

Pearson Edexcel Level 3 Certificate in Logistics Operations

Specification

Competence-based qualification

For first registration September 2010

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 3 Certificate in Logistics Operations (QCF)

The QN remains the same.

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

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Summary of Pearson Edexcel Level 3 Certificate in Logistics Operations specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	6
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	6
Guided learning definition updated	11
QCF references removed from unit titles and unit levels in all units	14-77

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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Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/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 NVQ/Competence-based qualifications

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

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

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

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

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

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 titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Certificate in Logistics Operations:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Certificate in Logistics Operations	501/1029/9	01/09/10

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 reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the 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 3 Certificate in Logistics Operations

This qualification:

- is nationally recognised
- is based on the Logistics Operations National Occupational Standards (NOS). The NOS, assessment guidance and qualification structure are owned by Skills for Logistics.

The Level 3 Certificate in Logistic Operation will form part of the SASE/W Logistic Operations Apprenticeship Framework.

What is the purpose of this qualification?

The Pearson Edexcel Level 3 Certificate in Logistics Operations aims to provide a suitable qualification that will allow individuals to demonstrate their competence and understanding against a clear set of standards based on the needs of the industry. This qualification has been designed to support those involved with distributive operations such as dealing with the handling and storing of goods within a commercial, industrial or removers' warehouses, or freight facility, movement of goods, customer service and stock control.

Who is this qualification for?

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

Pearson's policy is that the qualification should:

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

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

This qualification requires individuals to demonstrate competence against National Occupational Standards (NOS) which are based on the needs of the logistics operations industry as defined by Skills for Logistics, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector.

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

- Road transport manager
- Roadie
- Stock control/replenishment assistant
- Transport planner
- Transport scheduler
- Van driver
- Vehicle parts operative

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

This qualification supports and offers opportunities for progression to Level 4 qualifications. It will also offer candidates, in a suitable job role, the ability to develop their career path and may have already completed the Pearson Edexcel Level 2 Certificate in Warehousing and Storage.

What is the qualification structure for the Pearson Edexcel Level 3 Certificate in Logistics Operations ?

The Total Qualification Time (TQT) for this qualification is 210 hours.

The Guided Learning Hours (GLH) for this qualification is 113.

Candidates need to achieve a minimum of 9 credits from Mandatory group A, a minimum of 3 credits from Optional group B, a minimum of 3 credits from Optional group C, a minimum of 3 credits from Optional group D and a minimum of 3 credits from Optional group E.

Mandatory group A

Credit value required: minimum 9, maximum 9.

Unit 1: Y/601/9456 – Make an Effective Contribution to a Business in the Logistics Sector

Unit 2: K/502/1072 – Health, Safety and Security at Work

Unit 3: M/601/7597 – Optimise the Use of Logistics Resources

Optional group B

Credit Value required: minimum 3, maximum 4.

Unit 4: H/601/7600 – Improve Performance in Logistics Operations

Unit 5: T/601/7603 – Provide Leadership for your Team in Logistics Operations

Unit 6: R/601/7611 – Allocate and Check Work in your Team in Logistics Operations

Optional group C

Credit value required: minimum 3, maximum 6.

Unit 7: J/601/7928 – Maintain the Safety and Security of Hazardous Goods and Materials in Logistics Operations

Unit 8: Y/601/7934 – Supervise the Receipt, Storage or Dispatch of Goods

Unit 9: K/601/7601 – Minimise the Environmental Impact of Logistics Operations

Optional group D

Credit value required: minimum 3, maximum 5.

Unit 10: Y/600/7646 – Arrange the Transportation of Goods Using Multiple Transport Modes

Unit 11: K/601/7596 – Schedule Logistics Operations to Meet Customers Requirements

Unit 12: K/601/7176 – International Road Transport Operations

Optional group E

Credit value required: minimum 3, maximum 4.

Unit 13: Y/601/7920 – Contribute to the Provision Of Customer Service in Logistics Operations

Unit 14: M/601/7602 – Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements in Logistics Operations

Unit 15: T/601/7598 – Respond to Problems in Logistics Operations

Unit 16: A/601/7599 – Apply Technology in Logistics Operations

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the Skills for Logistics assessment guidance for qualifications
- as part of a training programme.

Skills for Logistics assessment guidance

The assessment guidance for qualifications includes details on:

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

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

- direct observation of the learner's performance by their assessor
- outcomes from oral or written questioning
- products of the learner's work
- personal statements and/or reflective accounts
- outcomes from simulation, where permitted by the Skills for Logistics assessment guidance for qualifications
- professional discussion
- assignment, project/case studies
- authentic statements/witness testimony
- expert witness testimony
- reflective accounts
- evidence of Recognition of Prior Learning.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required to deliver this qualification?

This qualification is designed to support learners working in the Logistics Operations sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment guidance*. Staff assessing the learner must meet the requirements within the overarching assessment guidance for the sector.

Unit format

Each unit in this specification contains the following sections.

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

Units

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to make an effective contribution to a business in the logistics sector	1.1 explain the relevant organisational policies and procedures, in relation to making an effective contribution to a business in the logistics sector, that relate to: <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - your work role - quality standards 1.2 identify own reporting line and the work roles of colleagues 1.3 describe methods for improving personal work performance 1.4 describe methods for identifying learning needs 1.5 explain the importance of supporting colleagues and the difference it makes to productivity 1.6 describe how misunderstandings and conflict in working relationships may be resolved constructively			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to make an effective contribution to a business in the logistics sector</p>	<p>2.1 follow all organisational policies and procedures, in relation to making an effective contribution to a business in the logistics sector, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective clothing - own work role - quality standards <p>2.2 communicate effectively with others</p> <p>2.3 confirm tasks, priorities and responsibilities with an appropriate person</p> <p>2.4 perform work tasks in ways that are consistent with good practice in the organisation</p> <p>2.5 ensure that:</p> <ul style="list-style-type: none"> - personal appearance and hygiene - equipment - work area <p>are maintained in accordance with organisational requirements</p> <p>2.6 identify own learning needs from feedback obtained from appropriate people</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 agree a learning plan that is realistic, with an appropriate person 2.8 promptly action requests from others that fall within own responsibility			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Health, Safety and Security at Work

Unit reference number: K/502/1072

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit is for those who take responsibility for their own health, safety and security in the workplace, and monitor the workplace for hazards. The job role involves contributing to the safety and security in the workplace, taking action in the event of an incident, raising the alarm, following correct procedures for shut down and evacuation, using emergency equipment correctly and safely, and monitoring the workplace for hazards.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to work safely	1.1 take appropriate action in the event of fire, emergencies or accidents 1.2 identify where alarms, emergency exits, escape routes, emergency equipment and assembly points are located 1.3 demonstrate safe and appropriate use of emergency equipment 1.4 distinguish between different alarm sounds 1.5 comply with equipment operating procedures and manufacturers instructions 1.6 demonstrate safe handling and lifting techniques 1.7 demonstrate correct use and maintenance of any protective clothing and/or equipment 1.8 comply with personal responsibilities under the health and safety at work act/COSHH 1.9 identify who the nominated first aiders are			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to monitor the workplace for hazards	<p>2.1 identify hazardous substances that are used in the workplace and demonstrate methods of making them safe or reducing their danger in the event of an accident</p> <p>2.2 identify hazards posed by machinery that is used in the workplace and demonstrate methods of making safe or reducing their danger in the event of an accident</p> <p>2.3 demonstrate how to handle and store hazardous substances including debris</p> <p>2.4 demonstrate how to store materials and equipment</p> <p>2.5 explain what the most likely accidents and emergencies in the workplace are and how to deal with them</p> <p>2.6 comply with personal responsibilities under the COSHH (Control of Substances Hazardous to Health)</p>			
3	Be able to contribute to workplace security	<p>3.1 outline and comply with the organisation's rules, codes, guidelines and standards relating to security</p> <p>3.2 explain how to deal with loss of property</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Optimise the Use of Logistics Resources

Unit reference number: M/601/7597

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.8 identify problems that can occur when optimising the use of logistics resources 1.9 explain appropriate action when dealing with identified problems			
2 Be able to optimise the use of logistics resources	2.1 follow all organisational policies and procedures, in relation to optimising the use of logistics resources, that relate to: <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems - legislation and regulations 2.2 identify the availability and demand for logistics resources in the organisation 2.3 determine the level and type of resources used for the logistics operation 2.4 use logistics resources effectively and efficiently 2.5 plan the use of logistics resources to achieve a balance between usage and performance 2.6 monitor the use of logistics resources to identify any positive or negative effects on the environment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Improve Performance in Logistics Operations

Unit reference number: H/601/7600

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Provide Leadership for your Team in Logistics Operations

Unit reference number: T/601/7603

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Allocate and Check Work in your Team in Logistics Operations

Unit reference number: R/601/7611

Level: 3

Credit value: 3

Guided learning hours: 12

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 7: Maintain the Safety and Security of Hazardous Goods and Materials in Logistics Operations

Unit reference number: J/601/7928

Level: 3

Credit value: 6

Guided learning hours: 30

Unit summary

This unit is about keeping hazardous goods safe and secure by regular monitoring of risks and taking prompt action when required.

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to maintain the safety and security of hazardous goods and materials in logistics operations</p>	<p>1.1 explain the relevant organisational policies and procedures for maintaining the safety and security of hazardous goods and materials in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - environmental factors - special requirements - storage conditions - monitoring systems <p>1.2 explain the appropriate action to take in an emergency</p> <p>1.3 explain the meaning of different hazardous markings and areas</p> <p>1.4 describe storage and distribution requirements for the hazardous goods and materials including any precautions that must be taken</p> <p>1.5 explain the use of equipment that can be used when maintaining the safety and security of hazardous goods and materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 identify problems that can occur when maintaining the safety and security of hazardous goods and materials 1.7 explain appropriate action when dealing with identified problems			
2 Be able to maintain the safety and security of hazardous goods and materials in logistics operations	2.1 obtain all relevant information on the hazardous goods and materials 2.2 demonstrate that the correct precautions have been undertaken in accordance with health and safety and organisational policies and procedures 2.3 monitor the condition of the hazardous goods and materials in accordance with manufacturers' instructions and organisational policies and procedures 2.4 manoeuvre the hazardous goods and materials safely with the appropriate equipment according to agreed procedures			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 8: Supervise the Receipt, Storage or Dispatch of Goods

Unit reference number: Y/601/7934

Level: 3

Credit value: 6

Guided learning hours: 20

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 9: Minimise the Environmental Impact of Logistics Operations

Unit reference number: K/601/7601

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

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(if sampled)

Unit 10: **Arrange the Transportation of Goods Using Multiple Transport Modes**

Unit reference number: Y/600/7646

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit is aimed at people working with the administration of International Trade and Logistics Operations. It covers:

- Arranging transportation of goods using multiple modes of transport.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

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(if sampled)

Unit 11: Schedule Logistics Operations to Meet Customers' Requirements

Unit reference number: K/601/7596

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 monitor the provision of logistics operations against the schedule 2.9 record work according to operational procedures			

Learner name: _____

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(if sampled)

Unit 12: International Road Transport Operations

Unit reference number: K/601/7176

Level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit is about international road transport operations. It deals with obtaining information in regard to vehicle, load, and driver requirements in order to produce documentation for the movement of loads outside of the United Kingdom.

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to undertake international road transport operations</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to international road transport operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements - environmental factors - international movements - documentation systems - driver hours and licensing requirements - vehicle operators' licensing requirements <p>1.2 explain different modes of transport that can be used</p> <p>1.3 explain the types of load and characteristics of the consignment to be moved</p> <p>1.4 explain the types of vehicles and specialist equipment that can be used to move the loads</p> <p>1.5 explain the skills and qualifications required of driver personnel</p> <p>1.6 explain how drivers, vehicles, equipment and other resources are allocated</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 explain required documentation for the international movement of goods 1.8 identify problems that can occur when undertaking international road transportation operations 1.9 explain the appropriate action to take, in order to deal with identified problems			
2 Be able to undertake international road transport operations	2.1 follow organisational policies and procedures, in relation to protecting the vehicle and load, that relate to: <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements - environmental factors - international movements - documentation systems - driver hours and licensing requirements - vehicle operator licensing requirements 2.2 assess which information is required for: <ul style="list-style-type: none"> - loads to be transported into and out of the United Kingdom - the driver, vehicle in relation to international movement of goods 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.3 obtain the required documentation for international movements 2.4 record the required information on the international movements of goods 2.5 confirm the allocation of resources 2.6 issue instructions and relevant documentation to the appropriate personnel 2.7 advise appropriate personnel of the movement of the load 2.8 communicate effectively 2.9 ensure the movement of the loads complies with relevant legislation, regulation and codes of practice 2.10 monitor the movements of the loads 2.11 maintain records in accordance with operational procedures			

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Unit 13: **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.

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.5 describe the implications of:</p> <ul style="list-style-type: none"> - a negative image on your organisation - poor communication - poor customer service <p>1.6 describe:</p> <ul style="list-style-type: none"> - own role in dealing with customer complaints and - the limits of your responsibility <p>1.7 identify who to report to when you are unable to deal with a customer enquiry or request</p>			
<p>2 Be able to contribute to the provision of customer services in logistics operations</p>	<p>2.1 follow all organisational policies and procedures, in relation to contributing to customer services in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - personal protective equipment - maintaining effective customer relations - personal appearance and hygiene - reporting procedures and systems - recording information - confidentiality - complaints 			

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: _____

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Unit 14: **Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements in Logistics Operations**

Unit reference number: M/601/7602

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

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

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(if sampled)

Unit 15: Respond to Problems in Logistics Operations

Unit reference number: T/601/7598

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to respond to problems in logistics operations</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to responding to problems in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems <p>1.2 explain the importance of good communication methods</p> <p>1.3 describe the different types of information required for responding to problems in logistics operations</p> <p>1.4 explain factors that could lead to problems in logistics operations</p> <p>1.5 explain contingency planning methods</p> <p>1.6 explain risk assessment methods used</p>			
<p>2 Be able respond to problems in logistics operations</p>	<p>2.1 follow all organisational policies and procedures, in relation to responding to problems in logistics operations that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - compliance - roles, responsibilities, information and management systems 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.2 develop procedures for identifying problems 2.3 respond to problems within logistics operations 2.4 review problems that have occurred previously and the factors that led to them 2.5 assess the impact of previous problems on the logistics operation 2.5 plan the activities and resources that are required to respond to a particular problem 2.6 implement the plan in response to a particular problem 2.7 obtain feedback on the plan 2.8 develop contingency plans 2.9 implement contingency plans 2.10 obtain feedback from others on the use of contingency plans 2.11 review the effectiveness of the plans 2.12 record work according to organisational procedures			

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(if sampled)

Unit 16: Apply Technology in Logistics Operations

Unit reference number: A/601/7599

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

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

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

Assessment methodology

This unit is assessed in the workplace, in conditions resembling the workplace and/or in a formal learning environment as appropriate. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

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

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

Learner name: _____

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(if sampled)

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

Quality assurance processes

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

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

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

The Pearson quality assurance processes will involve:

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

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

Annexe B: Centre certification and registration

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

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

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

What are the access arrangements and special considerations for the qualifications 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 qualifications 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, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details. qualifications.pearson.com

Annexe C: Skills for Logistics assessment guidance

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

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 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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