

Pearson Edexcel Level 2 Award in Employee Rights and Responsibilities in the Logistics Industry

Specification

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Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Edexcel Level 2 Award in Employee Rights and Responsibilities in the Logistics Industry (QCF)

The QN remains the same.

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

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

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Summary of Pearson Edexcel Level 2 Award in Employee Rights and Responsibilities in the Logistics Industry specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
Guided learning definition updated	8
QCF references removed from unit titles and unit levels in all units	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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Sizes of qualifications

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

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

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

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

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

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).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 Award in Employee Rights and Responsibilities in the Logistics Industry:

Qualification title	Qualification Number (QN)	Regulation start date
Pearson Edexcel Level 2 Award in Employee Rights and Responsibilities in the Logistics Industry	600/1217/1	01/04/2011

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

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

Key features of the Pearson Edexcel Level 2 Award in Employee Rights and Responsibilities in the Logistics Industry

What is the purpose of this qualification?

From April 2011, employee rights and responsibilities (ERR) will be a mandatory component of all Specification of Apprenticeship Standards for England/Wales (SASE/W) apprenticeship frameworks. They play an important part in ensuring that apprentices are fully prepared for employment in their chosen occupation. The SASE/W apprenticeship frameworks within the logistics sector require learners to evidence the completion of ERR through a five credit Award in Employee Rights and Responsibilities. The Pearson Edexcel Level 2 Award in Employee Rights and Responsibilities meets this requirement.

The qualification gives learners the knowledge and understanding needed to exercise their rights and responsibilities as an employee in the logistics industry. The qualification has been designed to be applied in a work context. It covers contracts of employment, health, safety and security, equality and diversity, data protection and general sources of information and advice.

Who is this qualification for?

This qualification is relevant to all learners working in the logistics sector, who work individually or as part of a team, and should be used by those undertaking SASE/W apprenticeships in logistics.

Follow the link below to view all SASE/W apprenticeship frameworks in the logistics sector:

www.skillsforlogistics.org/home/qualifications/apprenticeships/

Pearson's policy is that its qualifications should:

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

What is the qualification structure for the Pearson Edexcel Level 2 Award in Employee Rights and Responsibilities in the Logistics Industry

The Total Qualification Time (TQT) for this qualification is 50.

The Guided Learning Hours for (GLH) this qualification is 32.

Unit detail can be found in the *Unit* section.

Learners must achieve all five credits from the single mandatory unit.

Pearson Edexcel Level 2 Award in Employee Rights and Responsibilities in the Logistics Industry				
Unit		Credit	Level	GLH
1	Employee Rights and Responsibilities in the Logistics Industry	5	2	32

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

- in the workplace, or
- in conditions resembling the workplace, as specified in the assessment requirements for the sector, or
- as part of a training programme.

Skills for Logistics assessment guidance for qualifications on the QCF

The Skills for Logistics assessment guidance for qualifications on the QCF can be found in *Annexe C*. It is also available from the Skills for Logistics website, www.skillsforlogistics.org

The assessment guidance includes details on:

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

To achieve this qualification, the learner must gather evidence which shows that they have met the required standard in the assessment criteria.

Skills for Logistics have produced a learner workbook entitled '*An Introduction to Employee Rights and Responsibilities for Apprentices in the Logistics Sector*'. The workbook maps to the qualification requirements and may be used as evidence towards the qualification. It can be found at qualifications.pearson.com or www.skillsforlogistics.org

Alternatively, a variety of different forms of evidence can be used, for example:

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

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

Unit format

Each unit in this specification contains the following sections.

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

Unit

Unit 1: Employee Rights and Responsibilities in the Logistics Industry

Unit reference number: H/502/9963

Level: 2

Credit value: 5

Guided learning hours: 32

Unit summary

This unit is about understanding employment rights and responsibilities in the logistics industry. It covers contracts of employment, health, safety and security, equality and diversity, data protection, and general sources of information and advice.

Assessment requirements/evidence requirements

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

Assessment criterion 1.2 relates to the following:

- contract of employment
- grievance and disciplinary procedures
- absence procedures
- health, safety and security
- personal protective equipment
- equality, diversity and harassment
- data protection
- safeguarding.

Recording of evidence

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Know the employee rights and responsibilities in the logistics industry	1.1 Describe own work role in your organisation 1.2 Describe the statutory rights and responsibilities relating to own job role 1.3 Describe organisational policies and procedures in relation to own job role 1.4 Describe the main components of own contract of employment			
2. Understand the role of the logistics organisation in employment rights and responsibilities	2.1 Identify the rights and responsibilities of the organisation 2.2 Identify problems that can occur when working to the employment rights and responsibilities of the organisation 2.3 Explain the appropriate action to take in order to deal with identified problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Understand the use of information in relation to employment	3.1 Describe the main components of a pay-slip 3.2 Review own pay-slip for accuracy 3.3 Review key information contained in own contract of employment 3.4 Explain the importance of information held on your own personnel file 3.5 Identify the nominated person responsible for health and safety in your own workplace 3.6 Describe sources of advice and information in relation to employment rights and responsibilities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4. Know sources of information in relation to employment rights and responsibilities</p>	<p>4.1 Explain different types of representative bodies</p> <p>4.2 Explain organisational policies and procedures that relate to employment rights and responsibilities</p> <p>4.3 Describe the sources of advice and information in relation to employment rights and responsibilities to include:</p> <ul style="list-style-type: none"> - access to work - additional learning and support - career pathways - training opportunities - health, safety and security - trade unions <p>4.4 select internal and external sources of information that are valid and reliable</p>			
<p>5. Comply with employment rights and responsibilities in the workplace</p>	<p>5.1 Follow statutory requirements and organisational policies and procedures that relate to own job role including:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - equality, diversity and harassment - data protection - working hours - safeguarding 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
6. Understand public concerns about the logistics sector	6.1 Describe issues of public concern that may affect your own organisation and the wider industry including: <ul style="list-style-type: none"> - environmental issues - low carbon agenda 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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.

Professional development and training

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

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

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

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

Annexe A: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

The Pearson quality-assurance processes will involve:

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

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

Annexe B: Centre certification and registration

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

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

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

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

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

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

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

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

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

This document applies to all qualifications in the Qualifications Credit Framework (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.
 3. 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 A

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 B

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 C

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.

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