



Pearson BTEC Level 1 Award in Principles for Carrying and Delivering Goods by Road

Specification

BTEC specialist qualification

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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

This qualification was previously known as:

Edexcel BTEC Level 1 Award in Principles for Carrying and Delivering Goods by Road (QCF)

The QN remains the same.

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All information in this specification is correct at time of publication.

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Summary of Pearson BTEC Level 1 Award in Principles for Carrying and Delivering Goods 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.

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Purpose of this specification

This specification sets out:

- the qualification's objectives
- any other qualification learners must have completed before taking this qualification
- any prior knowledge, skills or understanding the learner needs before taking the qualification
- the units a learner must have completed before the qualification will be awarded
- any other requirements a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify 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.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Principles for Carrying and Delivering Goods by Road
Qualification Number (QN)	600/4676/4
Date registrations can be made	01/04/2012
Age range that the qualification is approved for	16-18 19+
Credit value	5
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	50
Guided learning hours	30
Grading information	The qualification and units are at pass grade.
Entry requirements	Learners do not need any prior knowledge, understanding or skills before they can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i>)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Objective of the qualification

The Pearson BTEC Level 1 Award in Principles for Carrying and Delivering Goods by Road introduces learners who want to work in transporting and moving goods within the logistics sector to the required knowledge.

It gives learners the opportunity to:

- develop knowledge related to the planning and use of goods vehicles in the logistics sector
- learn about health, safety and security, regulatory requirements, communication, route planning, pre/post journey vehicle checks and monitoring the vehicle and load during transportation
- be introduced to topics covered in the Initial Driver CPC, for example, vehicle security, vehicle checks and physical and mental well being
- achieve a nationally-recognised Level 1 qualification
- develop their own personal growth and engagement with learning.

Progression opportunities through Pearson qualifications

Learners who achieve the Pearson BTEC Level 1 Award in Principles for Carrying and Delivering Goods by Road can progress to other qualifications and apprenticeship frameworks within the logistics sector, for example the Pearson BTEC Level 2 Certificate in Driving Goods Vehicles. See *Annexe A* for further information.

Industry support and recognition

This qualification is supported by Skills for Logistics, the Sector Skills Council (SSC) for the UK's freight logistics industries.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure the continuing professional development of staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structure

Pearson BTEC Level 1 Award in Principles for Carrying and Delivering Goods by Road

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Number of credits that must be achieved	5
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Unit	URN	Mandatory units	Level	Credit	GLH
1	R/503/7928	Regulations, Safety and Security Requirements When Carrying and Delivering Goods by Road	1	2	11
2	Y/503/7929	Principles of Customer Service When Carrying and Delivering Goods by Road	1	1	9
3	L/503/7930	Principles of Transporting Goods by Road	1	2	10

5 Assessment

The units within this qualification are **internally assessed**. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres can decide what form assessment evidence will take (e.g. performance observation, presentations, projects, tests, extended writing, assignments, case studies, simulation, or projects) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

When writing assignment briefs for learners' centres need to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid over assessment

Further guidance about internal assessment may be found on the quality assurance pages of the website, qualifications.pearson.com.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, qualifications.pearson.com

8 Programme delivery

Edexcel Pearson does not normally define the mode of delivery for Pearson BTEC Entry level to level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as fulltime, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must ensure that where legislation is part of the Unit amplification, the current legislation is taught.

9 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

11 Units

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

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.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources that are needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit amplification examples

This section gives further guidance on what a learner needs to know to achieve a learning outcome. Information in brackets gives exemplification for specific areas of knowledge.

Information for tutors

This section gives tutors information on:

- *Indicative resource materials* – lists resource materials that can be used to support delivery of the unit, for example textbooks, journals, information sheets and websites.

Unit 1: Regulations, Safety and Security Requirements When Carrying and Delivering Goods by Road

Unit reference number: R/503/7928

Level: 1

Credit value: 2

Guided learning hours: 11

Unit aim

The aim of this unit is to develop learner knowledge of the regulatory, safety and security requirements relating to vehicles and goods carried by road. This will include:

- driver regulation requirements
- the importance of physical and mental wellbeing when driving
- how goods are carried and delivered safely and securely.

Essential resources

There are no essential resources required for this unit.

Learning outcomes, assessment criteria and amplification examples

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Amplification examples
1	Know key regulations and documentation required for drivers to be able to carry and deliver goods by road	1.1	identify the driving licence category required for driving different goods vehicles by road	<ul style="list-style-type: none"> □ Goods vehicles to include cars/vans, rigid, articulated, draw bar □ Driving licence categories, to include B, B+E, B Auto, C1, C1+E, C, C+E, which license applies to which vehicle □ Individual eligibility for specific goods vehicles (age restrictions, medical)
		1.2	describe the purpose of different types of documentation required for driving goods vehicles by road	<ul style="list-style-type: none"> □ Driver Certificate of Professional Competence – initial and periodic □ Digital tachograph card □ Medical report □ Road Tax □ M.O.T □ Insurance documentation □ Vehicle number plate □ Trailer number plate □ Highway Code □ Transport Operator’s licence □ Organisational documents (vehicle defect report, accident report, load manifests)

Learning outcomes		Assessment criteria		Amplification examples
		1.3	outline Drivers Hours Regulations which apply to goods vehicle drivers	<ul style="list-style-type: none"> □ Drivers Hours Regulations (domestic and EU) □ EU Working Time Directive
		1.4	outline driver responsibilities in relation to alcohol and drugs when driving	<ul style="list-style-type: none"> □ Driver responsibilities in relation to alcohol and drugs when driving □ Drink drive limits, including units of alcohol, length of time alcohol can remain in body □ Effects that different types of prescription drug can have on driving ability □ Consequences of driving under the influence of alcohol or prescription/non-prescription drugs □ Driver restrictions resulting from taking of prescription drugs
2	Know the impact of physical and mental wellbeing when carrying and delivering goods	2.1	describe the effects that a driver's physical wellbeing can have on carrying and delivering goods by road	<ul style="list-style-type: none"> □ Physical wellbeing (sleep, rest breaks, balanced diet, exercise, water, safety clothing, eyesight, hearing ability, drug and alcohol use, appropriate lifting and handling methods) □ Factors that can affect physical wellbeing (fatigue, poor diet, long hours, irregular breaks, dehydration, illness) □ Effects of factors (reduced alertness, safety and security of self and other road users)
		2.2	describe the effects that a driver's mental wellbeing can have on carrying and delivering goods by road	<ul style="list-style-type: none"> □ Mental wellbeing (concentration, alertness, making judgements quickly, fast reactions, drugs and alcohol) □ Factors that can affect mental wellbeing (fatigue, poor diet, long hours, irregular breaks, dehydration, high energy drinks, illness) □ Effects of factors (reduced alertness, safety and security of self and other road users)

Learning outcomes		Assessment criteria		Amplification examples
3	Know how to carry and deliver goods safely by road	3.1	describe safety risks when carrying and delivering goods by road	<ul style="list-style-type: none"> □ Overtaking other vehicles □ Weather conditions (rain, snow, ice, high winds, fog, flooding) □ Accidents when loading/unloading/handling/driving □ Other road users including motor vehicles, motorbikes, cyclists, pedestrians □ Loss of control of vehicle/mechanical failure □ Incorrect positioning of load and axle weight
		3.2	outline safety requirements for handling, loading and unloading goods	<ul style="list-style-type: none"> □ Safe loading and unloading procedures □ Positioning of goods vehicle when stationary including parking brakes □ Suitable unloading/loading area, to include adequate parking space, route in and out, safe for drivers to wait □ Safe lifting and handling of goods (Health and Safety Executive (HSE) requirements, know limits of self, use of aids) □ Personal protective equipment (PPE) □ Axle weight □ Working at Height Regulations □ Organisational requirements

Learning outcomes		Assessment criteria		Amplification examples
		3.3	outline safety requirements for vehicles with loads in transit	<ul style="list-style-type: none"> <input type="checkbox"/> Goods vehicle characteristics (curtain sided, flat bed, boxed, refrigerated) <input type="checkbox"/> Route planning and restrictions <input type="checkbox"/> Other road users <input type="checkbox"/> Load restrictions <input type="checkbox"/> Statutory signs for specific types of load <input type="checkbox"/> Notices for specific loads <input type="checkbox"/> Organisational requirements
4	Know how to maintain security when carrying and delivering goods by road	4.1	describe security risks when carrying and delivering goods by road	<ul style="list-style-type: none"> <input type="checkbox"/> Theft of vehicle, load or personal possessions <input type="checkbox"/> Vandalism including arson <input type="checkbox"/> Personal safety and security <input type="checkbox"/> Location (pick-up points, delivery points, rest stops, overnight stops) <input type="checkbox"/> Risk in transit or when stationary <input type="checkbox"/> Unauthorised passengers including illegal persons <input type="checkbox"/> Dangerous or hazardous loads
		4.2	outline security requirements when carrying and delivering goods by road	<ul style="list-style-type: none"> <input type="checkbox"/> Lock vehicle when stationary/parked <input type="checkbox"/> Hide valuables <input type="checkbox"/> Tracking of vehicle and/or load <input type="checkbox"/> Park in secure location (designated, well lit) <input type="checkbox"/> Reporting security incidents <input type="checkbox"/> Organisational procedures

Information for tutors

Indicative resource materials

Driving Standards Agency – *The Official Highway Code* (The Stationery Office-TSO, 2007) ISBN 9780115528149

Driving Standards Agency – *The Official DSA Guide to Driving Goods Vehicles, 9th Edition* (DSA, 2010) ISBN 978 0 11 5530814

HSE - *Driving at Work, Managing Work Related Safety*
(www.hse.gov.uk/pubns/indg382.pdf)

HSE - *Workplace Transport Safety* (www.hse.gov.uk/pubns/indg199.pdf)

HSE - *Workplace Transport Safety* (www.hse.gov.uk/pubns/indg199.pdf)

Lancaster R and Ward R – *Management of Work Related Road Safety RR018*
(HSE Books, 2002) ISBN 0 717625494

VOSA - *Rules on Drivers' Hours and Tachographs*

(www.dft.gov.uk/vosa/publications/manualsandguides/drivershoursandtachographguides.htm)

Websites

www.dft.gov.uk	Department for Transport
www.dsa.gov.uk	Driving Standards Agency
www.fta.co.uk	Freight Transport Association
www.hse.gov.uk	Health and Safety Executive
www.orsa.org.uk	The Occupational Road Safety Alliance
www.rha.net	Road Haulage Association
www.vosa.gov.uk	Vehicle and Operator Services Agency

Unit 2: Principles of Customer Service When Carrying and Delivering Goods by Road

Unit reference number: Y/503/7929

Level: 1

Credit value: 1

Guided learning hours: 9

Unit aim

The aim of this unit is to develop learner knowledge of how to communicate effectively with customers when carrying and delivering goods by road, including benefits of having a positive attitude towards customers and dealing with customer complaints. The unit also introduces the factors that can impact on customer service provision.

Essential resources

There are no essential resources required for this unit.

Learning outcomes, assessment criteria and amplification examples

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Amplification examples
1	Know how to communicate effectively with customers when carrying and delivering goods by road	1.1	outline different ways of communicating with customers in different situations	<ul style="list-style-type: none"> <input type="checkbox"/> Types of communication (verbal, including face-to-face, telephone, radio), non-verbal, including notices, signs, emails, text messages, paperwork, eye contact, body language) <input type="checkbox"/> Situations (picking up goods, delivering goods, customer complaints, customer not in)
		1.2	state reasons for adapting communication for different audiences	<ul style="list-style-type: none"> <input type="checkbox"/> Types of audience (those who have a sensory impairment, for whom English is an additional language, customers with learning difficulties, accessibility of language) <input type="checkbox"/> Types of adaptation (tone of voice, speed of communication) <input type="checkbox"/> Confirm understanding
2	Know the benefits of positive attitude towards customers	2.1	identify types of positive attitude when working with customers	<ul style="list-style-type: none"> <input type="checkbox"/> Listening to others <input type="checkbox"/> Non-verbal (smiling, making eye contact, open body language, facial expression) <input type="checkbox"/> Verbal (spoken language, speaking clearly, tone of voice, volume)
		2.2	describe the benefits of having a positive attitude towards the customer	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm understanding <input type="checkbox"/> Customer satisfaction <input type="checkbox"/> Customer recommendations <input type="checkbox"/> Raise profile of organisation <input type="checkbox"/> Enhance working relationships <input type="checkbox"/> Improve business relationships <input type="checkbox"/> For self (job satisfaction, raise profile within organisation)

Learning outcomes		Assessment criteria		Amplification examples
3	Know how to deal with customer complaints when carrying and delivering goods by road	3.1	give examples of how to deal with different types of complaint successfully	<ul style="list-style-type: none"> □ Types of complaint (incorrect ordering, wrong delivery times and locations, incorrect goods, damaged goods, returns) □ Organisational procedures and policies for dealing with complaints □ Communication (listen, use appropriate body language and tone of voice) □ Timeliness of response and action □ Seek assistance if required □ Know when to escalate to manager/supervisor □ Record as appropriate
4	Know how different factors can affect customer service provision when carrying and delivering goods by road	4.1	identify factors that can affect customer service provision	<ul style="list-style-type: none"> □ Stock availability □ Transport availability □ Staff availability □ Customer availability □ Weather conditions □ Incidents and accidents
		4.2	state how different factors can affect customer service provision	<ul style="list-style-type: none"> □ Customer complaints □ Loss of business

Information for tutors

Indicative resource materials

Bacal R – *Perfect Phrases for Customer Service* (McGraw-Hill Professional, 2010)
ISBN 978 0071745068

Ford L, McNair D and Perry B – *Exceptional Customer Service: Going Beyond Your Good Service to Exceed the Customer's Expectation* (Adams Media Corporation, 2001) ISBN 9781580624589

McManus S – *Customer Service Pocketbook* (Management Pocketbooks, 2002)
ISBN 9781903776001

Websites

www.businessballs.com

BusinessBalls

www.instituteofcustomerservice.com

Institute of Customer Service

Unit 3: Principles of Transporting Goods by Road

Unit reference number: L/503/7930

Level: 1

Credit value: 2

Guided learning hours: 10

Unit aim

The aim of this unit is to develop learner knowledge of what is involved in transporting goods by road. This will include:

- planning the route
- the pre-journey checks and relevant documents required for goods vehicles with different loads
- monitoring the vehicle and load to make sure it is kept safe during transportation
- the post-journey checks and relevant documents required for goods vehicles with different loads

Essential resources

There are no essential resources required for this unit.

Learning outcomes, assessment criteria and amplification examples

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Amplification examples
1	Know how to plan routes for carrying and delivering goods by road	1.1	identify information sources that can be used to plan routes	<ul style="list-style-type: none"> <input type="checkbox"/> Electronic devices (Satellite Navigation, mobile phone, Palm top computer/PDA) <input type="checkbox"/> PC- based route planners <input type="checkbox"/> Internet route planners <input type="checkbox"/> Paper- based route planners (road maps, Ordnance Survey maps, customer directions)
		1.2	outline factors that can affect the selection of a route	<ul style="list-style-type: none"> <input type="checkbox"/> Customer requirements (order of deliveries, distance) <input type="checkbox"/> Weather conditions (rain, snow, ice, high winds, fog) <input type="checkbox"/> Road (urban, A road, motorway, new road layouts, restricted spaces) <input type="checkbox"/> Road restrictions (speed, low bridges, width barriers, roadworks, weight restrictions, gradients, tolls) <input type="checkbox"/> Characteristics of the vehicle and load (weight, height, width restrictions, temperature, hazardous goods)
		1.3	give examples of how to plan routes of different lengths	<ul style="list-style-type: none"> <input type="checkbox"/> Calculate driving distances <input type="checkbox"/> Considerations (distance, speed, time, potential restrictions, breaks and rest periods) <input type="checkbox"/> EU Working Time Directive and Drivers Hours Regulations
		1.4	identify environmental benefits of driving efficiently	<ul style="list-style-type: none"> <input type="checkbox"/> Cost savings <input type="checkbox"/> Repair and maintenance <input type="checkbox"/> Carbon footprint

Learning outcomes		Assessment criteria		Amplification examples
2	Know the importance of pre-journey checks required by a goods vehicle driver	2.1	identify pre-journey checks for a specified goods vehicle and load	<ul style="list-style-type: none"> □ Types of goods vehicle (cars/vans, rigid, articulated, drawbar) □ Types of load (cylindrical, rectangular, loose bulk, palletised, containers, engineering plant, liquids, goods) □ Pre-journey vehicle checks (fuel, oil level, oil and water leaks, brake lines, spray suspension, battery security and condition, electrical connections, tyres and wheel nuts, mirrors, wipers, windscreen, washers, horn, lights, indicators, reflectors, markers, number plates, body/load security, steering, brakes, air deflectors, cab gap, coupling connections and security, instrument displays , tachograph, interior cleanliness, valid tax, valid Transport Operators licence, vehicle defect sheets) □ Pre-journey load checks (restraints including webbing straps, chains, steel wire ropes, nets, rope, ISO twistlocks, sheets, load spread evenly, heavy loads at bottom, lower packages to be able to support the others, projection of load, axle weight, statutory signs) □ Reporting procedures
		2.2	identify required pre-journey records	<ul style="list-style-type: none"> □ Load manifest □ Destination address □ Route card □ Electronic recording systems
		2.3	state the importance of pre-journey vehicle checks	<ul style="list-style-type: none"> □ Driver responsible for vehicle and load whilst on a Public Road □ Police/VOSA and other authorised agency checks □ Prevent safety and security incidents □ Prevent damage or contamination of vehicle or load □ Organisational procedures

Learning outcomes		Assessment criteria		Amplification examples
3	Know the importance of monitoring the load and the vehicle during transit	3.1	describe what needs to be monitored during transit	<ul style="list-style-type: none"> □ Vehicle instruments, including, gauges, displays, warning lights, tachograph □ Changing driving conditions □ Delivery schedule □ Security of load (restraints, coupling connections and security, movement, damage, change of weight, loss of material)
		3.2	state the importance of monitoring the load and vehicle during transit	<ul style="list-style-type: none"> □ Health and safety □ Security of driver, vehicle and load □ Avoid potential damage to vehicle or load □ Avoid vehicle repair costs
4	Know post-journey checks required by a goods vehicle driver	4.1	identify post-journey checks for a specified goods vehicle and load	<ul style="list-style-type: none"> □ Types of goods vehicle (cars/vans, rigid, articulated, drawbar) □ Types of load (cylindrical, rectangular, loose bulk, palletised, containers, engineering plant, liquids, goods) □ Load checks (undelivered, damaged or defective goods) □ Vehicle checks (maintenance checks, refuelling, potential damage to vehicle, defects, parked in safe and secure position, shut down vehicle, valuable items removed or stowed away, activate security devices) □ Load checks (damage to load, security of load) □ Tachograph □ Reporting procedures

Learning outcomes		Assessment criteria		Amplification examples
		4.2	identify required post-journey records	<ul style="list-style-type: none"> <input type="checkbox"/> Timesheets <input type="checkbox"/> Tachograph <input type="checkbox"/> Incident reports <input type="checkbox"/> Customer log/returns <input type="checkbox"/> Load manifests <input type="checkbox"/> Completed vehicle checklist <input type="checkbox"/> Organisational paperwork
		4.3	state the importance of post-journey vehicle checks	<ul style="list-style-type: none"> <input type="checkbox"/> Vehicle ready for next driver <input type="checkbox"/> Driver responsible for vehicle and load while in transit <input type="checkbox"/> Identify/report any faults

Information for tutors

Indicative resource materials

Department for Transport – *Code of Practice, Safety of Loads on Vehicles, 3rd Edition* (DfT, 2002) ISBN 011 552547 5

Driving Standards Agency – *The Official DSA Guide to Driving Goods Vehicles, 9th Edition* (DSA, 2010) ISBN 978 0 11 5530814

Driving Standards Agency – *The Official Highway Code* (The Stationery Office-TSO, 2007) ISBN 9780115528149

Lancaster R and Ward R – *Management of Work Related Road Safety RR018* (HSE Books, 2002) ISBN 0 717625494

HSE - *Driving at Work, Managing Work Related Safety* INDG382

VOSA - *Guide to maintaining roadworthiness – Commercial goods and passenger carrying vehicles* (revised 2008)

Websites

www.dft.gov.uk	Department for Transport
www.dsa.gov.uk	Driving Standards Agency
www.fta.co.uk	Freight Transport Association
www.hse.gov.uk	Health and Safety Executive
www.orsa.org.uk	The Occupational Road Safety Alliance
www.rha.net	Road Haulage Association
www.vosa.gov.uk	Vehicle and Operator Services Agency

12 Further information and useful publications

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
- books, software and online resources for UK schools and colleges: 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)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

13 Professional development and training

Pearson supports UK and international customers with training related to BTEC 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.

BTEC 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 other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Progression opportunities

These are examples of progression opportunities to other Pearson qualifications within the Logistics sector.

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
8				
7				
6				
5				
4				
3				Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles Pearson Edexcel Level 3 Diploma in Commercial Moving

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/Higher Nationals	BTEC Specialist/Professional qualifications	NVQ/competence-based qualifications
2			Pearson Edexcel Level 2 Certificate in Warehousing and Storage Principles	Pearson Edexcel Level 2 Certificate in Traffic Office Pearson Edexcel Level 2 Certificate in Logistics Operations Pearson Edexcel Level 2 Certificate in Driving Goods
				Pearson Edexcel Level 2 Certificate in Warehousing and Storage Pearson Edexcel Level 2 Certificate in Traffic Office Pearson Edexcel Level 2 Certificate in Commercial Moving
1			Pearson BTEC Level 1 Award in Principles for Carrying and Delivering Goods by Road Pearson Edexcel Level 1 Award and Certificate in Safe Road Skills and Attitudes	Pearson Edexcel Level 1 Award in Commercial Moving
Entry				

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