

Pearson Edexcel Level 2 Diploma in Transporting Goods by Road

Specification

Competence-based qualification

First registration August 2013

Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Pearson Edexcel Level 2 Diploma in Transporting Goods by Road (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 2 Diploma in Transporting Goods by Road specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification (excluding documents from other organisations e.g. Sector Skills assessment guidance in an Annexe)	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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

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

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment guidance as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel Competence-based qualifications

What are NVQs/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQs/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

NVQ/Competence-based qualifications are available in the following sizes:

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

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Diploma in Transporting Goods by Road
Qualification Number (QN)	601/0340/1
Regulation start date	23/07/2013
Operational start date	01/08/2013
Approved age ranges	16-18 18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the Skills for Logistics Assessment Guidance (<i>Annexe A</i>).
Credit value	49
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	490
Guided learning hours	252
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. It should be noted that learners need to hold a valid driving licence for the vehicle on which assessment is to take place in order to complete the units relating to driving on the public road. Learners do not however need to hold a valid licence in order to start working towards these units. Centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 9, Access and Recruitment</i>)

Qualification number and qualification title

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. Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Pearson Information Manual*, available on our website: qualifications.pearson.com

Qualification objectives

The Pearson Edexcel Level 2 Diploma in Transporting Goods by Road is for learners who work in, or want to work in, the logistics and distribution sector.

It gives learners the opportunity to:

- demonstrate competence in specified job roles in the logistics and distribution sector, for example specialised transportation, logistics, capital and e-commerce services
- develop knowledge and skills related to the specified job roles in the logistics and distribution sector
- have their existing skills recognised
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is newly accredited to the sector and, therefore, does not replace any existing qualification.

Apprenticeships

Skills for Logistics include the Pearson Edexcel Level 2 Diploma in Transporting Goods by Road as the combined knowledge and competence component for a pathway within the Intermediate Apprenticeship in Driving Goods Vehicles.

Progression opportunities through Pearson qualifications

Learners who achieve the Pearson Edexcel Level 2 Diploma in Transporting Goods by Road can progress to Level 3 Pearson Edexcel qualifications in the sector, for example, Pearson Edexcel Level 3 Certificate in Transporting Freight by Road, Pearson Edexcel Level 3 Diploma in Driving Goods Vehicles or Pearson Edexcel Level 3 Certificate in Logistics Operations.

Industry support and recognition

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

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) for the freight and logistics sector, which were set and designed by Skills for Logistics.

3 Qualification structure

Pearson Edexcel Level 2 Diploma in Transporting Goods by Road

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

Minimum number of credits that must be achieved	49
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Learners **must** complete **all** units in the Mandatory Group and all units from **one** Pathway Group to achieve a total of 49 credits.

Mandatory Group

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
<i>All units must be completed to achieve 32 credits.</i>					
1	F/602/6482	Contribute to Health, Safety and Security in Package Distribution	2	5	28
2	J/602/6483	Contribute to Working Relationships in Package Distribution	2	5	21
3	M/502/6404	Process Package Instructions	2	4	20
4	D/602/6490	Separate Packages for Processing	2	5	27
5	J/601/7914	Moving and/or Handling Goods in Logistics Operations	2	4	15
6	Y/601/7920	Contribute to the Provision of Customer Service in Logistics Operations	2	3	18
7	D/601/9457	Plan the Route and Timings for the Collection and Delivery of Goods	3	6	30

Centres should be aware that, within the Mandatory Group, learners will be required to meet the demands of Unit 7 at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit during both enrollment of learners and delivery and assessment of the qualification.

Pathway Groups

One Pathway Group must be chosen to achieve 17 credits.

Pathway Group 1: Motor Cycle/Pedal Cycle

All units must be completed in this group to achieve 17 credits.

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
8	R/602/2873	Prepare the Cycle for Driving	2	2	10
9	Y/602/2874	Protect the Cycle and the Load	2	2	15
10	K/602/2877	Manoeuvre the Cycle in Restricted Spaces	2	4	18
11	T/602/2879	Drive the Cycle on Public Roads in a Safe and Fuel Efficient Manner	2	6	30
12	A/602/2897	Unload the Cycle Correctly	2	3	20

Pathway Group 2: Van

All units must be completed in this group to achieve 17 credits.

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
13	R/602/2842	Prepare the Van for Driving	2	2	10
14	K/602/2846	Protect the Van and the Load	2	2	15
15	A/602/2849	Manoeuvre the Van in Restricted Spaces	2	4	18
16	A/602/2852	Drive the Van on Public Roads in a Safe and Fuel Efficient Manner	2	6	30
17	M/602/2864	Unload the Van Correctly	2	3	20

Pathway Group 3: Rigid Vehicle***All units must be completed in this group to achieve 17 credits.***

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
18	K/602/2832	Prepare the Rigid Vehicle for Driving	2	2	10
19	M/602/2833	Protect the Rigid Vehicle and the Load	2	2	15
20	L/602/2838	Manoeuvre the Rigid Vehicle in Restricted Spaces	2	4	18
21	R/602/2839	Drive the Rigid Vehicle on Public Roads in a Safe and Fuel Efficient Manner	2	6	30
22	T/602/2851	Unload the Rigid Vehicle Correctly	2	3	20

Pathway Group 4: Articulated or Draw Bar Vehicle***All units must be completed in this group to achieve 17 credits.***

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
23	T/602/2722	Prepare the Articulated or Draw Bar Vehicle for Driving	2	2	10
24	J/602/2739	Protect the Articulated or Draw Bar Vehicle and the Load	2	2	15
25	J/602/2742	Manoeuvre the Articulated or Draw Bar Vehicle in Restricted Spaces	2	4	18
26	L/602/2760	Drive the Articulated or Draw Bar Vehicle on Public Roads in a Safe and Fuel Efficient Manner	2	6	30
27	J/602/2773	Unload the Articulated or Draw Bar Vehicle Correctly	2	3	20

Please note that learners need to hold a valid driving licence for the vehicle on which assessment is to take place in order to complete the units relating to driving on the public road. Learners do not however need to hold a valid licence in order to start working towards these units.

4 Assessment

This qualification is assessed through an externally verified portfolio of evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

It should be noted that learners need to hold a valid driving licence for the vehicle on which assessment is to take place in order to complete the units relating to driving on the public road. Learners do not however need to hold a valid licence in order to start working towards these units.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes 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.

Learners can provide evidence of occupational competence 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 programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Pearson website.

- a **combination** of these.

Skills for Logistics Assessment Guidance for the Qualifications and Credit Framework

The assessment guidance for this qualification has been developed by Skills for Logistics and has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. It has been developed by Skills for Logistics in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Skills for Logistics Assessment Guidance. The evidence for this qualification can take a variety of forms as indicated 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 SSC's 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).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

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 the Skills for Logistics Assessment Guidance. Any specific assessment requirements are stated in the unit introduction for the units in *Section 11*.

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 associated 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 units or learning outcomes.

5 Centre resource requirements

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

General resource requirements

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment guidance for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment guidance in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment guidance for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

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

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

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

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

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQ/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualification in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQ/ Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of:

- the number of assessment sites
- throughput of learners
- turnover of assessors
- turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the programme. If a centre is also offering stand-alone competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, internal verification and the specific occupational sector are being consistently met.

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

For further details, please go to the *UK NVQ Quality Assurance Centre Handbook* and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example fulltime, part time, evening only, distance learning,) that meets learners' needs.

However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

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

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

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

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

Centres should be aware that, within this qualification, learners will be required to meet the demands of Unit 7 at Level 3. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit during both enrollment of learners and delivery and assessment of the qualification.

10 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*

This document is available on our website, at www.edexcel.com/Policies

11 Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

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 gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

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

Assessment criteria

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

Units

Unit 1:

Contribute to Health, Safety and Security in Package Distribution

Unit reference number: F/602/6482

Level: 2

Credit value: 5

Guided learning hours: 28

Unit summary

This unit is an introduction to Health and Safety requirements for the Package Distribution sector. This unit could be delivered alongside, or after, a company induction programme for new employees.

The learner should be able to identify applicable organisational policies, relevant legislation, protocols, behaviour and equipment appropriate to safe working within the package distribution sector.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand health, safety and security requirements in package distribution	1.1	Describe organisational policies and procedures that relate to health, safety and security in package distribution			
		1.2	Describe the safety and security risks in relation to package distribution			
		1.3	Identify the approved precautions that are in place to minimise safety and security risks			
		1.4	Describe appropriate personal protection equipment			
		1.5	Describe actions that can be taken to prevent harm to individuals			
		1.6	Describe actions that can be taken in response to accidents and emergencies			
2	Be able to adopt safe working practices	2.1	Follow health and safety requirements and relevant organisational procedures at all times			
		2.2	Prioritise health and safety requirements over any other organisational requirements			
		2.3	Report any safety and security risks to the appropriate person using organisational procedures			
		2.4	Use the correct personal protective equipment according to organisational requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Inform visitors, to work areas, clearly and politely of safety and security procedures			
		2.6	Prevent unauthorised access to hazardous areas			
		2.7	Record any safety and security incidents using appropriate information systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2:

Contribute to Working Relationships in Package Distribution

Unit reference number: J/602/6483

Level: 2

Credit value: 5

Guided learning hours: 21

Unit summary

This unit focuses on the importance of good working relationships in package distribution.

The learner should understand the importance of organisational protocols regarding employees and their impact on working relationships. The learner should understand the importance of effective communication. The unit includes reviewing performance and dealing with problems in the workplace.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to work effectively with others	1.1	Describe organisational policies and procedures that relate to health, safety and security when working with others			
		1.2	Describe the relevant organisational procedures for the activities to be undertaken			
		1.3	Identify policies and legislation relating to diversity in the workplace			
		1.4	Identify assistance that can be provided for people			
		1.5	Identify the most common types of information required by people			
		1.6	Identify factors that affect working relationships			
		1.7	Describe organisational policies for maintaining standards within the organisation			
		1.8	Identify training and development provided by the organisation to improve own performance			
		1.9	Describe methods for dealing with problems encountered in the workplace			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to work effectively with others	2.1	Follow organisational policies and procedures that relate to health, safety and security in package distribution			
		2.2	Follow all organisational policies and legislation in relation to diversity of rights and beliefs			
		2.3	Provide assistance within agreed roles and responsibilities			
		2.4	Provide correct information to people in a suitable way			
		2.5	Treat people and their property in a way that maintains good working relationships			
		2.6	Maintain standards according to organisational policies			
		2.7	Respond appropriately to problems with working relationships			
		2.8	Communicate problems as they occur and follow reporting procedures so that the problem can be solved			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3:

Process Package Instructions

Unit reference number: M/502/6404

Level: 2

Credit value: 4

Guided learning hours: 20

Unit summary

This unit focuses on the importance of understanding package instructions for specific items or containers throughout the package distribution processes. The learner should be able to understand package instructions, and process the package accordingly, in line with organisational policy. The learner should be able to identify and report any problems appropriately.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to process package instructions	1.1	Describe the health and safety risks in relation to processing the packages			
		1.2	Describe the relevant organisational procedures for the activities to be undertaken			
		1.3	Describe the process for different types of packages			
		1.4	Describe methods and constraints for revealing package instructions			
		1.5	Identify types of inconsistencies with different types of packages			
		1.6	Identify the priority to give different types of packages			
		1.7	Describe organisational guidelines relating to the opening of packages			
		1.8	Identify information on destinations contained in the package instructions			
2	Be able to process package instructions	2.1	Follow health and safety requirements and relevant organisational procedures at all times			
		2.2	Confirm the instructions for the packages to be processed			
		2.3	Reveal package instructions when these are obscured or unclear			
		2.4	Identify inconsistencies in the package instructions, and determine which should be given priority			
		2.5	Process packages with incomplete information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Allocate packages to the correct containers for further processing			
		2.7	Ensure that any documentation accompanying the package is correctly completed			
		2.8	Communicate problems as they occur and follow reporting procedures so that the problem can be solved			
		2.9	Use information systems to record the processing of package instructions			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4:

Separate Packages for Processing

Unit reference number: D/602/6490

Level: 2

Credit value: 5

Guided learning hours: 27

Unit summary

The focus of this unit is to enable the learner to be able to separate packages into different types. This is part of the preparation for sorting, distribution and delivery. They will need to recognise the type or priority of packages, classify and separate them and use the correct systems, equipment and containers. The learner should understand the procedures required to deal with any problems and report them appropriately.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to separate packages for processing	1.1	Describe the health and safety risks in relation to the separation of the packages			
		1.2	Describe the methods to deal with suspicious or dangerous package items			
		1.3	Describe the relevant organisational procedures for the activities to be undertaken			
		1.4	Identify types of packages that need to be separated			
		1.5	Describe processes for separating different types of packages			
		1.6	Describe package flows in the organisation			
		1.7	Describe methods of monitoring package flows			
		1.8	Identify containers to be used for different types of packages			
2	Be able to separate packages for processing	2.1	Follow health and safety requirements and relevant organisational procedures at all times			
		2.2	Confirm the types of packages to be separated			
		2.3	Separate packages requiring special handling or distribution requirements			
		2.4	Monitor the flow of packages			
		2.5	Respond appropriately to any package processing problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Respond appropriately to any packages that appears to present a safety or security risk			
		2.7	Place separated packages in the appropriate containers ready for processing			
		2.8	Communicate problems as they occur and follow reporting procedures so that the problem can be solved			
		2.9	Use information systems to record the separation of packages for processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 5:

Moving and/or Handling Goods in Logistics Operations

Unit reference number: J/601/7914

Level: 2

Credit value: 4

Guided learning hours: 15

Unit summary

This unit is about the movement and/or handling of goods within a single location or between different locations. It deals with identifying hazards that might occur in moving or handling goods safely.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to move and/or handle goods in logistics operations	1.1	Explain the relevant organisational policies and procedures for moving and/or handling goods in logistics operations that relate to: <ul style="list-style-type: none"> health safety and security environmental factors special requirements legal requirements operating requirements personal protective equipment 			
		1.2	Identify any specific hazards in relation to moving and/or handling the goods			
		1.3	Describe methods for moving and/or handling the goods safely			
		1.4	Explain circumstances when assistance is required to move and/or handle the goods and how this assistance is applied			
		1.5	Identify problems that can occur when moving and/or handling the goods			
		1.6	Explain appropriate action when dealing with identified problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to move and/or handle the goods in logistics operations	2.1	Identify the goods to be moved and/or handled			
		2.2	Use suitable handling methods to move the goods safely and correctly			
		2.3	Position and set down the goods in the required location			
		2.4	Place the goods so that they can be easily identified and accessed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6:

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 who work both individually and as part of a team.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to contribute to the provision of customer services in logistics operations	1.1	Explain the relevant organisational policies and procedures, in relation to the provision of customer services in logistics operations, that relate to: <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 			
		1.2	Describe different types of customers in relation to own organisation			
		1.3	Describe the importance of <ul style="list-style-type: none"> promoting the organisation's image positively effective communication good customer service 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.4	Identify the services available to customers in own organisation			
		1.5	Describe the implications of: <ul style="list-style-type: none"> • a negative image on your organisation • poor communication • poor customer service 			
		1.6	Describe: <ul style="list-style-type: none"> • own role in dealing with customer complaints, and • the limits of your responsibility 			
		1.7	Identify who to report to when you are unable to deal with a customer enquiry or request			
2	Be able to contribute to the provision of customer services in logistics operations	2.1	Follow all organisational policies and procedures, in relation to contributing to customer services in logistics operations, that relate to: <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 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Develop positive relationships with customers			
		2.3	Ensure that own personal appearance and hygiene meet organisational policies and standards			
		2.4	Communicate effectively with customers			
		2.5	Ensure that all information available is up to date and accurate			
		2.6	Identify customer needs			
		2.7	Deal effectively with customer enquiries			
		2.8	Ensure the customer is promptly informed of any action that is taken			
		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 7:

Plan the Route and Timings for the Collection and Delivery of Goods

Unit reference number: D/601/9457

Level: 3

Credit value: 6

Guided learning hours: 30

Unit summary

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

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

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

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

			<ul style="list-style-type: none"> • facilities at stopping points 			
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Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.3	Use relevant route planning resources		
		2.4	Identify the major and minor roads for reaching the destination		
		2.5	Plan alternative routes to ensure effective use of driving time		
		2.6	Estimate driving distances and time required to achieve schedule		

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Prepare the Cycle for Driving

Unit reference number: R/602/2873

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit is about checking a cycle 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 cycles or those who are responsible for cycles within logistics organisations.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 9: Protect the Cycle and the Load

Unit reference number: Y/602/2874

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit is about checking a cycle 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 cycle and its load and the actions they can take to reduce risks.

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

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to protect the cycle and the load	1.1	Explain the relevant organisational policies and procedures, in relation to protecting the cycle 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 cycle's load			
		1.4	Describe the risks associated with protecting the cycle and load at different locations			
		1.5	Explain the security checks that are required to protect the cycle and the load			
		1.6	Identify problems that can occur when protecting the cycle and its load			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.7	Explain the appropriate action to take, in order to deal with identified problems			
2	Be able to protect the cycle and the load	2.1	Follow all organisational policies and procedures, in relation to protecting the cycle 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: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 10:

Manoeuvre the Cycle in Restricted Spaces

Unit reference number: K/602/2877

Level: 2

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about manoeuvring a cycle in any restricted space either on a public road, a private road or in a depot. It covers the checks that a driver needs to make before a manoeuvre is carried out and the safe conduct of the manoeuvre.

This unit is relevant to drivers of cycles.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to manoeuvre the cycle in restricted spaces	1.1	Explain the relevant organisational policies and procedures, in relation to manoeuvring the cycle, that relate to: <ul style="list-style-type: none"> health, safety and security legal requirements operating requirements 			
		1.2	State the: <ul style="list-style-type: none"> dimensions of the cycle clearances required for the cycle during different activities types of signals to be used when manoeuvring the cycle 			
		1.3	Explain the observations required to ensure the safety of yourself and other road users			
		1.4	Identify suitable spaces for safe manoeuvring			
		1.5	Identify the types of hazard that could occur during manoeuvring			
		1.6	Explain the effects of inappropriate speed during manoeuvring			
		1.7	Identify problems that can occur when manoeuvring the cycle in restricted spaces			
		1.8	Explain the appropriate action to take, in order to deal with identified			

			problems			
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Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to manoeuvre the cycle in restricted spaces	2.1	Follow organisational policies and procedures, in relation to manoeuvring the cycle, that relate to: <ul style="list-style-type: none"> • health, safety and security • legal requirements • operating requirements 			
		2.2	Manoeuvre the cycle in restricted spaces and include: <ul style="list-style-type: none"> • the appropriate use of signals • using the appropriate speed for the manoeuvre • monitoring the actions of other road users • ensuring there is no damage to the cycle or surrounding environment • ensuring the cycle is in a suitable position for the required activities 			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 11:

Drive the Cycle on Public Roads in a Safe and Fuel Efficient Manner

Unit reference number: T/602/2879

Level: 2

Credit value: 6

Guided learning hours: 30

Unit summary

This unit is about the safe and fuel efficient driving of a cycle 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 cycles whose duties involve driving on public roads.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to drive the cycle on public roads in an safe and fuel efficient manner	1.1	Explain organisational policies and procedures, in relation to driving the cycle 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
		1.6 Explain how to: <ul style="list-style-type: none"> • position the cycle 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 cycle to optimize fuel consumption • assess and maintain safe separation distances • assess factors affecting safe stopping distances • use the controls of the cycle to adjust braking under different road conditions 			
		1.7 Identify types of hazard that could occur on the road			
		1.8 When overtaking, identify: <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 			
		1.9 Describe the effects severe braking could have on the load and roadworthiness of the cycle			
		1.10 Identify problems that can occur when driving the cycle, 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to drive the cycle on public roads in a safe and fuel efficient manner	2.1	Follow organisational policies and procedures, in relation to driving the cycle 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 cycle and apply lane discipline to maintain the safety of yourself, other road users according to the prevailing driving conditions			
		2.3	Demonstrate how to drive the cycle safely and in a fuel efficient manner to include: <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 cycle and its load overtaking other vehicles at a suitable point take 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 12:

Unload the Cycle Correctly

Unit reference number: A/602/2897

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about unloading all or part of a load as part of driving duties. It covers the responsibility a driver has to ensure a cycle 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 those drivers of cycles, who unload cycles and those unloading cycles in warehousing and storage facilities.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to unload the cycle correctly	1.1	Explain the relevant organisational policies and procedures, in relation to ensuring the cycle is unloaded correctly, that relate to: <ul style="list-style-type: none"> health, safety and security personal protective clothing legal requirements operating requirements monitoring requirements handling methods 			
		1.2	Explain the required information to include: <ul style="list-style-type: none"> the person responsible for receiving the load how the cycle 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 			
		1.3	Explain how to prepare the cycle for unloading			
		1.4	Identify problems that can occur when unloading the cycle correctly			
		1.5	Explain the appropriate action to take, in order to deal with identified problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to unload the cycle correctly	2.1	Follow all organisational policies and procedures, in relation to ensuring the cycle 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	Manoeuvre the cycle into a safe and suitable position for unloading			
		2.5	Prepare the cycle correctly for unloading			
		2.6	Demonstrate how to properly plan for unloading the cycle			
		2.7	Correctly identify the part of the load to be unloaded			
		2.8	Use the correct handling method to move the load			
		2.9	Follow the correct proof of delivery procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: 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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare the van for driving	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			
		2.1	Follow all organisational policies and procedures, in relation to preparing the van for driving, that relate to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> steering wheel mirrors seat for optimum control, observation and comfort			
		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 14: 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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to protect the van and the load	1.1	Explain the relevant organisational policies and procedures, in relation to protecting the van and load, that relate to: <ul style="list-style-type: none"> • 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 van's load			
		1.4	Describe the risks associated with protecting the van and load at different locations			
		1.5	Explain the security checks that are required to protect the van and the load			
		1.6	Identify problems that can occur when protecting the van and its load			
		1.7	Explain the appropriate action to take, in order to deal with identified			

			problems			
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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 15: Manoeuvre the Van in Restricted Spaces

Unit reference number: **A/602/2849**

Level: 2

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about manoeuvring a van in any restricted space either on a public road, a private road or in a depot. It covers the checks that a driver needs to make before a manoeuvre is carried out and the safe conduct of the manoeuvre.

This unit is relevant to drivers of vans.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to manoeuvre the van in restricted spaces	1.1	Explain the relevant organisational policies and procedures, in relation to manoeuvring the van, that relate to: <ul style="list-style-type: none"> health, safety and security legal requirements operating requirements 			
		1.2	State the: <ul style="list-style-type: none"> dimensions of the van clearances required for the van during different activities types of signals to be used when manoeuvring the van 			
		1.3	Explain the observations required to ensure the safety of yourself and other road users			
		1.4	Identify suitable spaces for safe manoeuvring			
		1.5	Identify the types of hazard that could occur during manoeuvring			
		1.6	Explain the effects of inappropriate speed during manoeuvring			
		1.7	Identify problems that can occur when manoeuvring the van in restricted spaces			
		1.8	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 manoeuvre the van in restricted spaces	2.1	Follow organisational policies and procedures, in relation to manoeuvring the van, that relate to: <ul style="list-style-type: none"> • health, safety and security • legal requirements • operating requirements 			
		2.2	Manoeuvre the van in restricted spaces and include: <ul style="list-style-type: none"> • the appropriate use of signals • using the appropriate speed for the manoeuvre • monitoring the actions of other road users • ensuring there is no damage to the van or surrounding environment • ensuring the van is in a suitable position for the required activities 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 16:

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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to drive the van on public roads in a safe and fuel efficient manner	1.1	Explain organisational policies and procedures, in relation to driving the van and load, in a fuel efficient manner, that relate to: <ul style="list-style-type: none"> 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			
		1.6	Explain how to: <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 use the controls of the van to optimize fuel consumption 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • 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 			
		1.7	Identify types of hazard that could occur on the road			
		1.8	When overtaking, identify: <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 			
		1.9	Describe the effects severe braking could have on the load and roadworthiness of the van			
		1.10	Identify problems that can occur when driving the van, on public roads, in a safe and fuel efficient manner			
		1.11	Explain the appropriate action to take, in order to deal with identified problems			
2	Be able to drive the van on public roads in a safe and fuel efficient manner	2.1	Follow organisational policies and procedures, in relation to driving the van and load, in a fuel efficient manner, that relate to: <ul style="list-style-type: none"> • health, safety and security • legal requirements • operating requirements 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Position the van and apply lane discipline to maintain the safety of yourself, other road users according to the prevailing driving conditions			
		2.3	Demonstrate how to drive the van safely and in a fuel efficient manner to include: <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 • take 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 17:

Unload the Van Correctly

Unit reference number: M/602/2864

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about unloading all or part of a load as part of driving duties. 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 those drivers of vans, who unload vans and those unloading vans in warehousing and storage facilities.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to unload the van 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	Manoeuvre the van into a safe and suitable position for unloading			
		2.5	Prepare the van correctly for unloading			
		2.6	Demonstrate how to properly plan for unloading the van			
		2.7	Correctly identify the part of the load to be unloaded			
		2.8	Use the correct handling method to move the load			
		2.9	Follow the correct proof of delivery procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18:

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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare the rigid vehicle for driving	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			
		2.1	Follow all organisational policies and procedures, in relation to preparing the rigid vehicle for driving, that relate to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • steering wheel • mirrors • seat for optimum control, observation and comfort			
		2.4	Check the rigid vehicle has sufficient: <ul style="list-style-type: none"> • fuel • additives • oil • water 			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19:

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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to protect the rigid vehicle and the load	1.1	Explain the relevant organisational policies and procedures, in relation to protecting the rigid vehicle and load, that relate to: <ul style="list-style-type: none"> • 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 rigid vehicle's load			
		1.4	Describe the risks associated with protecting the rigid vehicle and load at different locations			
		1.5	Explain the security checks that are required to protect the rigid vehicle and the load			
		1.6	Identify problems that can occur when protecting the rigid vehicle and its load			
		1.7	Explain the appropriate action to take, in order to deal with identified problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to protect the rigid vehicle and the load	2.1	Follow all organisational policies and procedures, in relation to protecting the rigid vehicle and load, that relate to: <ul style="list-style-type: none"> • 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 20: Manoeuvre the Rigid Vehicle in Restricted Spaces

Unit reference number: L/602/2838

Level: 2

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about manoeuvring a rigid vehicle in any restricted space either on a public road, a private road or in a depot. It covers the checks that a driver needs to make before a manoeuvre is carried out and the safe conduct of the manoeuvre.

This unit is relevant to drivers of rigid vehicles.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within Annexe A.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to manoeuvre the rigid vehicle in restricted spaces	1.1	Explain the relevant organisational policies and procedures, in relation to manoeuvring the rigid vehicle, that relate to: <ul style="list-style-type: none"> health, safety and security legal requirements operating requirements 			
		1.2	State the: <ul style="list-style-type: none"> dimensions of the rigid vehicle clearances required for the rigid vehicle during different activities types of signals to be used when manoeuvring the rigid vehicle 			
		1.3	Explain the observations required to ensure the safety of yourself and other road users			
		1.4	Identify suitable spaces for safe manoeuvring			
		1.5	Identify the types of hazard that could occur during manoeuvring			
		1.6	Explain the effects of inappropriate speed during manoeuvring			
		1.7	Identify problems that can occur when manoeuvring the rigid vehicle in restricted spaces			
		1.8	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 manoeuvre the rigid vehicle in restricted spaces	2.1	Follow organisational policies and procedures, in relation to manoeuvring the rigid vehicle, that relate to: <ul style="list-style-type: none"> health, safety and security legal requirements operating requirements 			
		2.2	Manoeuvre the rigid vehicle in restricted spaces and include: <ul style="list-style-type: none"> the appropriate use of signals using the appropriate speed for the manoeuvre monitoring the actions of other road users ensuring there is no damage to the rigid vehicle or surrounding environment ensuring the rigid vehicle is in a suitable position for the required activities 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21:

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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to drive the rigid vehicle on public roads in a safe and fuel efficient manner	1.1	Explain organisational policies and procedures, in relation to driving the rigid vehicle and load, in a fuel efficient manner, that relate to: <ul style="list-style-type: none"> 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			
		1.6	Explain how to: <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 			

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

			safety of yourself, other road users according to the prevailing driving conditions			
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Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.3 Demonstrate how to drive the rigid vehicle safely and in a fuel efficient manner to include: <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 • overtake other vehicles at a suitable point • take 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 22:

Unload the Rigid Vehicle Correctly

Unit reference number: T/602/2851

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about unloading all or part of a load as part of driving duties. 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 those drivers of rigid vehicles, who unload rigid vehicles and those unloading rigid vehicles in warehousing and storage facilities.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to unload the rigid vehicle correctly	1.1	Explain the relevant 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 clothing legal requirements operating requirements monitoring requirements handling methods 			
		1.2	Explain the required information to include: <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 re-distribute the load the appropriate equipment for moving the load proof of delivery procedures or systems 			
		1.3	Explain how to prepare the rigid vehicle for unloading			
		1.4	Identify problems that can occur when unloading the rigid vehicle			

			correctly			
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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 unload the rigid vehicle 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	Manoeuvre the rigid vehicle into a safe and suitable position for unloading			
		2.5	Prepare the rigid vehicle correctly for unloading			
		2.6	Demonstrate how to properly plan for unloading the rigid vehicle			
		2.7	Correctly identify the part of the load to be unloaded			
		2.8	Use the correct handling method to move the load			
		2.9	Follow the correct proof of delivery procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 23:

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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.6	Explain how to obtain information on previously reported problems with the articulated or draw bar vehicle			
		1.7	Explain which person(s) is officially responsible for releasing the articulated or draw bar vehicle			
		1.8	Identify problems that can occur when preparing the articulated or draw bar vehicle for driving			
		1.9	Explain the appropriate action to take, in order to deal with identified problems			
2	Be able to prepare the articulated or draw bar vehicle for driving	2.1	Follow all organisational policies and procedures, in relation to preparing the articulated or draw bar vehicle for driving, that relate to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 24: 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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able 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			
		2.1	Follow all organisational policies and procedures, in relation to protecting the articulated or draw bar vehicle and load, that relate to: <ul style="list-style-type: none"> • 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 25: Manoeuvre the Articulated or Draw Bar Vehicle in Restricted Spaces

Unit reference number: J/602/2742

Level: 2

Credit value: 4

Guided learning hours: 18

Unit summary

This unit is about manoeuvring an articulated or draw bar vehicle in any restricted space either on a public road, a private road or in a depot. It covers the checks that a driver needs to make before a manoeuvre is carried out and the safe conduct of the manoeuvre.

This unit is relevant to drivers of articulated or draw bar vehicles.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to manoeuvre the articulated or draw bar vehicle in restricted spaces	1.1	Explain the relevant organisational policies and procedures, in relation to manoeuvring the articulated or draw bar vehicle, that relate to: <ul style="list-style-type: none"> health, safety and security legal requirements operating requirements 			
		1.2	State the: <ul style="list-style-type: none"> dimensions of the articulated or draw bar vehicle clearances required for the articulated or draw bar vehicle during different activities types of signals to be used when manoeuvring the articulated or draw bar vehicle 			
		1.3	Explain the observations required to ensure the safety of yourself and other road users			
		1.4	Identify suitable spaces for safe manoeuvring			
		1.5	Identify the types of hazard that could occur during manoeuvring			
		1.6	Explain the effects of inappropriate speed during manoeuvring			
		1.7	Identify problems that can occur when manoeuvring the articulated or draw bar vehicle in restricted spaces			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.8	Explain the appropriate action to take, in order to deal with identified problems			
2	Be able to manoeuvre the articulated or draw bar vehicle in restricted spaces	2.1	Follow organisational policies and procedures, in relation to manoeuvring the articulated or draw bar vehicle, that relate to: <ul style="list-style-type: none"> health, safety and security legal requirements operating requirements 			
		2.2	Manoeuvre the articulated or draw bar vehicle in restricted spaces and include: <ul style="list-style-type: none"> the appropriate use of signals using the appropriate speed for the manoeuvre monitoring the actions of other road users ensuring there is no damage to the articulated or draw bar vehicle or surrounding environment ensuring the articulated or draw bar vehicle is in a suitable position for the required activities 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____ (if sampled)

Date: _____

Unit 26:

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.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to drive the articulated or draw bar vehicle on public roads in a safe and fuel efficient manner	1.1	Explain organisational policies and procedures, in relation to driving the articulated and draw bar vehicle and load, in a fuel efficient manner, that relate to: <ul style="list-style-type: none"> 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			
		1.6	Explain how to: <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 optimize fuel consumption 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			<ul style="list-style-type: none"> • 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 			
		1.7	Identify types of hazard that could occur on the road			
		1.8	When overtaking, identify: <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 			
		1.9	Describe the effects severe braking could have on the load and roadworthiness of the articulated or draw bar vehicle			
		1.10	Identify problems that can occur when driving the articulated or draw bar vehicle, on public roads, in a safe and fuel efficient manner			
		1.11	Explain the appropriate action to take, in order to deal with identified problems			
2	Be able to drive the articulated or draw bar vehicle on public roads in a safe and fuel efficient 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			
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Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.3 Demonstrate how to drive the articulated or draw bar vehicle safely and in a fuel efficient manner to include: <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 • overtake other vehicles at a suitable point • take 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 27:

Unload the Articulated or Draw Bar Vehicle Correctly

Unit reference number: J/602/2773

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is about unloading all or part of a load as part of driving duties. 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 those drivers of articulated or draw bar vehicles, who unload articulated or draw bar vehicles and those unloading articulated or draw bar vehicles in warehousing and storage facilities.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Assessment Guidance developed by Skills for Logistics included within *Annexe A*.

Learning outcomes and assessment criteria

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to unload the articulated or draw bar vehicle correctly	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: <ul style="list-style-type: none"> • health, safety and security • personal protective clothing • legal requirements • operating requirements • monitoring requirements • handling methods 			
		1.2	Explain the required information to include: <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 			
		1.3	Explain how to prepare the articulated or draw bar vehicle for			

			unloading			
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Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to unload the articulated or draw bar vehicle correctly	1.4	Identify problems that can occur when unloading the articulated or draw bar vehicle correctly			
		1.5	Explain the appropriate action to take, in order to deal with identified problems			
		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	Manoeuvre the articulated or draw bar vehicle into a safe and suitable position for unloading			
		2.5	Prepare the articulated or draw bar vehicle correctly for unloading			
		2.6	Demonstrate how to properly plan for unloading the articulated or draw bar vehicle			
		2.7	Correctly identify the part of the load to be unloaded			
		2.8	Use the correct handling method to move the load			
		2.9	Follow the correct proof of delivery procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

12 Further information and useful publications

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

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

Key publications

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

13 Professional development and training

Professional development and training

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

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

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

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

Training and support for the lifetime of the qualifications

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

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

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

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

14 Contact us

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

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Skills for Logistics

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

March 2011

Assessment Guidance for the Qualifications and Credit Framework

1. Introduction

This document is for those Awarding Organisations that intend to offer 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 (QCF) 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.

QCF 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 QCF units and qualifications used to demonstrate competence. Awarding Organisations should ensure that recognised assessment centres are familiar with these requirements.

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

a plan that is overseen by the recognised assessment centre, to achieve an appropriate Internal Verifier qualification within an agreed timescale
- 4 External Verifiers must:

hold or be working towards a suitable External Verifier qualification such as one based on LLUK standards

 - have sufficient and relevant technical/occupational familiarity with the units that are externally verified
 - be fully conversant with the standards and assessment criteria in the units to be assessed
 - understand the Awarding Organisation's quality assurance systems and requirements for this qualification
- 5 Trainee External Verifiers should have:

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

6. External Monitoring/Risk Management

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

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

7. Equality and Diversity

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

Annex 1

Specific Criteria for the Assessment and Verification of Driving Goods Vehicles

Assessors

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

Internal Verifiers

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

External Verifiers

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

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.

March 2017

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