

Specification

Edexcel competence-based
qualifications

Edexcel Level 2 Certificate in Logistics Operations (QCF)

First registration September 2011



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Publications Code N029326

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 Certificate in Logistics Operations (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 2 Certificate in Logistics Operations (QCF)	600/2945/6	01/09/2011

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aim Reference Application (LARA), where relevant.

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

The QCF 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 Edexcel.

Key features of the Edexcel Level 2 Certificate in Logistics Operations (QCF)

This qualification:

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

The Edexcel Level 2 Certificate in Logistics Operations (QCF), has been approved as a component within the Logistics Operations Intermediate Apprenticeship framework.

What is the purpose and benefits of this qualification?

This qualification has been developed at the request of employers within the sector as a means of attracting, developing and keeping new talent in their respective businesses.

This qualification offers employers the opportunity to prepare their workforce for up-skilling to Level 3 in jobs such as driving goods vehicles, traffic office, warehousing.

Learners will have the opportunity to develop their skills and knowledge at Level 2 whilst working in the various parts of the logistics business. This will enable them to better understand which part of the sector they want to specialise in.

Who is this qualification for?

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

Edexcel's policy is that the qualification should:

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

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

- Logistics Operative

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

Progression routes include the Edexcel Level 3 Certificate in Logistics Operations (QCF), Edexcel Level 3 Diploma in Warehousing and Storage (QCF), Edexcel Level 3 Certificate in Traffic Office (QCF), Edexcel Level 3 Diploma in Driving Goods Vehicles (QCF) or Edexcel Level 3 NVQ Certificate in Management (QCF).

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 Certificate in Logistics Operations (QCF)?

Individual units can be found in the *Units* section.

To achieve this qualification, learners must achieve a minimum of twenty credits. Thirteen credits from the mandatory units, a minimum of two credits from Optional Group 1, three credits from Optional Group 2 and two credits from Optional Group 3.

Unit number	Reference number	Unit title	Credit	Level
Mandatory units (all credits)				
1	K/502/1072	Health, safety and security at work	3	2
2	Y/601/7920	Contribute to the provision of customer service in logistics operations	3	2
3	H/601/7919	Develop effective working relationships with colleagues in logistics operations	4	2
4	Y/601/9456	Make an effective contribution to a business in the logistics sector	3	2
Optional Group 1 (min 2 credits)				
5	R/602/2842	Prepare the van for driving	2	2
6	K/602/2846	Protect the van and the load	2	2
7	K/602/2832	Prepare the rigid vehicle for driving	2	2
8	M/602/2833	Protect the rigid vehicle and the load	2	2
9	T/602/2722	Prepare the articulated or draw bar vehicle for driving	2	2
10	J/602/2739	Protect the articulated or draw bar vehicle and the load	2	2
11	A/601/9451	Obtain information on the collection and/or delivery of loads	2	2
Optional group 2 (min 3 credits)				
12	R/601/7916	Pick goods in logistics operations	3	2
13	Y/601/7917	Wrap and pack goods in logistics operations	3	2
14	T/601/7925	Place goods in storage in logistics operations	4	2

Unit number	Reference number	Unit title	Credit	Level
Optional group 3 (min 2 credits)				
15	D/601/7174	Release vehicles for daily tasks	2	2
16	R/601/7172	Identify suitable collection or delivery points	2	2
17	M/601/7180	Monitor vehicle movements	2	2

How is the qualification graded and assessed?

The overall grade for the 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 qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy 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 D*. The Assessment Guidance includes details on:

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence (to be read in conjunction with the assessment guidance in Annexe D)

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 examples below. Centres should refer to the assessment guidance for information about which of the following are permissible.

- 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 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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.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 Edexcel 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. Edexcel 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 Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

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

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
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:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Health, safety and security at work

Unit reference number: K/502/1072

QCF 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 requirements/evidence requirements

Assessment should be in the work place as much as possible.

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to work safely	<p>1.1 Take appropriate action in the event of fire, emergencies or accidents</p> <p>1.2 Identify where alarms, emergency exits, escape routes, emergency equipment and assembly points are located</p> <p>1.3 Demonstrate safe and appropriate use of emergency equipment</p> <p>1.4 Distinguish between different alarm sounds</p> <p>1.5 Comply with equipment operating procedures and manufacturers instructions</p> <p>1.6 Demonstrate safe handling and lifting techniques</p> <p>1.7 Demonstrate correct use and maintenance of any protective clothing and/or equipment</p> <p>1.8 Comply with personal responsibilities under the Health & Safety at Work Act / COSHH</p> <p>1.9 Identify who the nominated first aiders are</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to monitor the workplace for hazards	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			
	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			
	2.3	Demonstrate how to handle and store hazardous substances including debris			
	2.4	Demonstrate how to store materials and equipment			
	2.5	Explain what the most likely accidents and emergencies in the workplace are and how to deal with them			
	2.6	Comply with personal responsibilities under the COSHH (Control of Substances Hazardous to Health)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to workplace security	3.1	Outline and comply with the organisation's rules, codes, guidelines and standards relating to security			
		3.2	Explain how to deal with loss of property			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: **Contribute to the provision of customer service in logistics operations**

Unit reference number: Y/601/7920

QCF 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.

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

Learning outcomes and assessment criteria

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.9	Maintain customer confidentiality				
	2.10	Update customer records accurately				
	2.11	Record customer enquiries and outcomes accurately using the organisation's procedures and systems				
	2.12	Deal with customer complaints effectively				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Develop effective working relationships with colleagues in logistics operations

Unit reference number: H/601/7919

QCF level: 2

Credit value: 4

Guided learning hours: 15

Unit summary

This unit is about developing working relationships with those on various contracts of employment working in logistics operations. It deals with supporting colleagues and when to seek support from others, and methods for reducing conflicts with others.

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to develop effective working relationships with colleagues in logistics operations</p>	<p>1.1 Explain the relevant organisational policies and procedures for developing effective working relationships in logistics operations that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - quality standards - confidentiality - equality and diversity <p>1.2 Describe own roles and responsibilities and those of colleague</p> <p>1.3 Explain the importance of good communication methods</p> <p>1.4 Explain the importance of feedback to improve work performance</p> <p>1.5 Explain how to identify learning needs and the opportunities for learning that are available</p> <p>1.6 Explain how to deal constructively with misunderstandings and difficulties that can arise in working relationships</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
<p>2 Be able to develop effective working relationships with colleagues in logistics operations</p>	2.1	Communicate with colleagues effectively			
	2.2	Confirm tasks, priorities and responsibilities clearly and accurately with colleagues			
	2.3	Respond to requests from colleagues that fall within your responsibility			
	2.4	Report any circumstances that prevent the achievement of quality standards			
	2.5	Obtain information and assistance from colleagues			
	2.6	Seek relevant feedback on work achievements and performance from relevant people			
	2.7	Determine own learning needs based on feedback and observation of own performance			
	2.8	Agree a learning plan that outlines realistic development opportunities and timescales			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2</p> <p>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 5: Prepare the van for driving

Unit reference number: R/602/2842

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 6: Protect the van and the load

Unit reference number: K/602/2846

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 7: Prepare the rigid vehicle for driving

Unit reference number: K/602/2832

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2	<p>Be able to prepare the rigid vehicle for driving</p> <p>1.6 Explain how to obtain information on previously reported problems with the rigid vehicle</p> <p>1.7 Explain which person(s) is officially responsible for releasing the rigid vehicle</p> <p>1.8 Identify problems that can occur when preparing the rigid vehicle for driving</p> <p>1.9 Explain the appropriate action to take, in order to deal with identified problems</p> <p>2.1 Follow all organisational policies and procedures, in relation to preparing the rigid vehicle for driving, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements <p>2.2 Check the vehicle and vehicle systems to ensure the rigid vehicle is legal and roadworthy</p> <p>2.3 Carry out adjustments to the:</p> <ul style="list-style-type: none"> - steering wheel - mirrors - seat <p>for optimum control, observation and comfort</p>			

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Protect the rigid vehicle and the load

Unit reference number: M/602/2833

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Prepare the articulated or draw bar vehicle for driving

Unit reference number: T/602/2722

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

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

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	Carry out adjustments to the: - steering wheel - mirrors - seat for optimum control, observation and comfort			
	2.4	Check the articulated or draw bar vehicle has sufficient: - fuel - additives - oil - water			
	2.5	Check that any ancillary equipment is in working order			
	2.6	Demonstrate that all documentation your organisation requires is with the articulated or draw bar vehicle			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 10: Protect the articulated or draw bar vehicle and the load

Unit reference number: J/602/2739

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.7	Explain the appropriate action to take, in order to deal with identified problems			
2	2.1	Follow all organisational policies and procedures, in relation to protecting the articulated or draw bar vehicle and load, that relate to: <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements - different locations - theft - damage - reporting procedures 			
	2.2	Carry out security checks			
	2.3	Demonstrate how to report any change in the condition of the load according to organisational procedures			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 11: Obtain information on the collection and/or delivery of loads

Unit reference number: A/601/9451

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit is about a driver's responsibility in relation to the load they are carrying and requirements relating to the collection and delivery of loads. It covers what a driver needs to do to make sure that their vehicle is suitable for the load to be carried and the documentation that they need to complete to comply with legal and organisational requirements during each driving duty.

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to obtain information on the collection and/or delivery of loads	<p>1.1 Explain the relevant organisational policies and procedures, in relation to obtaining information on the collection and/or delivery of the load, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements - monitoring requirements <p>1.2 Explain the required information on the load to include:</p> <ul style="list-style-type: none"> - the type of information for the load - where the information can be found - destination and schedule and any recent information that could affect the destination and schedule - requirements for loading and unloading - requirements for collections <p>1.3 Identify problems that can occur when obtaining information on the collection and/or delivery of loads</p> <p>1.4 Explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2</p> <p>Be able to obtain information on the collection and/or delivery of loads</p>	<p>2.1 Follow all organisational policies and procedures, in relation to obtaining information on the collection and/or delivery of the load, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements - monitoring requirements <p>2.2 Collect information on the load to include:</p> <ul style="list-style-type: none"> - the details of the load - destination and schedule - requirements for loading and unloading - requirements for collections and/or deliveries <p>2.3 Assess any relevant information that could affect the destination and schedule</p> <p>2.4 Communicate effectively with others in relation to the collection and/or delivery of the load</p> <p>2.5 Assess the suitability of the vehicle for the load</p>			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 12: Pick goods in logistics operations

Unit reference number: R/601/7916

QCF level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit is about picking goods ready for dispatch or to assemble orders. It deals with identifying the goods, being aware of potential problems and the use of appropriate picking equipment.

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to pick goods in logistics operations	<p>1.1 Explain the relevant organisational policies and procedures picking goods in logistics operations that relate to:</p> <ul style="list-style-type: none"> - health, safety and security requirements - environmental factors - special requirements - personal protective equipment - picking methods <p>1.2 Identify any specific hazards in relation to moving and handling the goods</p> <p>1.3 Describe the types of equipment that can be used to pick the goods</p> <p>1.4 Describe the correct handling methods for the goods</p> <p>1.5 Describe the roles and responsibilities of colleagues in relation to picking goods</p> <p>1.6 Identify problems that can occur when picking and handling the goods</p> <p>1.7 Explain appropriate action when dealing with identified problems</p>			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to pick the goods in logistics operations	2.1	Locate the goods to be picked				
		2.2	Apply correct picking methods/equipment for the type of goods and size of order				
		2.3	Use the correct handling methods and/or picking equipment to pick the goods				
3	Be able to prepare the goods for assembling orders in logistics operations	3.1	Place the goods into the appropriate location, receptacle or onto pallets				
		3.2	Position the picked goods ready for assembling orders				
		3.3	Use the correct handling methods and/or equipment to place the goods correctly for assembling orders				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 13: Wrap and pack goods in logistics operations

Unit reference number: Y/601/7917

QCF level: 2

Credit value: 3

Guided learning hours: 12

Unit summary

This unit is about wrapping and packing goods as part of the logistics operation. It deals with identifying the goods and the correct method and materials for wrapping and packing to safeguard the goods during transportation or storage. It deals with labelling the goods and the disposal of any waste materials generated during wrapping and packing activities.

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare the goods for wrapping and packing in logistics operations	<p>1.1 Explain the relevant organisational policies and procedures for packing the goods in logistics operations that relate to:</p> <ul style="list-style-type: none"> - health, safety and security requirements - environmental factors - special requirements - personal protective equipment - waste minimisation and disposal <p>1.2 Describe the types of wrapping and packing materials to be used for packing the goods</p> <p>1.3 Describe the tools and equipment to be used for packing the goods</p> <p>1.4 Describe the roles and responsibilities of colleagues in relation to packing the goods</p> <p>1.5 Identify problems that can occur when wrapping and packing the goods</p> <p>1.6 Explain appropriate action when dealing with identified problems</p>			
2 Be able to wrap and pack the goods in logistics operations	<p>2.1 Check that the goods being packed match the specifications provided in the information</p> <p>2.2 Comply with all health, safety and security issues relating to wrapping and packing the goods</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	Schedule the packing of the goods according to agreed work instructions			
	2.4	Protect goods from damage while they are being packed			
	2.5	Use the appropriate tools and equipment safely in accordance with organisational procedures			
	2.6	Pack, wrap and seal goods using the correct type and quantity of packing materials			
	2.7	Minimise waste			
	2.8	Label the packages with the correct information for further use			
	2.9	Dispose of waste materials correctly and promptly			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 14: Place goods in storage in logistics operations

Unit reference number: T/601/7925

QCF level: 2

Credit value: 4

Guided learning hours: 16

Unit summary

This unit is about placing goods into storage in logistics operations to maximise space, improve distribution and reduce risks. It deals with identifying appropriate locations for the size, weight or type of goods, including usage or turnover.

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to place goods in storage logistics operations	<p>1.1 Explain the relevant organisational policies and procedures for placing the goods into storage in logistics operations, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - environmental factors - special requirements - storage conditions - stock rotation <p>1.2 Describe the different sources and types of information required for placing the goods</p> <p>1.3 Describe the areas for storing different types of goods</p> <p>1.4 Explain the importance of preparing storage areas before placing goods</p> <p>1.5 Describe the equipment and facilities required in the area receiving goods</p> <p>1.6 Explain the correct handling methods for different types of goods</p> <p>1.7 Identify problems that can occur when placing goods in storage</p> <p>1.8 Explain appropriate action when dealing with identified problems</p>			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to place goods in storage in logistics operations	2.1	Ensure that the area is clean, tidy and clear of obstructions			
		2.2	Use the correct handling methods and/or equipment to place the goods into storage			
		2.3	Place the goods in the correct location for space utilisation, to prevent damage and meet distribution requirements			
		2.4	Update stock control records accurately			
		2.5	Communicate clearly and accurately, with appropriate people, the monitoring and storage arrangements for the goods			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 15: Release vehicles for daily tasks

Unit reference number: D/601/7174

QCF level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about releasing vehicles for daily tasks. It involves checking that all pre-journey routines have been completed and that an appropriate driver has been allocated.

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.

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to release vehicles for daily tasks	<p>1.1 Explain the relevant organisational policies and procedures, in relation to releasing vehicles for daily tasks that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - environmental factors - documentation systems - driver hours and licencing requirements - vehicle operators licencing requirements - route, destination, delivery and collection schedules <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 Identify problems that can occur when releasing vehicles for daily tasks</p> <p>1.7 Explain the appropriate action to take, in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to release vehicles for daily tasks	<p>2.1 Follow all organisational policies and procedures in relation to releasing the vehicles for daily tasks that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - environmental factors - documentation systems - driver hours and licencing requirements - vehicle operators licencing requirements - route, destination, delivery and collection schedules <p>2.2 Obtain details of the loads to be delivered</p> <p>2.3 Confirm the routing and scheduling information for transporting the loads</p> <p>2.4 Select the driver, vehicle and any equipment to be used for transporting the load</p> <p>2.5 Maintain records of the driver, vehicle and any equipment used</p> <p>2.6 Communicate effectively</p> <p>2.7 Authorise the use of resources</p> <p>2.8 Issue consignment documents or proof of delivery notes</p>			

Learner name: _____ Date: _____
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Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 16: Identify suitable collection or delivery points

Unit reference number: R/601/7172

QCF level: 2

Credit value: 2

Guided learning hours: 7

Unit summary

This unit is about identifying suitable collection and delivery points. It includes gathering information in regard to health, safety and environmental issues, facilities required or available for loading or unloading and access to sites.

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.

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1	1.1	<p>Know how to identify suitable collection or delivery points</p> <p>Explain the relevant organisational policies and procedures, in relation to suitable collection or delivery points, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements - environmental factors - access points - recording and documentation - safe loading and unloading of vehicles 			
	1.2	<p>Explain the characteristics of the load to be moved and the suitability of the vehicle for that load</p>			
	1.3	<p>Identify problems that can occur with facilities at collection of delivery points</p>			
	1.4	<p>Explain the appropriate action to take, when problems occur with facilities at collection points</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to identify suitable collection or delivery points	<p>2.1 Follow all organisational policies and procedures, in relation to identifying suitable collection or delivery points, that relate to:</p> <ul style="list-style-type: none"> - health, safety and security - legal requirements - operating requirements - environmental factors - access points - recording and documentation - safe loading and unloading of vehicles <p>2.2 Confirm the requirements and constraints of the load to be moved</p> <p>2.3 Establish a point of contact where collection of delivery point details can be obtained</p> <p>2.4 Communicate effectively</p>			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.5	Obtain the following information relating to collection or delivery points: <ul style="list-style-type: none"> - physical access and security requirements - health, safety and environmental requirements - limitations or restrictions - legal and operating requirements - physical loading and unloading facilities - any specialist equipment required 			
	2.6	Confirm the loads and determine the suitability of the collection or delivery point			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 17: Monitor vehicle movements

Unit reference number: M/601/7180

QCF level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.3	Identify problems that can occur when monitoring vehicle movements			
	1.4	Explain the appropriate action to take in order to deal with identified problems			
2	2.1	Follow all organisational policies and procedures, in relation to monitoring vehicle movements, that relate to: <ul style="list-style-type: none"> - health, safety and security - environmental factors - legal requirements - operating requirements - monitoring requirements - driver hours and licencing requirements - vehicle operators licencing requirements - route, destination, delivery and collection schedules 			
	2.2	Confirm the routing and scheduling information for the vehicles and loads			
	2.3	Demonstrate how to take action to modify routing and scheduling of vehicles and loads in response to changes in customer requirements			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.4	Demonstrate how to inform: <ul style="list-style-type: none"> - relevant personnel of changes to the routing and scheduling of vehicles and loads - customers about changes to the routing and scheduling of vehicles and loads 			
	2.5	Demonstrate how to take action in response to: <ul style="list-style-type: none"> - problems reported by drivers in relation to breakdowns or traffic - emergencies or collisions in relation to the vehicle and load 			
	2.6	Monitor the progress of vehicles and loads			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (*if sampled*)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards please go to www.ukstandards.org.uk.

Professional development and training

Edexcel 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.

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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 (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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: Progression pathways

The Edexcel qualification framework for the Logistics Operations sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
5					Edexcel Level 5 Diploma in Management (QCF) Edexcel Level 5 NVQ in Supply Chain Management (QCF)
4					Edexcel Level 4 NVQ in Supply Chain Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
3				Edexcel BTEC Level 3 Award/Certificate in Management (QCF)	Level 3 NVQ Certificate in Management (QCF) Edexcel Level 3 Certificate in Logistics Operations (QCF) Edexcel Level 3 Diploma in Warehousing and Storage (QCF) Edexcel Level 3 Diploma in Driving Goods Vehicles (QCF) Edexcel Level 3 Certificate in Traffic Office (QCF) Edexcel Level 3 Diploma in Commercial Moving (QCF) Edexcel Level 3 NVQ in Supply Chain Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
2				Edexcel BTEC Level 2 Certificate in Warehousing and Storage Principles (QCF) Edexcel BTEC Level 2 Award, Certificate in Team Leading (QCF)	Edexcel Level 2 Certificate in Warehousing and Storage (QCF) Edexcel Level 2 Certificate in Driving Goods Vehicles (QCF) Edexcel Level 2 Certificate in Traffic Office (QCF) Edexcel Level 2 Certificate in International Trade and Logistics (QCF) Edexcel Level 2 Certificate in Commercial Moving (QCF) Edexcel Level 2 NVQ in Supply Chain Management (QCF)
1					Edexcel Level 1 Award in Commercial Moving (QCF)
Entry					

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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.
- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 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 Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel 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 C: Centre certification and registration

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

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

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to Edexcel's Equality Policy for further details, www.edexcel.com/policies/pages/home.aspx

Annexe D: Skills for Logistics Assessment Guidance for qualifications on the QCF

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 1

Specific Criteria for the Assessment and Verification of Driving Goods Vehicles

Assessors

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

Internal Verifiers

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

External Verifiers

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

Annex 2

Specific criteria for the Assessment and Verification of Warehousing and Storage

Assessors

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

Expert witness

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

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

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

Annex 3

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

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

Publications Code N029326 September 2011

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

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Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121