval, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and to provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality-assured assessment is made through a partnership between a recognised and approved centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust internal quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each unit and through satisfying the rules of combination the whole qualification. Pearson operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality-assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and approval – if a centre is not currently approved to offer Pearson qualifications – and qualification approval through satisfying the Pearson approved centre criteria
- two visits annually by occupationally competent and suitably qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector. The minimum frequency of Standards Verifier’s visits to centres is usually two per year (a total of two days per year). The exact frequency and duration of Standards Verifier visits will reflect a centre’s performance, taking account of the number:
  - a) of assessment sites
  - b) and throughput of candidates
  - c) and turnover of assessors
  - d) and turnover of internal verifiers
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

## Annexe B: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs, SVQs and competence qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. [qualifications.pearson.com](http://qualifications.pearson.com).



**Skills for Logistics**

**Assessment Guidance for the  
Qualifications and Credit Framework**

**March 2011**

# Assessment Guidance for the Qualifications and Credit Framework

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## 1 Introduction

This document is for those Awarding Organisations that intend to offer QCF qualifications based on Skills for Logistics National Occupational Standards. It is a tool that can be used in conjunction with any unit whose purpose is to confirm occupational competence. Such units are designed and informed by the views of logistics employers to meet the needs of the UK economy. They are designed to prepare candidates for further learning or training, or update their existing knowledge and skills, or their continuing professional development. Skills for Logistics aim to develop and implement combined units of assessment, based on relevant National Occupational Standards (NOS), which are fit for purpose and maintain quality assured approaches to assessment and verification.

This guidance for assessment should be used by Awarding Organisations to ensure that 'competence' units are assessed in accordance with the needs of employers and stakeholders in the sector. The intention of this guidance is to minimise bureaucracy whilst maintaining integrity and quality assurance of assessment and verification of achievement.

This document applies to all qualifications in the Qualifications Credit Framework from the 1st October 2010 and that fall within the Skills for Logistics sector. It replaces any other assessment strategies and guidance currently in use.

Qualifications are not currently used as a 'Licence to Practice' in the Logistics Sector, they are however recognised and supported by employers and stakeholders in the sector.

## 2 Definitions

Certain terms used in this document have particular meanings and that should be taken in context within the assessment guidance:

- to assess: to evaluate in a detailed and analytical way.\*
- to verify: to demonstrate that something is true, accurate or justified\*
- competence: the proven/demonstrated and individual –capacity to use know-how, skills, knowledge in order to meet usual and changing occupational requirements.\*

\*reference Oxford English Dictionary

Skills for Logistics consider the combination of skills and knowledge to be fundamental to the furthering of the skills agenda as outlined in the White Paper; *'Skills for Growth – the national skills strategy'* BIS November 2009.

Competence for a particular job role is likely to include the generic skills required for that occupation, specialised skills for a particular supply chain and employability skills such as team working, creative thinking, communication and customer care. The inclusion of such skills in a qualification creates a more holistic approach to developing the skills required for the needs of the UK economy.

## 3 External Quality Control

External quality control is achieved through rigorous monitoring and standardisation of assessment decisions; Awarding Organisations achieve this by operating within their existing systems for quality monitoring, risk assessment, and management of their approved centres following guidance issued by the Regulatory Authorities.

## 4 Additional Assessment Needs

Units that are used to assess competence within the need to be assessed and quality assured in accordance with the following additional requirements:

- 1 When units are used to assess competence, Awarding Organisations (AO's) are required to make sure their recognised assessment centres assess learners according to the NOS issued by the SSC for learning and development
- 2 Learners should be enabled to complete, wherever possible, real work activities that provide both evidence of underpinning knowledge and evidence of competence to demonstrate they have met the learning outcomes and assessment criteria of the unit and that they are competent in relation to the NOS

- 3 When a Learner is unable to complete real work activities simulation is permitted, circumstances in which simulation may take place are:
  - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise,
  - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation,
  - the safety of the learner and/or resources would be put at risk
- 4 When simulation is used, those who assess the learner should be confident that the simulation replicates the workplace to such an extent that learner's will be able to fully transfer their occupational competence to the workplace and real situations.
- 5 Assessors must be occupationally competent in the occupational area they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed
- 6 Assessors and Internal Verifiers must hold or be working towards the appropriate regulatory body approved qualifications for assessment and internal verification, such as those developed by Lifelong Learning UK.
- 7 Assessors must be fully conversant with the units against which the assessments and verifications are to be undertaken
- 8 Assessors must carry out assessment according to the relevant Learning and Development National Occupational Standards (*approved January 2010*)\*
- 9 All assessment decisions made by those working towards a relevant assessor qualification must be verified by a qualified Teacher/Trainer, Assessor or an Assessor recognised by the Awarding Organisation as appropriate
- 10 Trainee Assessors should have a plan, which is overseen by the relevant assessment centre, to achieve the relevant assessor qualification within an agreed timescale

## 5 Quality Assurance Requirements

This section summarises the quality assurance requirements that apply to units and qualifications used to demonstrate competence. Awarding Organisations should ensure that recognised assessment centres are familiar with these requirements.

- 1 Units that are used to assess competence must be verified:
  - internally by an Internal Verifier who is accountable to the assessment centre
  - externally by an External Verifier who is accountable to the Awarding Organisation
- 2 Internal Verifiers must:
  - hold or be working towards a suitable Internal Verifier qualification such as one based on LLUK standards
  - have sufficient and relevant technical/occupational familiarity with the units that are verified
  - be fully conversant with the standards and assessment criteria in the units to be assessed
  - understand the Awarding Organisation's quality assurance systems and requirements for this qualification
- 3 Trainee Internal Verifiers must have:
  - a plan that is overseen by the recognised assessment centre, to achieve an appropriate Internal Verifier qualification within an agreed timescale
- 4 External Verifiers must:
  - hold or be working towards a suitable External Verifier qualification such as one based on LLUK standards
  - have sufficient and relevant technical/occupational familiarity with the units that are externally verified
  - be fully conversant with the standards and assessment criteria in the units to be assessed
  - understand the Awarding Organisation's quality assurance systems and requirements for this qualification
- 5 Trainee External Verifiers should have:
  - a plan that is overseen by the recognised assessment centre, to achieve an appropriate External Verifier qualification within an agreed timescale

- 6 Skills for Logistics recognise that employers in the sector provide in-house training, development and assessment processes that can meet the standards set for Assessors and Verifiers. Where an employer maps its in-house training, development and assessment processes against the Assessor and Verifier National Occupational Standards and shows that all are met; subject to agreement with the Awarding Organisation and Skills for Logistics, an employer is permitted to carry out Assessment and Verification using staff members who do not hold Assessor and Verifier qualifications. Such individuals must however, meet all other requirements for Assessors and Verifiers.

## **6 External Monitoring/Risk Management**

Awarding Organisations should decide the frequency of external monitoring activities, which should be based on the risks associated with a qualification of this type and an assessment of the centre's performance and past record.

Awarding Organisations should develop suitable auditing processes, where naturally occurring quality assurance already exist in the workplace assessment environments.

## **7 Equality and Diversity**

Awarding Organisations and their assessment centre staff must ensure no learner is discriminated against, either directly or indirectly on the grounds of: race, colour, ethnicity, nationality, ethnicity, sex, marital status, gender reassignment, sexual orientation, disability, social status, belief or non-belief, language with the exception of the Welsh language and the legal requirements of the Welsh Language Act.

## **Annex 1**

### **Specific Criteria for the Assessment and Verification of Driving Goods Vehicles**

#### **Assessors**

- In the case of qualifications titled Driving Goods Vehicles, assessors must hold a Driving Licence i.e., Cat A or Cat B or Cat C1 or Cat C or Cat C+E, with the entitlement needed to drive the vehicle on which the assessment is being undertaken.
- Assessors must satisfy the external verifier that they are occupationally competent in the employment context in which assessment is undertaken.
- When assessment takes place in the context of the movement or handling of dangerous goods the assessor must hold a current ADR certificate.

#### **Internal Verifiers**

- In the case of the qualification Driving Goods Vehicles at Level 2 and Level 3 internal verifiers must have a working knowledge of the DVLA Driving Licence regulations relating to the candidate and the vehicle on which the assessment is being undertaken.
- When assessment takes place in the context of the management, movement or handling of dangerous goods the internal verifier must have a working knowledge of ADR certification and the risks associated with the transport of dangerous goods.

#### **External Verifiers**

- When assessment takes place in the context of the handling of dangerous goods the external verifier must have a working knowledge of ADR certification and the risks associated with the transport of dangerous goods.

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