

Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles

Specification

Competence-based qualification

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Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. 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 Edexcel Level 3 Diploma in Driving Goods Vehicles (QCF)

The QN remains the same.

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All information in this specification is correct at time of going to publication

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Summary of Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification (excluding documents from other organisations eg Sector Skills assessment guidance in an Annexe)	Throughout
Definition of TQT added	5
Definition of sizes of qualifications aligned to TQT	5
TQT value added	5
QCF references removed from unit titles and unit levels in all units	21 - 215
Guidance on Assessment of knowledge	17

Earlier issue shows 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.

Contents

Qualification titles covered by this specification	1
Key features of the Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles	3
What is the purpose of this qualification?	3
Who is this qualification for?	3
What are the benefits of this qualification to the learner and employer?	4
What are the potential job roles for those working towards this qualification?	4
What progression opportunities are available to learners who achieve this qualification?	4
What is the qualification structure for the Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles?	5
How is this qualification graded and assessed?	15
Skills for Logistics Assessment Guidance for qualifications on the	15
Types of evidence	16
Assessment of knowledge	17
Centre recognition and approval	18
Centre recognition	18
Approvals agreement	18
Quality assurance	18
What resources are required?	18
Unit format	19
Units	21
Unit 1: Contribute to the Provision of Customer Service in Logistics Operations	23
Unit 2: Provide Leadership for your Team in Logistics Operations	29
Unit 3: Take Responsibility for Health, Safety and Security in your Team	33
Unit 4: Drive the Articulated or Draw Bar Vehicle on Public Roads in a Safe and Fuel Efficient Manner	37
Unit 5: Drive the Articulated or Draw Bar Vehicle on Private Roads in a Safe and Fuel Efficient Manner	43
Unit 6: Prepare the Articulated or Draw Bar Vehicle for Driving	49
Unit 7: Protect the Articulated or Draw Bar Vehicle and the Load	53
Unit 8: Ensure the Articulated or Draw Bar Vehicle is Loaded Correctly	57

Unit 9:	Ensure the Articulated or Draw Bar Vehicle is Unloaded Correctly	61
Unit 10:	Dealing with Payment Transactions in Logistics Operations	65
Unit 11:	Couple and Uncouple the Articulated or Draw Bar Vehicle	69
Unit 12:	Allocate and Check Work in your Team in Logistics Operations	73
Unit 13:	Inducting New Colleagues into a Logistics Operation	77
Unit 14:	Manage your own Professional Development in Logistics Operations	81
Unit 15:	Recruit, Select and Keep Colleagues in Logistics Operations	85
Unit 16:	Build and Manage Teams in Logistics Operations	91
Unit 17:	Help Team Members Address Problems Affecting Their Performance in Logistics Operations	97
Unit 18:	Routing and Scheduling of Loads	103
Unit 19:	Schedule Logistics Operations to Meet Customers' Requirements	107
Unit 20:	Arrange the Transportation of Goods Using Multiple Transport Modes	111
Unit 21:	Organise the Preparation of Documentation for the Transportation of Goods	115
Unit 22:	Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements in Logistics Operations	119
Unit 23:	Optimise the Use of Logistics Resources	123
Unit 24:	Respond to Problems in Logistics Operations	127
Unit 25:	Improve Performance in Logistics Operations	131
Unit 26:	Minimise the Environmental Impact of Logistics Operations	135
Unit 27:	Apply Technology in Logistics Operations	139
Unit 28:	Develop Productive Working Relationships with Colleagues in Logistics Operations	143
Unit 29:	Monitor Vehicle Movements	147
Unit 30:	Manage the Traffic Office	151
Unit 31:	Principles of Food Safety Supervision in Logistics	155
Unit 32:	Supervise the Receipt, Storage or Dispatch of Goods	159
Unit 33:	Drive the Rigid Vehicle on Public Roads in a Safe and Fuel Efficient Manner	163
Unit 34:	Drive the Rigid Vehicle on Private Roads in a Safe and Fuel Efficient Manner	169
Unit 35:	Prepare the Rigid Vehicle for Driving	175
Unit 36:	Protect the Rigid Vehicle and the Load	179
Unit 37:	Ensure the Rigid Vehicle is Loaded Correctly	183
Unit 38:	Ensure the Rigid Vehicle is Unloaded Correctly	187
Unit 39:	Drive the Van on Public Roads in a Safe and Fuel Efficient Manner	191

Unit 40: Drive the Van on Private Roads in a Safe and Fuel Efficient Manner	197
Unit 41: Prepare the Van for Driving	203
Unit 42: Protect the Van and the Load	207
Unit 43: Ensure the Van is Loaded Correctly	211
Unit 44: Ensure the Van is Unloaded Correctly	215
Further information	219
How to obtain National Occupational Standards	219
Professional development and training	220
Contact us	220
Annexe A: Quality assurance	221
Key principles of quality assurance	221
Quality assurance processes	221
Annexe B: Centre certification and registration	223
What are the access arrangements and special considerations for the qualification in this specification?	223
Annexe C: Skills for Logistics Assessment Guidance for Qualifications in the QCF	225
Assessment Guidance for the Qualifications Credit Framework	226

Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles	600/1860/4	01/07/2011

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique unit reference number, which is listed in this specification.

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

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.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI websites.

The qualification in this specification will replace the NQF qualification given below:

Qualification title	Qualification Number (QN)	Accreditation end date
Edexcel Level 3 NVQ in Driving Goods Vehicles	100/2583/2	30/06/2011

Key features of the Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles

This qualification:

- is nationally recognised
- is based on the Driving Goods Vehicles National Occupational Standards (NOS). The NOS, Assessment Guidance and qualification structure are owned by Skills for Logistics, the Sector Skills Council for the UK freight logistics industries.

What is the purpose of this qualification?

The Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles gives learners the opportunity to demonstrate their skills and knowledge to the standard of professionalism required by the sector, as defined by the Sector Skills Council.

It is suitable for those in a senior driver role, ie an experienced driver who has additional responsibilities in the business but who still carries out their primary role within the organisation. For example those in roles similar to supervisor or team leader and those given additional responsibilities in the absence of more senior staff or during certain shift patterns.

This qualification is also suitable for those identified for future promotion within the organisation and builds on the competency required for the Pearson Edexcel Level 2 Certificate in Driving Goods Vehicles.

The qualification covers articulated or draw bar, rigid and van vehicle type pathways. Each pathway includes level 2 units related to a learners' driving skills and knowledge plus units related to customer service, leadership and management, recruitment and transport and logistics operations at level 3.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards*.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

*Work towards units in this qualification can be started while an individual is developing the knowledge and skills required for the relevant statutory driving test and licence. This means that it is not necessary to hold an appropriate full licence above a Category B (car and light van) to start working towards a qualification.

What are the benefits of this qualification to the learner and employer?

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

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

- Professional goods vehicle driver
- Senior driver/supervisor/team leader

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

Progression routes include the Pearson Edexcel Level 3 Certificate in Logistics Operations the Pearson Edexcel Level 3 Certificate in Traffic Office the Pearson Edexcel Level 3 Diploma in Warehousing and Storage or Edexcel qualifications in team leading and management.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles?

Individual units are set out in full in the Units section.

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

Pathway 1: Articulated or draw bar vehicle

Pathway 2: Rigid vehicle

Pathway 3: Van

Within each pathway, learners must complete all units from the mandatory group (10 credits), and 32 credits from one of the vehicle pathways, selecting either; Articulated or Draw Bar vehicle, Rigid vehicle or Van.

Total Qualification Time (TQT)

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

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

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

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

Pearson Competence-based qualifications are generally available in the following sizes:

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

The total minimum credit required to achieve this qualification is 42 credits.
TQT is 420 Hours

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

Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles

P1 – Pathway 1: Articulated or draw bar vehicle Learners must achieve a minimum of 42 credits (TQT 420 hours)

Unit	Mandatory Group – Articulated or draw bar vehicle <i>All units required: 10 credits</i>	Credit	Level
1	Y/601/7920 - Contribute to the provision of customer service in logistics operations	3	2
2	T/601/7603 - Provide leadership for your team in logistics operations	4	3
3	K/601/4875 - Take responsibility for Health, Safety and Security in your team	3	3
Optional Groups – Articulated or draw bar vehicle Credit value required: minimum 32 credits			
Unit	Optional Group 1 – Articulated or draw bar vehicle <i>One unit required: minimum 4 credits, maximum 6 credits</i>	Credit	Level
4	L/602/2760 - Drive the articulated or draw bar vehicle on public roads in a safe and fuel efficient manner	6	2
5	R/602/2761 - Drive the articulated or draw bar vehicle on private roads in a safe and fuel efficient manner	4	2
Unit	Optional Group 2 – Articulated or draw bar vehicle <i>One unit required: minimum 2 credits, maximum 4 credits</i>	Credit	Level
6	T/602/2722 - Prepare the articulated or draw bar vehicle for driving	2	2
7	J/602/2739 - Protect the articulated or draw bar vehicle and the load	2	2
8	M/602/2766 - Ensure the articulated or draw bar vehicle is loaded correctly	4	2
9	A/602/2771 - Ensure the articulated or draw bar vehicle is unloaded correctly	3	2
10	M/601/9463 - Dealing with payment transactions in logistics operations	2	2
11	H/602/2781 - Couple and uncouple the articulated or draw bar vehicle	3	2

Unit	Optional Group 3 – Articulated or draw bar vehicle <i>Three units required: minimum 7 credits, maximum 11 credits</i>	Credit	Level
12	R/601/7611 - Allocate and check work in your team in logistics operations	3	3
13	Y/601/7187 - Inducting new colleagues into a logistics operation	2	2
14	M/601/7177 - Manage your own professional development in logistics operations	2	3
15	F/601/7183 - Recruit, select and keep colleagues in logistics operations	4	3
16	J/601/7184 - Build and manage teams in logistics operations	4	3
17	R/601/7186 - Help team members address problems affecting their performance in logistics operations	3	4
Unit	Optional Group 4 – Articulated or draw bar vehicle <i>Three units required: minimum 9 credits, maximum 10 credits</i>	Credit	Level
18	Y/601/7173 - Routing and scheduling of loads	3	3
19	K/601/7596 - Schedule logistics operations to meet customers requirements	4	3
20	Y/600/7646 - Arrange the transportation of goods using multiple transport modes	3	3
21	D/600/7647 - Organise the preparation of documentation for the transportation of goods	3	3
22	M/601/7602 - Ensure compliance with legal, regulatory, ethical and social requirements in logistics operations	3	3
Unit	Optional Group 5 – Articulated or draw bar vehicle <i>Two units required: minimum 6 credits, maximum 7 credits</i>	Credit	Level
23	M/601/7597 - Optimise the use of logistics resources	3	3
24	T/601/7598 - Respond to problems in logistics operations	3	3
25	H/601/7600 - Improve the performance of logistics operations	4	3
26	K/601/7601 - Minimise the environmental impact of logistics operations	3	3

Unit	Optional Group 6 – Articulated or draw bar vehicle <i>Two units required: minimum 4 credits, maximum 10 credits</i>	Credit	Level
27	A/601/7599 - Apply technology in logistics operations	4	3
28	A/601/7179 - Develop productive working relationships with colleagues in logistics operations	2	3
29	M/601/7180 - Monitor vehicle movements	2	2
30	A/601/7182 - Manage the traffic office	4	3
31	T/600/6584 - Principles of food safety supervision in logistics	3	3
32	Y/601/7934 - Supervise the receipt, storage or dispatch of goods	6	3

P2 – Pathway 2: Rigid vehicles Learners must achieve a minimum of 42 credits (TQT 420 hours)			
Unit	Mandatory Group – Rigid Vehicles <i>All units required: 10 credits</i>	Credit	Level
1	Y/601/7920 - Contribute to the provision of customer service in logistics operations	3	2
2	T/601/7603 - Provide leadership for your team in logistics operations	4	3
3	K/601/4875 - Take responsibility for Health, Safety and Security in your team	3	3
Optional Groups – Rigid Vehicles Credit value required: minimum 32 credits			
Unit	Optional Group 1 – Rigid vehicles <i>One unit required: minimum 4, maximum 6 credits</i>	Credit	Level
33	R/602/2839 - Drive the rigid vehicle on public roads in a safe and fuel efficient manner	6	2
34	J/602/2840 - Drive the rigid vehicle on private roads in a safe and fuel efficient manner	4	2
Unit	Optional Group 2 – Rigid vehicles <i>One unit required: minimum 2 credits, maximum 4 credits</i>	Credit	Level
35	K/602/2832 - Prepare the rigid vehicle for driving	2	2
36	M/602/2833 - Protect the rigid vehicle and the load	2	2
37	Y/602/2843 - Ensure the rigid vehicle is loaded correctly	4	2
38	T/602/2848 - Ensure the rigid vehicle is unloaded correctly	3	2
10	M/601/9463 - Dealing with payment transactions in logistics operations	2	2

Unit	Optional Group 3 – Rigid vehicles <i>Three units required: minimum 7 credits, maximum 11 credits</i>	Credit	Level
12	R/601/7611 - Allocate and check work in your team in logistics operations	3	3
13	Y/601/7187 - Inducting new colleagues into a logistics operation	2	2
14	M/601/7177 - Manage your own professional development in logistics operations	2	3
15	F/601/7183 - Recruit, select and keep colleagues in logistics operations	4	3
16	J/601/7184 - Build and manage teams in logistics operations	4	3
17	R/601/7186 - Help team members address problems affecting their performance in logistics operations	3	4
Unit	Optional Group 4 – Rigid vehicles <i>Three units required: minimum 9 credits, maximum 10 credits</i>	Credit	Level
18	Y/601/7173 - Routing and scheduling of loads	3	3
19	K/601/7596 - Schedule logistics operations to meet customers requirements	4	3
20	Y/600/7646 - Arrange the transportation of goods using multiple transport modes	3	3
21	D/600/7647 - Organise the preparation of documentation for the transportation of goods	3	3
22	M/601/7602 - Ensure compliance with legal, regulatory, ethical and social requirements in logistics operations	3	3
Unit	Optional Group 5 – Rigid vehicles <i>Two units required: minimum 6 credits, maximum 7 credits</i>	Credit	Level
23	M/601/7597 - Optimise the use of logistics resources	3	3
24	T/601/7598 - Respond to problems in logistics operations	3	3
25	H/601/7600 - Improve the performance of logistics operations	4	3
26	K/601/7601 - Minimise the environmental impact of logistics operations	3	3

Unit	Optional Group 6 – Rigid vehicles <i>Two units required: minimum 4 credits, maximum 10 credits</i>	Credit	Level
27	A/601/7599 - Apply technology in logistics operations	4	3
28	A/601/7179 - Develop productive working relationships with colleagues in logistics operations	2	3
29	M/601/7180 - Monitor vehicle movements	2	2
30	A/601/7182 - Manage the traffic office	4	3
31	T/600/6584 - Principles of food safety supervision in logistics	3	3
32	Y/601/7934 - Supervise the receipt, storage or dispatch of goods	6	3

P3 – Pathway 3: Vans Learners must achieve a minimum of 42 credits (TQT 420 hours)			
Unit	Mandatory Group – Vans <i>All units required: 10 credits</i>	Credit	Level
1	Y/601/7920 - Contribute to the provision of customer service in logistics operations	3	2
2	T/601/7603 - Provide leadership for your team in logistics operations	4	3
3	K/601/4875 - Take responsibility for Health, Safety and Security in your team	3	3
Optional Groups – Vans Credit value required: minimum 32 credits			
Unit	Optional Group 1 – Vans <i>One unit required: minimum 4 credits, maximum 6 credits</i>	Credit	Level
39	A/602/2852 - Drive the van on public roads in a safe and fuel efficient manner	6	2
40	L/602/2855 - Drive the van on private roads in a safe and fuel efficient manner	4	2
Unit	Optional Group 2 – Vans <i>One unit required: minimum 2 credits, maximum 4 credits</i>	Credit	Level
41	R/602/2842 - Prepare the van for driving	2	2
42	K/602/2846 - Protect the van and the load	2	2
43	H/602/2859 - Ensure the van is loaded correctly	4	2
44	H/602/2862 - Ensure the van is unloaded correctly	3	2
10	M/601/9463 - Dealing with payment transactions in logistics operations	2	2

Unit	Optional Group 3 – Vans <i>Three units required: minimum 7 credits, maximum 11 credits</i>	Credit	Level
12	R/601/7611 - Allocate and check work in your team in logistics operations	3	3
13	Y/601/7187 - Inducting new colleagues into a logistics operation	2	2
14	M/601/7177 - Manage your own professional development in logistics operations	2	3
15	F/601/7183 - Recruit, select and keep colleagues in logistics operations	4	3
16	J/601/7184 - Build and manage teams in logistics operations	4	3
17	R/601/7186 - Help team members address problems affecting their performance in logistics operations	3	4
Unit	Optional Group 4 – Vans <i>Three units required: minimum 9 credits, maximum 10 credits</i>	Credit	Level
18	Y/601/7173 - Routing and scheduling of loads	3	3
19	K/601/7596 - Schedule logistics operations to meet customers requirements	4	3
20	Y/600/7646 - Arrange the transportation of goods using multiple transport modes	3	3
21	D/600/7647 - Organise the preparation of documentation for the transportation of goods	3	3
22	M/601/7602 - Ensure compliance with legal, regulatory, ethical and social requirements in logistics operations	3	3
Unit	Optional Group 5 – Vans <i>Two units required: minimum 6 credits, maximum 7 credits</i>	Credit	Level
23	M/601/7597 - Optimise the use of logistics resources	3	3
24	T/601/7598 - Respond to problems in logistics operations	3	3
25	H/601/7600 - Improve the performance of logistics operations	4	3
26	K/601/7601 - Minimise the environmental impact of logistics operations	3	3

Unit	Optional Group 6 – Vans <i>Two units required: minimum 4 credits, maximum 10 credits</i>	Credit	Level
27	A/601/7599 - Apply technology in logistics operations	4	3
28	A/601/7179 - Develop productive working relationships with colleagues in logistics operations	2	3
29	M/601/7180 - Monitor vehicle movements	2	2
30	A/601/7182 - Manage the traffic office	4	3
31	T/600/6584 - Principles of food safety supervision in logistics	3	3
32	Y/601/7934 - Supervise the receipt, storage or dispatch of goods	6	3

How is this qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the Skills for Logistics Assessment Guidance for the sector, or
- as part of a training programme.

Skills for Logistics Assessment Guidance for qualifications on the

The Skills for Logistics Assessment Guidance for qualifications on the can be found in *Annexe D*. The Assessment Guidance includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms which could include the examples below:

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

The abbreviations may be used for cross-referencing purposes.

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

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

Assessment of knowledge

The units within this qualification include knowledge-based learning outcomes and assessment criteria. The evidence provided to meet these learning outcomes and assessment criteria must be in line with Skills for Logistics assessment guidance. Any specific assessment requirements are stated in the unit introduction for the units (page 21 onwards).

Centres need to look closely at the verbs used for each assessment criterion in the units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the knowledge-based learning outcomes.

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. New centres must complete both a centre recognition approval application and a qualification approval application.

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

Approvals agreement

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

Quality assurance

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

What resources are required?

This qualification is designed to support learners working in the Driving Goods Vehicles sector. Physical resources need to support the delivery of this qualification and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Skills for Logistics Assessment Guidance for Qualifications in the*.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learners certificate.
Unit reference number:					This code is a unique reference number for the unit.
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:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
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 summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Contribute to the Provision of Customer Service in Logistics Operations

Unit reference number: Y/601/7920

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is about creating and maintaining customer satisfaction and developing relationships through effective communication. It includes understanding business and customer confidentiality, the organisation's image and the limits of own authority when dealing with customers.

This unit is relevant to those who work in the logistics sector both individually and as part of a team.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to contribute to the provision of customer services in logistics operations	<p>1.1 explain the relevant organisational policies and procedures, in relation to the provision of customer services in logistics operations, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – personal protective equipment – maintaining effective customer relations – personal appearance and hygiene – reporting procedures and systems – recording information – confidentiality – complaints <p>1.2 describe different types of customers in relation to own organisation</p> <p>1.3 describe the importance of:</p> <ul style="list-style-type: none"> – promoting the organisation’s image positively – effective communication – good customer service <p>1.4 identify the services available to customers in own organisation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.5 describe the implications of:</p> <ul style="list-style-type: none"> - a negative image on your organisation - poor communication - poor customer service <p>1.6 describe:</p> <ul style="list-style-type: none"> - own role in dealing with customer complaints, and - the limits of your responsibility <p>1.7 identify who to report to when you are unable to deal with a customer enquiry or request</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to contribute to the provision of customer services in logistics operations	<p>2.1 follow all organisational policies and procedures, in relation to contributing to customer services in logistics operations, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – personal protective equipment – maintaining effective customer relations – personal appearance and hygiene – reporting procedures and systems – recording information – confidentiality – complaints <p>2.2 develop positive relationships with customers</p> <p>2.3 ensure that own personal appearance and hygiene meet organisational policies and standards</p> <p>2.4 communicate effectively with customers</p> <p>2.5 ensure that all information available is up to date and accurate</p> <p>2.6 identify customer needs</p> <p>2.7 deal effectively with customer enquiries</p> <p>2.8 ensure the customer is promptly informed of any action that is taken</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 maintain customer confidentiality 2.10 update customer records accurately 2.11 record customer enquiries and outcomes accurately using the organisation's procedures and systems 2.12 deal with customer complaints effectively			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Provide Leadership for your Team in Logistics Operations

Unit reference number: T/601/7603

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about providing leadership for your team. It deals with planning team objectives, motivating team members, communication and steering the team through difficulties.

This unit is relevant for team leaders, supervisors and managers working in logistics operations. Team leaders, supervisors and managers could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to provide leadership for own team in logistics operations	<p>1.1 explain the relevant organisational policies and procedures, in relation to providing leadership for own team, that relate to:</p> <ul style="list-style-type: none"> – roles, responsibilities, information and management systems – setting objectives – equality and diversity, and inclusion – monitoring work activities <p>1.2 explain different leadership styles</p> <p>1.3 explain the principles of effective communication</p> <p>1.4 explain methods for motivating, supporting and encouraging team members to achieve team objectives</p> <p>1.5 explain the importance of creating an environment of trust and mutual respect</p> <p>1.6 explain the importance of understanding difficult situations, conflicts and disagreements and techniques for resolving these</p> <p>1.7 explain the benefits of encouraging creativity and innovation within a team</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to provide leadership in own team in logistics operations	2.1 follow all organisational policies and procedures, in relation to providing leadership in own team in logistics operations, that relate to: <ul style="list-style-type: none"> – roles, responsibilities, information and management systems – setting objectives – equality and diversity, and inclusion – monitoring work activities 2.2 communicate effectively 2.3 communicate the purpose and objectives of the team to all members 2.4 plan the achievement of the objectives with team members 2.5 set individual work objectives to each member of the team 2.6 encourage team members to achieve team objectives 2.7 provide support to team members 2.8 motivate team members 2.9 encourage creativity and innovation to achieve team objectives			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 encourage team members to take the lead when they have the knowledge and expertise to do so 2.11 ensure that any conflict is dealt with promptly 2.12 monitor the activities and progress of the team 2.13 record work according to organisational procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Take Responsibility for Health, Safety and Security in your Team

Unit reference number: K/601/4875

Level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit is aimed at people working within the logistics environment.

It covers two main areas:

- health, safety and security
- the correct use of personal protective equipment.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

The types of evidence that are presented for assessment and the submission date can be entered against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand health safety and security requirements	1.1 describe organisational policies and procedures that relate to health, safety and security			
		1.2 identify people and items that are vulnerable to safety and security risks in the workplace			
		1.3 explain the approved precautions that can be used to minimise safety and security risks			
		1.4 identify appropriate personal protective equipment			
		1.5 explain action that can be taken to prevent harm to individuals			
		1.6 explain action that can be taken in response to accidents and emergencies			
		1.7 identify the approved process for undertaking risk assessments according to organisational policies			
		1.8 explain the required site protection for a particular job			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to work safely	2.1 evaluate the safety and own security risks and those that effect the team 2.2 report any safety and security risks using organisational procedures 2.3 wear the correct personal protective equipment according to organisational requirements 2.4 demonstrate to visitors to work areas what the correct safety and security procedures are 2.5 demonstrate how to prevent unauthorised access to hazardous areas 2.6 demonstrate the organisation of site protection to own team 2.7 undertake risk assessments according to the site and organisational procedures 2.8 evaluate safety and security issues that have occurred in the recent past 2.9 make recommendations to improve site health, safety and security			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Drive the Articulated or Draw Bar Vehicle on Public Roads in a Safe and Fuel Efficient Manner

Unit reference number: L/602/2760

Level: 2

Credit value: 6

Guided learning hours: 30

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: R/602/2761

Level: 2

Credit value: 4

Guided learning hours: 20

Unit summary

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

This unit is relevant only to drivers of articulated or draw bar vehicles whose duties are carried out exclusively on private roads.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Prepare the Articulated or Draw Bar Vehicle for Driving

Unit reference number: T/602/2722

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 explain which person(s) is officially responsible for releasing the articulated or draw bar vehicle 1.8 identify problems that can occur when preparing the articulated or draw bar vehicle for driving 1.9 explain the appropriate action to take, in order to deal with identified problems			
2 Be able to prepare the articulated or draw bar vehicle for driving	2.1 follow all organisational policies and procedures, in relation to preparing the articulated or draw bar vehicle for driving, that relate to: – health, safety and security – legal requirements – operating requirements 2.2 check the vehicle and vehicle systems to ensure the articulated or draw bar vehicle is legal and roadworthy 2.3 carry out adjustments to the: – steering wheel – mirrors – seat for optimum control, observation and comfort			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 7: Protect the Articulated or Draw Bar Vehicle and the Load

Unit reference number: J/602/2739

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 8: Ensure the Articulated or Draw Bar Vehicle is Loaded Correctly

Unit reference number: M/602/2766

Level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Ensure the Articulated or Draw Bar Vehicle is Unloaded Correctly

Unit reference number: A/602/2771

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Dealing with Payment Transactions in Logistics Operations

Unit reference number: M/601/9463

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit is about dealing with payment transactions securely and in accordance with the organisation's procedures.

This unit is relevant to drivers of goods vehicles or those in support roles who work both as individuals and in teams.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to deal with payment transactions	<p>1.1 explain the relevant organisational policies and procedures, in relation to payments, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – operating requirements <p>1.2 explain the required information on:</p> <ul style="list-style-type: none"> – the collection of payments – methods for carrying payments <p>1.3 identify problems that can occur when dealing with payment transactions</p> <p>1.4 explain the appropriate action to take, in order to deal with identified problems</p>			
2	Be able to deal with payment transactions	<p>2.1 follow all organisational policies and procedures, in relation to payments, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – operating requirements <p>2.2 obtain all relevant documentation required for the payment</p> <p>2.3 confirm the goods for which payment is required, the amount involved, and the payment method</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 ensure there is adequate provision for collecting and carrying payments in a safe and secure manner 2.5 collect the payments on delivery of goods and confirm the amount received is correct 2.6 record and issue a receipt for the payment 2.7 secure payments in a designated place, in accordance with organisational operating procedures 2.8 reconcile payments received with the documentation and payments collected 2.9 deposit completed documentation and payments with relevant person or to the relevant place 2.10 record and report any discrepancies promptly to relevant person(s)			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Couple and Uncouple the Articulated or Draw Bar Vehicle

Unit reference number: H/602/2781

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to couple and uncouple the articulated or draw bar vehicle</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to coupling and uncoupling the articulated or draw bar vehicle correctly, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - legal requirements - operating requirements <p>1.2 explain:</p> <ul style="list-style-type: none"> - how to prepare the articulated or draw bar vehicle for coupling and uncoupling - when different connections have to be made - how to connect and disconnect different connections - how to align the unit to the trailer for coupling and uncoupling - which required checks are needed - how to test the coupling - how to stow connections <p>1.3 identify problems that can occur when coupling and uncoupling the articulated or draw bar vehicle</p> <p>1.4 explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to couple and uncouple the articulated or draw bar vehicle	2.1 follow all organisational policies and procedures, in relation to coupling and uncoupling the articulated or draw bar vehicle correctly, that relate to: <ul style="list-style-type: none"> – • health, safety and security – • personal protective equipment – • legal requirements – • operating requirements – • trailer braking systems 2.2 prepare the articulated or draw bar vehicle for coupling and uncoupling 2.3 manoeuvre the unit in relation to the trailer for coupling and uncoupling 2.4 establish that the coupling is positioned and secured and that all necessary connections have been made 2.5 test that the unit and trailer systems work correctly and that the articulated or draw bar vehicle is safe to drive after coupling 2.6 select a safe site for uncoupling trailers from their units			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 disconnect the connections between the unit and trailer, when uncoupling 2.8 stow all connections according to organisational procedures and practices 2.9 drive the articulated or draw bar vehicle from the trailer to ensure the uncoupling has been achieved			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Allocate and Check Work in your Team in Logistics Operations

Unit reference number: R/601/7611

Level: 3

Credit value: 3

Guided learning hours: 12

Unit summary

This unit is about allocating and checking work in own team in logistics operations. It deals with planning, confirming work activities, allocating work activities fairly amongst team members, motivating and supporting team members to achieve work activities and monitoring the achievement of work activities.

This unit is relevant for team leaders, supervisors and managers working in logistics operations. Team leaders, supervisors and managers could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to allocate and check work in own team in logistics operations	<p>1.1 explain the relevant organisational policies and procedures, in relation to allocating and checking work in own team in logistics operations, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – roles, responsibilities, information and management systems – use of sustainable resources – equality and diversity, and inclusion – monitoring work activities <p>1.2 explain the principles of effective communication</p> <p>1.3 explain methods for motivating, supporting and encouraging team members to complete allocated work</p> <p>1.4 explain methods for improving the performance of the team and recognising achievement</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to allocate and check work in own team in logistics operations	2.1 follow all organisational policies and procedures, in relation to allocating and checking work in own team in logistics operations, that relate to: <ul style="list-style-type: none"> – health, safety and security – roles, responsibilities, information and management systems – use of sustainable resources – equality and diversity, and inclusion – monitoring work activities 			
		2.2 confirm the work required of the team with own line manager			
		2.3 plan the work of the team, identifying priorities and critical activities and available resources			
		2.4 allocate the work to team members fairly			
		2.5 brief team members on the standard of work required			
		2.6 encourage team members to make suggestions and seek clarification in relation to work allocated			
		2.7 motivate team members			
		2.8 check the progress and quality of work activities			
		2.9 provide feedback to team members on work performance			
		2.10 ensure that any conflict is dealt with promptly			
		2.11 record work according to organisational procedures			

Learner name: _____

Learner signature: _____

Assessor signature: _____

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Unit 13: Inducting New Colleagues into a Logistics Operation

Unit reference number: Y/601/7187

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit is about inducting new staff into a logistics operation. It deals with the importance of induction, and ensuring that new colleagues are familiar with organisational procedures, the workplace and their role and responsibilities.

This unit is relevant to all operatives involved in inducting new colleagues into a logistics operation. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to induct new colleagues into a logistics operation	<p>1.1 explain the relevant organisational policies and procedures, in relation to inducing new colleagues into a logistics operation that relate to:</p> <ul style="list-style-type: none"> – the organisation – health, safety and security – personal protective equipment – legal requirements – equality and diversity, and inclusion – data protection – staff handbook <p>1.2 explain the importance of completing an induction</p> <p>1.3 identify problems that can occur when inducing new colleagues into a logistics operation</p> <p>1.4 explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to induct colleagues into logistics operations	<p>2.1 follow all organisational policies and procedures, in relation to inducting new colleagues into a logistics operation, that relate to:</p> <ul style="list-style-type: none"> - the organisation - health, safety and security - personal protective equipment - legal requirements - equality and diversity, and inclusion - data protection - staff handbook <p>2.2 communicate effectively</p> <p>2.3 ensure colleagues are familiar with:</p> <ul style="list-style-type: none"> - the organisational chart - the premises - own workplace - personal protective equipment - emergency evacuation procedures - health safety and security <p>2.4 introduce new colleagues to co-workers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 ensure colleagues are aware of own responsibilities within the staff handbook 2.6 complete documentation according to organisational procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Manage your own Professional Development in Logistics Operations

Unit reference number: M/601/7177

Level: 3

Credit value: 2

Guided learning hours: 11

Unit summary

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

This unit is relevant to all operatives at every level in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to manage own professional development in logistics operations	1.1 explain the relevant organisational policies and procedures, in relation to managing own resources and professional development, that relate to:			
		– health, safety and security			
		– legal requirements			
		– operating requirements			
		1.2 explain how to develop own professional development plan			
		1.3 explain own learning style			
		1.4 explain the current and future requirements of own work role			
		1.5 explain own values, career and personal goals in relation to work role			
		1.6 explain sources of feedback used to evaluate performance			
		1.7 explain how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes			
		1.8 explain how to monitor the quality of own work and progress against development plans			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 15: Recruit, Select and Keep Colleagues in Logistics Operations

Unit reference number: F/601/7183

Level: 3

Credit value: 4

Guided learning hours: 16

Unit summary

This unit is about recruiting, selecting and keeping colleagues in logistics operations. It deals with determining staff turnover, recruitment and selection procedures, the importance of exit interviews and reviewing the effectiveness of internal procedures for recruiting, selecting and keeping colleagues.

This unit is relevant to those managing or engaged in the recruitment, selection or keeping of colleagues in logistics operations. This could relate to warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to recruit, select and keep colleagues in logistics operations</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to recruiting, selecting and keeping colleagues in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - equality and diversity, and inclusion - accessing specialist expertise <p>1.2 explain the following in relation to staff turnover:</p> <ul style="list-style-type: none"> - the importance of undertaking exit interviews sensitively - types of reasons colleagues may give for leaving - how to measure staff turnover - causes and effects of high and low staff turnover - measures that can be taken to address staff turnover issues 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.3 explain how to undertake a skills analysis exercise to:</p> <ul style="list-style-type: none"> – review the workload to identify shortfalls in the number of colleagues and/or skills, knowledge, understanding and experience – identify actual skill and avoid stereotyping – different options for identified shortfalls in their advantages and disadvantages <p>1.4 explain the purpose of job descriptions and person specifications, and:</p> <ul style="list-style-type: none"> – what they should contain – the importance of consulting with others when producing or updating them <p>1.5 explain the different stages in the recruiting and selecting process, and:</p> <ul style="list-style-type: none"> – the importance of consulting others on the stages – methods used their advantages and disadvantages – associated timings – the role of others during each stage <p>1.6 explain the importance of giving fair, clear and accurate information on vacancies to potential applicants</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.7 explain how to judge whether applicants meet the stated requirements</p> <p>1.8 explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice and how cultural differences in language, body language, tone of voice and dress can differ from expectations</p> <p>1.9 explain how to review the effectiveness of recruitment and selection in logistics operations</p> <p>1.10 identify problems that can occur when recruiting, selecting and keeping colleagues in logistics operations</p> <p>1.11 explain the appropriate action to take in order to deal with identified problems</p>			
<p>2 Be able to recruit, select and keep colleagues in logistics operations</p>	<p>2.1 follow all organisational policies and procedures, in relation to ensuring recruiting, selecting and keeping colleagues in logistics operations, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – equality and diversity, and inclusion – accessing specialist expertise <p>2.2 communicate effectively with others</p> <p>2.3 undertake exit interviews with colleagues who are leaving</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.4 review the work undertaken to identify any shortfall in the number of colleagues and/or the pool of skills, knowledge, understanding and experience</p> <p>2.5 review options for dealing with shortfalls in staffing</p> <p>2.6 consult with others to produce or update job descriptions and person specifications</p> <p>2.7 demonstrate how to identify a vacancy</p> <p>2.8 consult with others to agree the stages in the recruitment and selection process including:</p> <ul style="list-style-type: none"> - methods to be used - associated timings - and those to be involved <p>2.9 ensure that:</p> <ul style="list-style-type: none"> - all information on vacancies is fair, clear and accurate before it goes to potential applicants - the skills required by the applicant to succeed in the recruitment process are no more than are required to perform the job 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 participate in the recruitment and selection process to ensure that: <ul style="list-style-type: none"> – the process is fair, consistent and effective – applicants offered positions are likely to work effectively with colleagues 2.11 review the recruitment and selection process to identify improvements			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Build and Manage Teams in Logistics Operations

Unit reference number: J/601/7184

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about building and managing teams in logistics operations. It deals with developing good communication skills, selecting team members according to the purpose of the team and the teams' goals and reviewing how the team performs against its purpose and goals.

This unit is relevant to those building and managing teams in logistics operations. This could relate to warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to build and manage teams in logistics operations	<p>1.1 explain the relevant organisational policies and procedures, in relation to building and managing teams in logistics operations, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – equality and diversity, and inclusion – operating requirements <p>1.2 explain the:</p> <ul style="list-style-type: none"> – principles of effective communication and how to apply them – maximise communication methods when managing remote teams – the stages of team development 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.3 when building a team explain the importance of:</p> <ul style="list-style-type: none"> – identifying a clear team purpose – identifying diversity of expertise, knowledge, skills and attitudes to achieve the team purpose – selecting team members with the required expertise, knowledge and skills – developing complementary roles – agreeing with team members the behaviours that can help achieve the team purpose and those that may hinder – ensuring team members understand their unique contribution to achieving the team purpose – ensuring team members understand how each role complements and supports other roles – building mutual trust and respect – open communication <p>1.4 explain how to provide constructive feedback to team members in order to enhance the performance of the team as a whole</p> <p>1.5 identify problems that can occur when building and managing teams</p> <p>1.6 explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to build and manage teams	<p>2.1 follow all organisational policies and procedures, in relation to building and managing teams in logistics operations, that relate to</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – equality and diversity, and inclusion <p>2.2 communicate with others effectively</p> <p>2.3 identify the diversity and expertise, knowledge, skills and attitudes required to achieve the team's objectives</p> <p>2.4 select team members that have the expertise, knowledge, skills and attitudes to achieve the team purpose</p> <p>2.5 build the team by:</p> <ul style="list-style-type: none"> – agreeing with team members behaviours that can help the team achieve – agreeing roles and responsibilities with team members to ensure each complements and supports other roles – providing opportunities to build mutual trust and respect <p>2.6 encourage the team to seize opportunities presented by changes to the team composition</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 provide opportunities for open communication and feedback to improve performance of team			
	2.8 review the performance of the team in relation to its purpose			

Learner name: _____

Date: _____

Learner signature: _____

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(if sampled)

Unit 17: Help Team Members Address Problems Affecting Their Performance in Logistics Operations

Unit reference number: R/601/7186

Level: 4

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is about helping team members to address problems affecting their performance. It deals with providing opportunities for team members to improve their performance, methods to improve performance and reviewing actions taken.

This unit is relevant to those managing teams and the performance of the team in logistics operations. This could relate to warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to help team members address problems affecting their performance	<p>1.1 explain the relevant organisational policies and procedures, in relation to helping team members address problems their performance, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – equality and diversity, and inclusion <p>1.2 explain how to encourage team members to approach appropriate people with problems that may affect their performance</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.3 explain the:</p> <ul style="list-style-type: none"> – importance of identifying performance issues with the team member(s) concerned – importance of discussing problems with team members at a time and place appropriate to the type, seriousness and complexity of the problem – how to gather and check the information to identify the problem and its cause accurately – range of alternative courses of action that can be taken – importance of agreeing with the team member in a timely and effective manner a way of dealing with the problem – when to refer the team member to support services or specialists – the importance of confidentiality – recording actions 			
<p>2 Be able to help team members address problems affecting their performance in logistics operations</p>	<p>2.1 follow all organisational policies and procedures, in relation to helping team members address problems affecting their performance, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – equality and diversity, and inclusion 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 communicate with others effectively</p> <p>2.3 provide opportunities for team members to discuss problems that may affect their performance</p> <p>2.4 identify performance issues and discuss these with the team member(s) concerned at a time and place appropriate to the type, seriousness and complexity of the problem</p> <p>2.5 check that all information gathered accurately identifies the problem and its cause</p> <p>2.6 discuss a range of alternative courses of action with the team member(s)</p> <p>2.7 agree with the team member(s) in a timely manner effective action that will deal with the problem</p> <p>2.8 demonstrate how to refer the team member(s) to support services or specialists</p> <p>2.9 keep a confidential record of all discussion with team member(s)</p> <p>2.10 review actions to ensure they meet the organisations policies for managing people</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

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(if sampled)

Unit 18: Routing and Scheduling of Loads

Unit reference number: Y/601/7173

Level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit is about gathering all the information required for routing and scheduling. It involves collating information in regard to timings and destinations of consignments and the type of vehicle required to carry the goods.

This unit is relevant to all operatives at every level in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to route and schedule loads	<p>1.1 explain the relevant organisational policies and procedures, in relation to routing and scheduling loads, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – operating requirements – recording systems and documentation <p>1.2 explain the different modes of transport that can be used</p> <p>1.3 explain the following in relation to the vehicle and load:</p> <ul style="list-style-type: none"> – the type of load and characteristics of the consignment to be moved – different types of vehicle that can be used – vehicle weights and dimensions – methods of load distribution – environmental economy and efficiency issues <p>1.4 identify all sorting parameters relevant to the delivery or collection of the loads</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.5 explain sources of routing information including:</p> <ul style="list-style-type: none"> – time, destination – delivery and collection schedules <p>1.6 explain how to deal with loads that cannot be routed and scheduled</p> <p>1.7 explain how to report any consignments that cannot be broken down into loads</p> <p>1.8 identify problems that can occur when routing and scheduling loads</p> <p>1.9 explain the appropriate action to take, in order to deal with identified problems</p>			
<p>2 Be able to route and schedule loads</p>	<p>2.1 follow all organisational policies and procedures, in relation to routing and scheduling loads, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – operating requirements – recording systems and documentation <p>2.2 obtain details of the consignment, time and destination for delivery of the loads</p> <p>2.3 collate consignments and setting out priorities and optimization of delivery and collection schedules to meet customer requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 confirm the following: <ul style="list-style-type: none"> – method of transport – types of vehicle and equipment to be used – the load and suitability of vehicle 2.5 record and communicate information on the load to the appropriate personnel			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Schedule Logistics Operations to Meet Customers' Requirements

Unit reference number: K/601/7596

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about identifying the type of operation required and producing schedules to meet the customer's needs. It covers the requirements for good planning, scheduling methods and dealing with problems with the schedule.

This unit is relevant to all operatives at every level in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to schedule logistics operations to meet customer requirements	1.1 explain the relevant organisational policies and procedures, in relation to scheduling logistics operations to meet customer requirements, that relate to: <ul style="list-style-type: none"> – health, safety and security – compliance – roles, responsibilities, information and management systems 			
		1.2 describe the different sources and types of information required for scheduling logistics operations to meet customer requirements			
		1.3 explain the importance of good communication methods			
		1.4 explain the methods and tools used for scheduling logistics operations to meet customer requirements			
		1.5 explain the factors that need to be taken into account when scheduling logistics operations to meet customer requirements			
		1.6 describe the activities that need to be taken into account when scheduling logistics operations to meet customer requirements			
		1.7 identify problems that can occur when scheduling logistics operations to meet customer requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.8 explain appropriate action when dealing with identified problems			
2	Be able to schedule logistics operations to meet customer requirements	2.1 follow all organisational policies and procedures, in relation to scheduling logistics operations to meet customer requirements, that relate to: <ul style="list-style-type: none"> – health, safety and security – compliance – roles, responsibilities, information and management systems 2.2 comply with logistics operations that are required to meet customers requirements 2.3 agree with customers the timings and deadlines for the provision for the logistics operations 2.4 apply scheduling methods and tools according to organisational procedures 2.5 apply logistics resources and sequence of tasks required to provide the logistics operations 2.6 review all relevant factors and risks that could affect the schedule 2.7 plan the logistics operations to ensure that the supply chain continues to function effectively 2.8 monitor the provision of logistics operations against the schedule 2.9 record work according to operational procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Arrange the Transportation of Goods Using Multiple Transport Modes

Unit reference number: Y/600/7646

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is aimed at people working in the administration of international trade and logistics operations. It covers arranging transportation of goods using multiple modes of transport.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to identify the criteria for arranging transportation of goods using multiple modes of transport</p>	<p>1.1 identify all relevant details on the goods to be transported to include:</p> <ul style="list-style-type: none"> – health, safety and security – environmental factors – special requirements <p>1.2 identify criteria for selecting service providers to include:</p> <ul style="list-style-type: none"> – systems for selecting service providers – systems for placing orders – advantages and disadvantages of different modes of transport – major routes, hubs and destinations – rates and terms of conditions – legislation and regulations in relation to the goods <p>1.3 identify organisational procedures to complete required selection</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to arrange the transporting of goods using multiple modes of transport	2.1	confirm with appropriate people the criteria required		
		2.2	confirm with appropriate people relevant details of the goods		
		2.3	explain the advantages and disadvantages of each mode of transport		
		2.4	assess each mode of transport for the goods		
		2.5	determine the most appropriate combination of modes of transport		
		2.6	place and confirm the order according to organisational procedures		
		2.7	complete all documentation accurately in accordance with organisational procedures and legislation		
		2.8	ensure that all documentation is filed and stored according to organisational procedures and legislation		
		2.9	pass on documentation to appropriate people at the right time according to organisational procedures and legislation		
3	Identify any problems that can occur when arranging the transportation of goods using multiple modes of transport	3.1	identify problems that can occur arranging the transportation of goods using multiple modes of transport		
		3.2	show how to take appropriate action to deal with the problems		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit reference number:	D/600/7647
Level:	3
Credit value:	3
Guided learning hours:	26

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to identify the required documentation for the goods	<p>1.1 identify all relevant details on the goods to be transported to include:</p> <ul style="list-style-type: none"> – health, safety and security – environmental factors – special requirements <p>1.2 identify the route and destination for the goods</p> <p>1.3 identify any international borders and restrictions that impact on the goods</p> <p>1.4 identify all organisations that require the documentation</p> <p>1.5 identify all documentation required</p> <p>1.6 identify resources required to prepare the documentation</p> <p>1.7 identify organisational procedures to complete required documentation</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to organise the preparation of the documentation	2.1 confirm with appropriate people relevant details of the goods			
		2.2 confirm with appropriate people the transportation instructions to include: <ul style="list-style-type: none"> – route an destination – international borders and any restrictions that apply – the correct documentation to be completed – the organisations that require the documentation 			
		2.3 allocate resources to prepare the documentation			
		2.4 schedule the preparation of the documentation to meet critical dates and times for delivery			
		2.5 ensure all documentation is completed accurately in accordance with organisational procedures and legislation			
		2.6 ensure that all documentation is filed and stored according to organisational procedures and legislation			
		2.7 pass on documentation to appropriate people at the right time according to organisational procedures and legislation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Identify any problems that can occur when organising the preparation of documentation for transporting goods.	3.1 identify problems that can occur when organising the preparation of documentation for transporting goods 3.2 show how to take appropriate action to deal with the problems			

Learner name: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: **Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements in Logistics Operations**

Unit reference number: M/601/7602

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about ensuring compliance with organisational policies and procedures in order to meet legislative, regulatory, ethical and social requirements.

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to ensure compliance with legal, regulatory, ethical and social requirements in logistics operations</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation compliance with legal, regulatory, ethical and social requirements in logistics operation that relate to:</p> <ul style="list-style-type: none"> – monitoring developments in legislation and regulation – governance – non-compliance – maintaining policies and procedures – risk management – ethics and values – confidentially <p>1.2 describe the different sources and types of information that are used for current organisational and operational procedures</p> <p>1.3 describe the organisation's approach to current and emerging social attitudes to management and leadership practice</p> <p>1.4 describe regulatory, ethical and operational requirements, both national and international that affect own logistics operation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.5 describe ways in which other organisations in the logistics sector deal with current and emerging social concerns and expectations</p> <p>1.6 explain the importance of implementing the policies and procedures</p>			
<p>2 Be able to ensure compliance with legal, regulatory, ethical and social requirements</p>	<p>2.1 follow all organisational policies and procedures, in relation to compliance with legal, regulatory, ethical and social requirements in logistics operations, that relate to:</p> <ul style="list-style-type: none"> – monitoring developments in legislation and regulation – governance – non-compliance – maintaining policies and procedures – risk management – ethics and values – confidentiality <p>2.2 obtain information from suitable sources on the current organisational and operational policies and procedures</p> <p>2.3 communicate effectively</p> <p>2.4 ensure the organisation's policies and procedures are implemented</p> <p>2.5 monitor the organisation's policies and procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 assess the organisation's policies and procedures 2.7 review the organisation's policies and procedures 2.8 assess the impact of failure to comply with the organisation's policies and procedures 2.9 recommend changes to organisation's policies and procedures 2.10 report on the organisation's policies and procedures 2.11 provide feedback on the implementation of the organisation's policies and procedures 2.12 provide information to those that require it promptly 2.13 encourage the sharing of information within the constraints of confidentiality 2.14 record work according to organisational procedures			

Learner name: _____

Date: _____

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Assessor signature: _____

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(if sampled)

Unit 23: Optimise the Use of Logistics Resources

Unit reference number: M/601/7597

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to optimise the use of logistics resources	<p>1.1 explain the relevant organisational policies and procedures, in relation to optimizing the use of logistics resources, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – compliance – roles, responsibilities, information and management systems – legislation and regulations <p>1.2 describe the different sources and types of information required for optimizing the use of logistics resources</p> <p>1.3 explain the importance of good communication methods</p> <p>1.4 explain the types of resource used in specific logistics operations</p> <p>1.5 explain the methods used for optimizing the use of logistics resources</p> <p>1.6 explain the factors that need to be taken into account when optimizing the use of logistics resources</p> <p>1.7 explain methods for improving or developing used logistics resources</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 identify problems that can occur when optimising the use of logistics resources 1.9 explain appropriate action when dealing with identified problems			
2 Be able to optimise the use of logistics resources	2.1 follow all organisational policies and procedures, in relation to optimizing the use of logistics resources, that relate to: – health, safety and security – compliance – roles, responsibilities, information and management systems – legislation and regulations 2.2 identify the availability and demand for logistics resources in the organisation 2.3 determine the level and type of resources used for the logistics operation 2.4 use logistics resources effectively and efficiently 2.5 plan the use of logistics resources to achieve a balance between usage and performance 2.6 monitor the use of logistics resources to identify any positive or negative effects on the environment			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 24: Respond to Problems in Logistics Operations

Unit reference number: T/601/7598

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.11 obtain feedback from others on the use of contingency plans 2.12 review the effectiveness of the plans 2.13 record work according to organisational procedures			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Improve Performance in Logistics Operations

Unit reference number: H/601/7600

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 26: Minimise the Environmental Impact of Logistics Operations

Unit reference number: K/601/7601

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to minimise the environmental impact of logistics operations	2.1 follow all organisational policies and procedures, in relation to minimising the environmental impact of logistics operations, that relate to: <ul style="list-style-type: none"> – health, safety and security – compliance – roles, responsibilities, information and management systems – environmental protection – systems to assess environmental impact – recycling and disposal of materials 2.2 implement the organisation's environmental policy 2.3 monitor the use of energy and materials to deliver logistics operations 2.4 assess the environmental risks of specific logistics operations before implementation 2.5 report on the effects of logistics operations on the environment 2.6 ensure that surplus materials are disposed of or recycled correctly 2.7 brief visitors and sub-contractors of environmental responsibilities according to organisational policies 2.8 recommend ways to minimise the environmental impact of logistics operations 2.9 record work according to organisational procedures			

Learner name: _____

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(if sampled)

Unit 27: Apply Technology in Logistics Operations

Unit reference number: A/601/7599

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about using technology that is effective and efficient. Checking that colleagues know how to use technology and identifying possible improvements.

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to apply technology in logistics operations</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to applying technology in logistics operations, that relate to</p> <ul style="list-style-type: none"> – health, safety and security – compliance – roles, responsibilities information and management systems <p>1.2 explain the importance of good communication methods</p> <p>1.3 describe the different sources and types of information required for applying technology in logistics operations</p> <p>1.4 explain the resources and systems that can be applied in logistics operations</p> <p>1.5 explain the latest technological advances that may be applied in logistics operations</p> <p>1.6 explain the impact of new technology in the logistics operation</p> <p>1.7 identify problems that can occur when applying technology in logistics operations</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to apply technology in logistics operations	2.1 follow all organisational policies and procedures, in relation to applying technology in logistics operations, that relate to: <ul style="list-style-type: none"> – health, safety and security – compliance – roles, responsibilities, information and management systems 			
		2.2 check that the technology is applied			
		2.3 check that maintenance schedules are undertaken			
		2.4 check that colleagues using the technology can operate it competently			
		2.5 monitor colleagues in the safe use of the technology			
		2.6 identify colleagues training needs			
		2.7 respond to training needs			
		2.8 report on how the technology has improved logistics operations			
		2.9 make recommendations for further improvement to logistics operations			
		2.10 overcome any failures in the technology			
		2.11 record work according to organisational procedures			

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(if sampled)

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Unit 28: Develop Productive Working Relationships with Colleagues in Logistics Operations

Unit reference number: A/601/7179

Level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to develop productive working relationships in logistics operations	<p>2.1 follow all organisational policies and procedures, in relation to developing productive working relationships with colleagues in logistics operations, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – equality and diversity, and inclusion – operating requirements <p>2.2 establish productive working relationships with colleagues</p> <p>2.3 communicate effectively</p> <p>2.4 exchange information and resources with colleagues to ensure all parties fulfil agreements</p> <p>2.5 provide feedback to colleagues to improve performance</p> <p>2.6 obtain feedback from colleagues to improve performance</p>			

Learner name: _____

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(if sampled)

Unit 29: Monitor Vehicle Movements

Unit reference number: M/601/7180

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about monitoring vehicle movements. It involves reacting to any changes impacting on the routing or scheduling of the vehicle or road. It deals with informing relevant personnel of changes and maintaining records.

This unit is relevant to all operatives at every level in logistics operations. Operatives could, for example, be working in warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to monitor vehicle movements	<p>1.1 explain the relevant organisational policies and procedures, in relation to monitoring vehicle movements, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – environmental factors – legal requirements – operating requirements – monitoring requirements – driver hours and licensing requirements – vehicle operator’s licensing requirements – route, destination, delivery and collection schedules <p>1.2 explain the following:</p> <ul style="list-style-type: none"> – sources of information – methods and equipment used for monitoring the progress of vehicles and loads – limitations of routes, vehicles, equipment and drivers – environmental, economy and efficiency issues relating to the vehicle and load <p>1.3 identify problems that can occur when monitoring vehicle movements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.4 explain the appropriate action to take in order to deal with identified problems			
2	Be able to monitor vehicle movements	<p>2.1 follow all organisational policies and procedures, in relation to monitoring vehicle movements, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – environmental factors – legal requirements – operating requirements – monitoring requirements – driver hours and licensing requirements – vehicle operator’s licensing requirements – route, destination, delivery and collection schedules <p>2.2 confirm the routing and scheduling information for the vehicles and loads</p> <p>2.3 demonstrate how to take action to modify routing and scheduling of vehicles and loads in response to changes in customer requirements</p> <p>2.4 demonstrate how to inform:</p> <ul style="list-style-type: none"> – relevant personnel of changes to the routing and scheduling of vehicles and loads – customers about changes to the routing and scheduling of vehicles and loads 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 demonstrate how to take action in response to: <ul style="list-style-type: none"> – problems reported by drivers in relation to breakdowns or traffic – emergencies or collisions in relation to the vehicle and load 2.6 monitor the progress of vehicles and loads			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 30: Manage the Traffic Office

Unit reference number: A/601/7182

Level: 3

Credit value: 4

Guided learning hours: 16

Unit summary

This unit is about managing the traffic office. It deals with recording feedback, communicating it to relevant people and advising them of likely outcomes. It involves evaluating performance, effectiveness and efficiency to identify trends.

This unit is relevant to those managing or supervising staff engaged in road transport operations. This could relate to warehousing and storage, transport or freight forwarding.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to manage the traffic office	<p>1.1 explain the relevant organisational policies and procedures, in relation to managing the traffic office, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – environmental factors – legal requirements – operating requirements – route, destination, delivery and collection schedules – review systems <p>1.2 explain the following:</p> <ul style="list-style-type: none"> – the type of load and characteristics of the consignment being moved – different modes of transport – types of vehicles and equipment that can be used for carrying different loads – sources of feedback information <p>1.3 explain how to manage colleagues within the operation</p> <p>1.4 identify problems that can occur when managing the traffic office</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.5 explain the appropriate action to take in order to deal with identified problems			
2	Be able to manage the traffic office	2.1 follow all organisational policies and procedures, in relation to managing the traffic office, that relate to: <ul style="list-style-type: none"> – health, safety and security – personal protective equipment – legal requirements – operating requirements – route, destination, delivery and collection schedules – review systems 2.2 manage colleagues to plan the transportation of loads 2.3 monitor the use of resources 2.4 support colleague's decisions where problems arise 2.5 advise customers and relevant personnel of any changes in the resources allocated or the delivery schedules 2.6 maintain records making any changes according to operational procedures 2.7 evaluate feedback obtained on the use of resources 2.8 review actual performance against the operational plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.9 evaluate the effectiveness and efficiency of completed operations 2.10 formulate an action plan based on patterns or trends in actual performance in order to improve performance 2.11 propose amendments to operational and organisational procedures 2.12 communicate effectively			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 31: Principles of Food Safety Supervision in Logistics

Unit reference number: T/600/6584

Level: 3

Credit value: 3

Guided learning hours: 25

Unit summary

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

Who this unit is for

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how supervisors can ensure compliance with food safety legislation	<p>1.1 summarise the importance of food safety management procedures</p> <p>1.2 explain the responsibilities of employers in respect of food safety legislation and procedures to ensure compliance</p> <p>1.3 explain the responsibilities of employees in respect of food safety legislation and procedures to ensure compliance</p> <p>1.4 explain how food safety legislation is enforced</p> <p>1.5 state where sources of information on food safety legislation can be found</p>			
2	Understand how to apply procedures to maintain the safety of food	<p>2.1 describe methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions</p> <p>2.2 justify the importance of high standards of personal hygiene</p> <p>2.3 explain procedures for cleaning and disinfection</p> <p>2.4 describe the importance of and methods for pest control</p> <p>2.5 explain the importance of temperature control</p> <p>2.6 describe the methods used to control temperature</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to monitor procedures to maintain the safety of food	3.1			
		3.2			
		3.3			
		3.4			
		3.5			
4	Understand the role of the supervisor in staff training	4.1			
		4.2			
		4.3			

Learner name: _____

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(if sampled)

Unit 32: Supervise the Receipt, Storage or Dispatch of Goods

Unit reference number: Y/601/7934

Level: 3

Credit value: 6

Guided learning hours: 20

Unit summary

This unit is about supervising the areas and processes for receipt, storage and dispatch of goods. It deals with ensuring the correct equipment is used, that areas are safe and appropriate for the receipt of goods, and that information in relation to monitoring the receipt, storage or dispatch of goods is communicated.

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to supervise the receipt, storage or dispatch of goods in logistics operations</p>	<p>1.1 explain the relevant organisational policies and procedures for supervising the receipt, storage or dispatch of goods in logistics operations, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – environmental factors – special requirements – stock rotation – monitoring and testing <p>1.2 explain sources of information required to determine the capacity and limitations of the storage facility</p> <p>1.3 describe the equipment that can be used for the receipt, storage or dispatch of the goods</p> <p>1.4 identify problems that can occur when monitoring the receipt, storage or dispatch of goods</p> <p>1.5 explain appropriate action when dealing with identified problems</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to supervise the receipt, storage or dispatch of goods in logistics operations	2.1	inspect the type, condition, quantity of the goods being received, stored or dispatched		
		2.2	check the storage conditions and equipment required to receive, store or dispatch the goods		
		2.3	organise the movement or rotation of goods to assist receiving, storing or dispatching goods		
		2.4	demonstrate how to use the organisation's resources effectively		
		2.5	communicate effectively with others		
		2.6	complete records for supervising the receipt, storage or dispatch of goods accurately		

Learner name: _____

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Date: _____

(if sampled)

Unit 33: Drive the Rigid Vehicle on Public Roads in a Safe and Fuel Efficient Manner

Unit reference number: R/602/2839

Level: 2

Credit value: 6

Guided learning hours: 30

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 explain how to:</p> <ul style="list-style-type: none"> – position the rigid vehicle on the road to ensure the safety of yourself and other road users – appropriately use signals – alter speed to meet different types of road conditions and requirements – use the controls of the rigid vehicle to optimize fuel consumption – assess and maintain safe separation distances – assess factors affecting safe stopping distances – use the controls of the rigid vehicle to adjust braking under different road conditions <p>1.7 identify types of hazard that could occur on the road</p> <p>1.8 When overtaking, identify:</p> <ul style="list-style-type: none"> – when overtaking should and should not occur – the types of hazards involved – factors affecting the distance required to overtake other vehicles <p>1.9 describe the effects severe braking could have on the load and roadworthiness of the rigid vehicle</p> <p>1.10 identify problems that can occur when driving the rigid vehicle, on public roads, in a safe and fuel efficient manner</p> <p>1.11 explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to drive the rigid vehicle on public roads in a safe and fuel efficient manner</p>	<p>2.1 follow organisational policies and procedures, in relation to driving the rigid vehicle and load, in a fuel efficient manner, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements <p>2.2 position the rigid vehicle and apply lane discipline to maintain the safety of yourself and other road users according to the prevailing driving conditions</p> <p>2.3 demonstrate how to drive the rigid vehicle safely and in a fuel efficient manner to include:</p> <ul style="list-style-type: none"> - giving clear signals in good time - driving at the appropriate speed for the driving conditions - minimising fuel consumption and wear and tear, - applying the braking systems, in a controlled manner, appropriate to the driving conditions, distance available, the rigid vehicle and its load - overtaking other vehicles at a suitable point - taking preventative action to avoid harm to any other road user 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 34: Drive the Rigid Vehicle on Private Roads in a Safe and Fuel Efficient Manner

Unit reference number: J/602/2840

Level: 2

Credit value: 4

Guided learning hours: 20

Unit summary

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

This unit is relevant only to drivers of rigid vehicles whose duties are carried out exclusively on private roads.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35: Prepare the Rigid Vehicle for Driving

Unit reference number: K/602/2832

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 explain which person(s) is officially responsible for releasing the rigid vehicle 1.8 identify problems that can occur when preparing the rigid vehicle for driving 1.9 explain the appropriate action to take, in order to deal with identified problems			
2 Be able to prepare the rigid vehicle for driving	2.1 follow all organisational policies and procedures, in relation to preparing the rigid vehicle for driving, that relate to: – health, safety and security – legal requirements – operating requirements 2.2 check the vehicle and vehicle systems to ensure the rigid vehicle is legal and roadworthy 2.3 carry out adjustments to the: – steering wheel – mirrors – seat for optimum control, observation and comfort			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 check the rigid vehicle has sufficient: <ul style="list-style-type: none"> - fuel - additive - oil - water 2.5 check that any ancillary equipment is in working order 2.6 demonstrate that all documentation your organisation requires is with the rigid vehicle			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Protect the Rigid Vehicle and the Load

Unit reference number: M/602/2833

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Ensure the Rigid Vehicle is Loaded Correctly

Unit reference number: Y/602/2843

Level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to load the rigid vehicle correctly	<p>1.1 explain the relevant organisational policies and procedures, in relation to ensuring the rigid vehicle is loaded correctly, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - legal requirements - operating requirements - monitoring requirements <p>1.2 explain the required information to include:</p> <ul style="list-style-type: none"> - suitability of the rigid vehicle for the load - load restrictions - loading and delivery sequences - how to distribute the load - when and how to redistribute the load - correct securing of the load - use of correct restraints - why, how and where to check axle weights <p>1.3 identify problems that can occur when ensuring that the rigid vehicle is loaded correctly</p> <p>1.4 explain the appropriate action to take, in order to deal with identified problems</p>			

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

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____

(if sampled)

Date: _____

Date: _____

Date: _____

Date: _____

Unit 38:

Ensure the Rigid Vehicle is Unloaded Correctly

Unit reference number: T/602/2848

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Drive the Van on Public Roads in a Safe and Fuel Efficient Manner

Unit reference number: A/602/2852

Level: 2

Credit value: 6

Guided learning hours: 30

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to drive the van on public roads in a safe and fuel efficient manner	<p>1.1 explain organisational policies and procedures, in relation to driving the van and load in a fuel efficient manner, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – operating requirements <p>1.2 explain the organisation's policy when driving conditions vary and result in changes to the schedule</p> <p>1.3 describe how to adapt driving styles to changes in driving conditions</p> <p>1.4 explain how to adapt driving manner to suit changes in driving conditions</p> <p>1.5 explain how the actions of other road users can affect driving manner</p> <p>1.6 explain how to:</p> <ul style="list-style-type: none"> – position the van on the road to ensure the safety of yourself and other road users – appropriately use signals – alter speed to meet different types of road conditions and requirements 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - use the controls of the van to optimise fuel consumption - assess and maintain safe separation distances - assess factors affecting safe stopping distances - use the controls of the van to adjust braking under different road conditions <p>1.7 identify types of hazard that could occur on the road</p> <p>1.8 when overtaking, identify:</p> <ul style="list-style-type: none"> - when overtaking should and should not occur - the types of hazards involved - factors affecting the distance required to overtake other vehicles <p>1.9 describe the effects severe braking could have on the load and roadworthiness of the van</p> <p>1.10 identify problems that can occur when driving the van, on public roads, in a safe and fuel efficient manner</p> <p>1.11 explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to drive the van on public roads in a safe and fuel efficient manner</p>	<p>2.1 follow organisational policies and procedures, in relation to driving the van and load, in a fuel efficient manner, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – operating requirements <p>2.2 position the van and apply lane discipline to maintain the safety of yourself, other road users according to the prevailing driving conditions</p> <p>2.3 demonstrate how to drive the van safely and in a fuel efficient manner to include:</p> <ul style="list-style-type: none"> – giving clear signals in good time – driving at the appropriate speed for the driving conditions – minimising fuel consumption and wear and tear – applying the braking systems, in a controlled manner, appropriate to the driving conditions, distance available, the van and its load – overtaking other vans at a suitable point – taking preventative action to avoid harm to any other road user 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 40: Drive the Van on Private Roads in a Safe and Fuel Efficient Manner

Unit reference number: L/602/2855

Level: 2

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about the safe and fuel efficient driving of a van on private roads. It covers the appropriate use of van controls to maximise safety and fuel efficiency. It covers knowledge of the factors that maximise fuel efficiency and the safety of other road users.

This unit is relevant only to drivers of vans whose duties are carried out exclusively on private roads.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to drive the van on private roads in a fuel efficient manner	<p>1.1 explain organisational policies and procedures, in relation to driving the van and load, in a fuel efficient manner, that relate to:</p> <ul style="list-style-type: none"> – health, safety and security – legal requirements – operating requirements <p>1.2 explain the organisation's policy when driving conditions vary and result in changes to the schedule</p> <p>1.3 describe how to adapt driving styles to changes in driving conditions</p> <p>1.4 explain how to adapt driving manner to suit changes in driving conditions</p> <p>1.5 explain how the actions of other road users can affect driving manner</p> <p>1.6 explain how to:</p> <ul style="list-style-type: none"> – position the van on the road to ensure the safety of yourself and other road users – appropriately use signals – alter speed to meet different types of road conditions and requirements 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> - use the controls of the van to optimise fuel consumption - assess and maintain safe separation distances - assess factors affecting safe stopping distances - use the controls of the van to adjust braking under different road conditions <p>1.7 identify types of hazard that could occur on the road</p> <p>1.8 when overtaking, identify:</p> <ul style="list-style-type: none"> - when overtaking should and should not occur - the types of hazards involved - factors affecting the distance required to overtake other vehicles <p>1.9 describe the effects severe braking could have on the load and roadworthiness of the van</p> <p>1.10 identify problems that can occur when driving the vehicle, on private roads, in a safe and fuel efficient manner</p> <p>1.11 explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to drive the van on private roads in a safe and fuel efficient manner</p>	<p>2.1 follow organisational policies and procedures, in relation to driving the van and load, in a fuel efficient manner, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements <p>2.2 position the van and apply lane discipline to maintain the safety of yourself, other road users according to the prevailing driving conditions</p> <p>2.3 demonstrate how to drive the van safely and in a fuel efficient manner to include:</p> <ul style="list-style-type: none"> - giving clear signals in good time - driving at the appropriate speed for the driving conditions - minimising fuel consumption and wear and tear - applying the braking systems, in a controlled manner, appropriate to the driving conditions, distance available, the van and its load - overtaking other vehicles at a suitable point - taking preventative action to avoid harm to any other road user 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 41: Prepare the Van for Driving

Unit reference number: R/602/2842

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 explain which person(s) is officially responsible for releasing the van 1.8 identify problems that can occur when preparing the van for driving 1.9 explain the appropriate action to take, in order to deal with identified problems			
2 Be able to prepare the van for driving	2.1 follow all organisational policies and procedures, in relation to preparing the van for driving, that relate to: – health, safety and security – legal requirements – operating requirements 2.2 check the vehicle and vehicle systems to ensure the van is legal and roadworthy 2.3 carry out adjustments to the: – steering wheel – mirrors – seat for optimum control, observation and comfort			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.4 check the van has sufficient: <ul style="list-style-type: none"> - fuel - additives - oil - water 2.5 check that any ancillary equipment is in working order 2.6 demonstrate that all documentation your organisation requires is with the van			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 42: Protect the Van and the Load

Unit reference number: K/602/2846

level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 43: Ensure the Van is Loaded Correctly

Unit reference number: H/602/2859

level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to load the van correctly	<p>1.1 explain the relevant organisational policies and procedures, in relation to ensuring the van is loaded correctly, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - legal requirements - operating requirements - monitoring requirements <p>1.2 explain the required. Information to include:</p> <ul style="list-style-type: none"> - suitability of the van for the load - load restrictions - loading and delivery sequences - how to distribute the load - when and how to re-distribute the load - correct securing of the load - use of correct restraints - why, how and where to check axle weights <p>1.3 identify problems that can occur when ensuring that the van is loaded correctly</p> <p>1.4 explain the appropriate action to take, in order to deal with identified problems</p>			

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

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____

(if sampled)

Date: _____

Date: _____

Date: _____

Date: _____

Unit 44: Ensure the Van is Unloaded Correctly

Unit reference number: H/602/2862

level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website:
qualifications.pearson.com

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

How to obtain National Occupational Standards

Skills for Logistics
12 Warren Yard
Wolverton Mill
Milton Keynes
MK12 5NW

Telephone: 01908 313 360
Email: info@skillsforlogistics.org
Website: www.skillsforlogistics.org

Professional development and training

Pearson supports UK and international customers with training related to NVQ/competence based qualifications and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html#step1>). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Contact us

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

To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

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

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

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

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

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

What are the access arrangements and special considerations for the qualification in this specification?

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

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

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

Annexe C: Skills for Logistics Assessment Guidance for Qualifications in the QCF

Skills for Logistics

Assessment Guidance for the Qualifications and Credit Framework

March 2011

Assessment Guidance for the Qualifications Credit Framework

1. Introduction

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

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

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

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

2. Definitions

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

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

*reference Oxford English Dictionary

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

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

3. External Quality Control

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

4. Additional Assessment Needs

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

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

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

*these can be found on the National Occupational Standards Directory: www.ukstandards.org.uk

5. Quality Assurance Requirements

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

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

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

6. External Monitoring/Risk Management

Awarding Organisations should decide the frequency of external monitoring activities, which should be based on the risks associated with a qualification of this type and an assessment of the centre's performance and past record. Awarding Organisations should develop suitable auditing processes, where naturally occurring quality assurance already exist in the workplace assessment environments.

7. Equality and Diversity

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

Annex 1

Specific Criteria for the Assessment and Verification of Driving Goods Vehicles

Assessors

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

Internal Verifiers

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

External Verifiers

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

Annex 2

Specific criteria for the Assessment and Verification of Warehousing and Storage

Assessors

In the case of qualifications titled **Warehousing and Storage**, where the candidate uses equipment that requires specific training, or a 'licence' (certificate), for example lift trucks, assessors must have undertaken the specific training, or hold the 'licence' for the type of equipment on which the assessment is to take place.

Expert witness

Where the assessor has not undertaken the specific training, or does not hold the 'licence' for the type of equipment on which the assessment is to take place, the testimony of an expert witness should be sought.

An expert witness **must** be someone who is both competent on the type of equipment and is working sufficiently closely with the candidate to be able to comment on their operating ability. Competence may be demonstrated by the achievement of a 'licence' or evidence of specific training.

The expert witness is not consulted as a professional assessor, but as someone who is expert in the use of the type of equipment being used.

Annex 3

Specific Criteria for the Assessment, Verification and Certification of Mail Services/Package Distribution

In the case of qualifications titled **Mail Services or Package Distribution** it is recognised that there are situations where the workplace may not be appropriate, or waiting for naturally occurring evidence is impractical in relation to units based on the National Occupational Standard SFL140 '**Contribute to safety and security in mail services**'. Skills for Logistics therefore allow centres to set up or devise assessment situations for this unit, with the prior agreement of the external verifier that the simulation is valid before assessment is undertaken.

June 2017

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