

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

Specification

BTEC Specialist qualification

First teaching August 2015

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:

Pearson BTEC Level 1 award in principles for carrying and delivering goods by road (QCF)

The QN remains the same.

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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	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
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
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

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that 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 the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are 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, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 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)	601/6695/2
Accreditation start date	01/08/2015
Approved age ranges	16–18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	34
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).
Funding	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.

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a unit reference number (URN).

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.

Qualification objective

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 wellbeing
- achieve a nationally-recognised Level 1 qualification
- develop their personal growth and engagement with learning.

Relationship with previous qualifications

This qualification replaces the Pearson BTEC Level 1 Award in Principles for Carrying and Delivering Goods by Road (QCF) (600/4676/4).

Progression opportunities through Pearson qualifications

Learners who have achieved 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.

The qualification will also help to ensure that learners have developed the required knowledge to support their progression to the Driver Certificate of Professional Competence (CPC).

Industry support and recognition

This qualification is supported by professional bodies, employers and training providers from the Logistics sector.

3 Qualification structure

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

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

Number of credits that must be achieved	6
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	R/503/7928	Regulations, Safety and Security Requirements When Carrying and Delivering Goods by Road	1	2	11
2	M/507/3223	Principles of Professional Image and Customer Service When Carrying and Delivering Goods by Road	1	2	13
3	L/503/7930	Principles of Transporting Goods by Road	1	2	10

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally-assessed unit, learners must:

- achieve **all** the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Centres need to produce assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted. All assignment briefs created by centres should be fit for purpose and should be based on the unit assessment criteria.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Assessment tasks and activities must enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria within the context of the *Unit amplification*. When devising the assessments, centres need to look closely at the verb used for each assessment criterion to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, written tasks or reports, reflective journals) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence to satisfy the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website, qualifications.pearson.com

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners please see *Pearson's Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

External assessment

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of the document *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* (available on the JCQ website, www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our Enquiries and Appeals policy, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website, qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only. A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website, qualifications.pearson.com

5 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.

6 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.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given automatic approval for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 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.

9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

10 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 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 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. It also requires our qualifications to be 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.

12 Units

Units have the following sections.

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 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 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

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section contains the following subsection.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals 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 special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
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"> <input type="checkbox"/> Goods vehicles to include cars/vans, rigid, articulated, draw bar <input type="checkbox"/> Driving licence categories, to include B, B+E, B Auto, C1, C1+E, C, C+E, which licence applies to which vehicle <input type="checkbox"/> 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"> <input type="checkbox"/> Driver Certificate of Professional Competence – initial and periodic <input type="checkbox"/> Digital tachograph card <input type="checkbox"/> Medical report <input type="checkbox"/> Road Tax <input type="checkbox"/> M.O.T <input type="checkbox"/> Insurance documentation <input type="checkbox"/> Vehicle number plate <input type="checkbox"/> Trailer number plate <input type="checkbox"/> Highway Code <input type="checkbox"/> Transport Operator’s licence <input type="checkbox"/> Organisational documents (vehicle defect report, accident report, load manifests)

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Outline Drivers' Hours Regulations which apply to goods vehicle drivers	<input type="checkbox"/> Drivers' Hours Regulations (domestic and EU) <input type="checkbox"/> EU Working Time Directive
		1.4	Outline driver responsibilities in relation to alcohol and drugs when driving	<input type="checkbox"/> Driver responsibilities in relation to alcohol and drugs when driving <input type="checkbox"/> Drink drive limits, including units of alcohol, length of time alcohol can remain in body <input type="checkbox"/> Effects that different types of prescription drug can have on driving ability <input type="checkbox"/> Consequences of driving under the influence of alcohol or prescription/non-prescription drugs <input type="checkbox"/> Driver restrictions resulting from taking of prescription drugs

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

Learning outcomes		Assessment criteria		Unit amplification
		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

Learning outcomes		Assessment criteria		Unit amplification
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	<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	<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

Suggested resources

Books

Driving Standards Agency – *The Official DSA Guide to Driving Goods Vehicles, 9th Edition* (DSA, 2010) ISBN 9780115530814

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

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)

Lancaster R and Ward R – *Management of Work Related Road Safety RR018* (HSE Books, 2002) ISBN 0717625494

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

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard in the learning outcomes and assessment criteria.

To ensure that the assessment tasks enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria centres could apply the *Unit assessment guidance* provided below.

Unit assessment guidance

The guidance supports the assessors in making decisions about how to best assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Learning outcome 1: AC1.1 could be assessed by providing images of the different vehicles and tasking learners to identify which licence is required for each one. AC 1.2 could be assessed by learners filling in a table that requires them to describe the licences, documentation and drivers regulations listed. AC1.3 and 1.4 could be assessed by using a scenario-based activity that requires learners to outline a response to a situation that meets the assessment criteria.

Learning outcome 2: AC2.1 and 2.2 could be assessed by the learners being asked to describe both physical and mental wellbeing and the factors that affect them by completing a table based task. Learners would also be required to describe the effects these have on others.

Learning outcome 3: AC3.1 could be assessed by using a scenario-based activity that requires learners to describe the different risks a driver may face. AC3.2 and 3.3 could be assessed by learners labelling diagrams of vehicles, equipment, road signs and copies of organisational paperwork. This would enable them to outline the requirements for both assessment criteria listed in the unit amplification.

Learning outcome 4: AC4.1 and 4.2 could be delivered through a scenario-based activity. Learners could be given a scenario and tasked to identify the security risks it raises. Following this they would be tasked to outline how they would deal with all or some of the security risks.

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

Unit reference number: M/507/3223

Level: 1

Credit value: 2

Guided learning hours: 13

Unit aim

Drivers carrying and delivering goods are customer facing and in this unit you will learn about the importance of ensuring good customer service in these roles. Drivers need to present a professional image of themselves and the businesses they work for. They must demonstrate a positive attitude towards their customers and be able to communicate effectively with them to ensure business operations run smoothly. Drivers need to be aware of factors that affect customer service provision. From time to time the problems arise and when complaints arise these have to be handled sensitively and in ways that contribute to their resolution. By providing good customer service drivers contribute to the success of businesses.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to project a professional image when carrying and delivering goods by road	1.1	Describe the importance of projecting a professional image	<ul style="list-style-type: none"> □ Importance (establish corporate identity, promotes pride in own work, can build customer confidence, creates impression of professionalism, can attract and keep customers and build better working relationships) □ Professional image, personal appearance and grooming (dress code – ensuring clothes are not torn, dirty, or frayed, ensuring clothes do not have words, terms, or pictures that might offend others, ensuring clothes are appropriate in a work context, wearing company uniforms when working; behaviour codes – behaving in a safe and reasonable manner, being on time for work, rules in relation to alcohol, unlawful drugs, prescribed and over the counter medication, treating others with respect)
		1.2	Outline why organisations have dress and behaviour codes	<ul style="list-style-type: none"> □ Reasons for dress and behaviour codes (ensuring employees present a professional corporate and professional image building customer confidence, satisfaction and loyalty)
		1.3	Outline a driver's role in enhancing the organisation's image and reputation	<ul style="list-style-type: none"> □ Driver role (act as organisation's `face', adhering to organisation's dress and behaviour codes, communicating appropriately with colleagues, customers, suppliers and other road users, presenting image of being trustworthy and knowledgeable, answer questions and deal with problems as appropriate)

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to communicate effectively with customers when carrying and delivering goods by road	2.1	Outline different ways of communicating with customers in different situations	<ul style="list-style-type: none"> □ Types of communication (verbal, including face-to-face, telephone, radio), non-verbal, including notices, signs, emails, text messages, paperwork, eye contact, body language) □ Situations (picking up goods, delivering goods, customer complaints, customer not in)
		2.2	State reasons for adapting communication for different audiences	<ul style="list-style-type: none"> □ Types of audience (those who have a sensory impairment, for whom English is an additional language, customers with learning difficulties, accessibility of language) □ Types of adaptation (tone of voice, speed of communication) □ Confirm understanding
3	Know the benefits of positive attitude towards customers	3.1	Identify types of positive attitude when working with customers	<ul style="list-style-type: none"> □ Listening to others □ Non-verbal (smiling, making eye contact, open body language, facial expression) □ Verbal (spoken language, speaking clearly, tone of voice, volume)
		3.2	Describe the benefits of having a positive attitude towards the customer	<ul style="list-style-type: none"> □ Confirm understanding □ Customer satisfaction □ Customer recommendations □ Raise profile of organisation □ Enhance working relationships □ Improve business relationships □ For self (job satisfaction, raise profile within organisation)

Learning outcomes		Assessment criteria		Unit amplification
4	Know how to deal with customer complaints when carrying and delivering goods by road	4.1	Give examples of how to deal with different types of complaint successfully	<ul style="list-style-type: none"> <input type="checkbox"/> Types of complaint (incorrect ordering, wrong delivery times and locations, incorrect goods, damaged goods, returns) <input type="checkbox"/> Organisational procedures and policies for dealing with complaints <input type="checkbox"/> Communication (listen, use appropriate body language and tone of voice) <input type="checkbox"/> Timeliness of response and action <input type="checkbox"/> Seek assistance if required <input type="checkbox"/> Know when to escalate to manager/supervisor <input type="checkbox"/> Record as appropriate
5	Know how different factors can affect customer service provision when carrying and delivering goods by road	5.1	Identify factors that can affect customer service provision	<ul style="list-style-type: none"> <input type="checkbox"/> Stock availability <input type="checkbox"/> Transport availability <input type="checkbox"/> Staff availability <input type="checkbox"/> Customer availability <input type="checkbox"/> Weather conditions <input type="checkbox"/> Incidents and accidents
		5.2	State how different factors can affect customer service provision	<ul style="list-style-type: none"> <input type="checkbox"/> Customer complaints <input type="checkbox"/> Loss of business

Information for tutors

Suggested resources

Books

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

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard in the learning outcomes and assessment criteria.

To ensure that the assessment tasks enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria centres could apply the *Unit assessment guidance* provided below.

Unit assessment guidance

The guidance supports the assessors in making decisions about how to best assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Learning outcome 1: AC 1.1 could be assessed by using photographs or images of staff in different states of dress and/or behaving appropriately and tasking learners to state what image they portray and then concluding with the learners describing why it is important. This could also cover AC 1.2 with the importance of dress codes being linked to having a professional image. AC 1.3 could be assessed by using a table exercise in which the learner could list and then outline the driver's role in the image and reputation of the organisation. Learning outcome 2: AC 2.1 could be assessed by listing the types of communication they would use and then tasking the learners to outline under what circumstances they would be used in the workplace. AC 2.2 could be assessed by providing short scenarios and asking learners to state why they would adapt their communication methods for the different audiences listed.

Learning outcome 3: AC 3.1 could be assessed alongside AC 2.1, combining the positive attitude required when dealing with customers and the types of communication skills needed to do this. AC 3.2 could be assessed with AC5.2 ensuring that learners link that the factors that affect customer service provision can be remedied through having a positive attitude.

Learning outcome 4: AC 4.1 could be assessed by providing learners with two or three different examples of complaints and then task them to explain how they would deal with each example.

Learning outcome 5: AC 5.1 and 5.2 could be assessed by creating a table that requires learners to list some factors that affect customer service and then state what might happen as a result of them. Additionally the learner could add a further column and describe how having a positive attitude can assist in dealing with these customer service issues.

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 special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
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		Unit amplification
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 Operator's 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		Unit amplification
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"> <input type="checkbox"/> Vehicle instruments, including, gauges, displays, warning lights, tachograph <input type="checkbox"/> Changing driving conditions <input type="checkbox"/> Delivery schedule <input type="checkbox"/> 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"> <input type="checkbox"/> Health and safety <input type="checkbox"/> Security of driver, vehicle and load <input type="checkbox"/> Avoid potential damage to vehicle or load <input type="checkbox"/> 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"> <input type="checkbox"/> Types of goods vehicle (cars/vans, rigid, articulated, drawbar) <input type="checkbox"/> Types of load (cylindrical, rectangular, loose bulk, palletised, containers, engineering plant, liquids, goods) <input type="checkbox"/> Load checks (undelivered, damaged or defective goods) <input type="checkbox"/> 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) <input type="checkbox"/> Load checks (damage to load, security of load) <input type="checkbox"/> Tachograph <input type="checkbox"/> Reporting procedures

Learning outcomes		Assessment criteria		Unit amplification
		4.2	Identify required post-journey records	<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	<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

Suggested resources

Books

Department for Transport – *Code of Practice, Safety of Loads on Vehicles, 3rd Edition* (DfT, 2002) ISBN 0115525475

Driving Standards Agency – *The Official DSA Guide to Driving Goods Vehicles, 9th Edition* (DSA, 2010) ISBN 9780115530814

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

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

Lancaster R and Ward R – *Management of Work Related Road Safety RR018* (HSE Books, 2002) ISBN 0717625494

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.cosa.gov.uk	Vehicle and Operator Services Agency

Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard in the learning outcomes and assessment criteria.

To ensure that the assessment tasks enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria centres could apply the *Unit assessment guidance* provided below.

Unit assessment guidance

The guidance supports the assessors in making decisions about how to best assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Learning outcome1: AC 1.1 and 1.3 could be assessed holistically by creating a task for learners that requires them to carry out all aspects of planning a route. AC 1.2 could be assessed as a follow on task by adding different factors to the initial planning brief. AC1.4 could be a separate question that just asks learners what the benefits of are.

Learning outcome 2: AC 2.1 could be assessed by providing learners with images of a vehicle and different loads and tasking them to identify what pre-journey checks they would carry out. For AC 2.2, learners could then be assessed by listing the records that follow the pre-journey checks. AC 2.3 could be assessed holistically with AC 2.1 by tasking the learner to state the importance of each of the different elements of the pre-journey checks. Learning outcome 3: AC 3.1 and 3.2 could be assessed holistically. Learners could be given a scenario during which goods are being carried and a number of different loads being delivered on a multi-drop. The learner could be tasked with describing what they would have to monitor and why it is important.

Learning outcome 4: AC 4.1 could be assessed by providing learners with images of a vehicle and different loads and tasking them to identify what pre-journey checks they would carry out. For AC 4.2, learners could then be assessed by listing the records that follow the pre-journey checks. AC 4.3 could be assessed holistically with AC 2.1 by tasking the learner to state the importance of each of the different elements of the pre-journey checks. This learning outcome could be assessed as part of a holistic assessment task with learning outcome 1.

13 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))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com

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.

14 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.

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- planning for the delivery of a new programme
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- developing effective assignments
- building your team and teamwork skills
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- **Ask the Expert:** submit your question online to our Ask the Expert online service <http://qualifications.pearson.com/en/support/support-for-you/teachers/contact-us.html> and we will make sure your query is handled by a subject specialist.

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