

Pearson Edexcel Level 2 and 3 Certificate in Traffic Office

Specification

Competence-based qualification

First registration September 2010

Issue 4

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 4. 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

These qualifications were previously known as:

Edexcel Level 2 Certificate in Traffic Office (QCF)

Edexcel Level 3 Certificate in Traffic Office (QCF)

The QNs remain 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 2 and 3 Certificate in Traffic Office specification Issue 4 changes

Summary of changes made between previous Issue 3 and this current Issue 4	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	4, 5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5
QCF references removed from unit titles and unit levels in all units	14-88
Guided learning definition updated	10

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 NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) 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 are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

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

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

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

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

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

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

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

Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 and 3 Certificate in Traffic Office:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 Certificate in Traffic Office	501/2059/1	01/09/2010
Pearson Edexcel Level 3 Certificate in Traffic Office	501/1111/5	01/09/2010

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 2 and 3 Certificate in Traffic Office

These qualifications are:

- nationally recognised
- based on the Traffic Office National Occupational Standards (NOS). The NOS and qualification structure(s) are owned by Skills for Logistics SSC, the Sector Skills Council for the UK's freight logistics industries.

The Pearson Edexcel Level 2 Certificate in Traffic Office has been approved as a component for the SASE Level 2 Intermediate Apprenticeship Framework in Traffic Office.

The Pearson Edexcel Level 3 Certificate in Traffic office has been approved as a component for the SASE Level 3 Advanced Apprenticeship Framework in Traffic Office.

What is the purpose of these qualifications?

These qualifications are designed for those individuals who are involved in planning and organising the land transport and movement of goods. They give the opportunity to demonstrate competence and understanding against a standard set by the needs of the industry.

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualifications should:

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

What is the benefit of these qualifications to the learner and employer?

These qualifications require individuals to demonstrate competence and knowledge against National Occupational Standards (NOS) which are based on the needs of the Traffic Office industry as defined by Skills for Logistics, the Sector Skills Council. As such they contribute to the development of skilled labour in the sector.

What are the potential job roles for those working towards these qualifications?

- Traffic officer
- Traffic clerk
- Transport manager

What progression opportunities are available to learners who achieve these qualifications?

Learners who complete the Level 2 qualification can progress to the Level 3 Certificate in Traffic Office. Further progression opportunities include the Pearson Edexcel Level 3 NVQ Certificate in Management or the Pearson Edexcel BTEC Level 3 Award/Certificate in Management. These qualifications can provide a progression route for drivers who are coming off the road but wish to remain in the sector.

What is the qualification structure for the Pearson Edexcel Level 2 Certificate in Traffic Office?

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

To achieve this qualification, learners need to complete all nine units, totalling 22 credits.

This qualification is 115 guided learning hours (GLH).

The Total Qualification Time (TQT) for this qualification is 220.

Pearson Edexcel Level 2 Certificate in Traffic Office			
Unit	Mandatory units 22 credits required	Credit	Level
1	K/502/1072 - Health, Safety and Security at Work	3	2
2	Y/601/9456- Make an Effective Contribution to a Business in the Logistics Sector	3	2
3	Y/601/7920 - Contribute to the Provision of Customer Service in Logistics Operations	3	2
4	R/601/7172 - Identify Suitable Collection or Delivery Points	2	2
5	D/601/7174 - Release Vehicles for Daily Tasks	2	2
6	M/601/7180 - Monitor Vehicle Movements	2	2
7	T/601/7181 - Post-Journey Reports and Checks	2	2
8	Y/601/7173 - Routing and Scheduling of Loads	3	3
9	A/601/7179 - Develop Productive Working Relationships with Colleagues in Logistics Operations	2	3

What is the qualification structure for the Pearson Edexcel Level 3 Certificate in Traffic Office?

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

To achieve this qualification, learners need to complete a minimum of 25 credits.

All four units from Mandatory Group A (12 credits)

Two units from Optional Group 1 (minimum 4 credits)

One unit from Optional Group 2 (minimum 3 credits)

Two units from Optional Group 3 (minimum 6 credits)

This qualification is 116 guided learning hours (GLH).

The Total Qualification Time (TQT) for this qualification is 250.

Person Edexcel Level 3 Certificate in Traffic Office <i>Learners need to complete a minimum of 25 credits</i>			
Unit	Mandatory units <i>12 credits required</i>	Credit	Level
1	K/502/1072 – Health, Safety and Security at Work	3	2
8	Y/601/7173 – Routing and Scheduling of Loads	3	3
9	A/601/7179 – Develop Productive Working Relationships with Colleagues in Logistics Operations	2	3
10	A/601/7182 – Manage the Traffic Office	4	3
Optional units – Optional Group 1 <i>Minimum of 4 credits required</i>		Credit	Level
3	Y/601/7920 – Contribute to the Provision of Customer Service in Logistics Operations	3	2
4	R/601/7172 – Identify Suitable Collection or Delivery Points	2	2
5	D/601/7174 – Release Vehicles for Daily Tasks	2	2
6	M/601/7180 – Monitor Vehicle Movements	2	2
7	T/601/7181 – Post-Journey Reports and Checks	2	2
11	Y/601/7187 – Inducting New Colleagues into a Logistics Operation	2	2
Optional units – Optional Group 2 <i>Minimum of 3 credits required</i>		Credit	Level
12	H/601/7175 – Produce Costings for Freight Transport	4	4
13	K/601/7176 – International Road Transport Operations	5	4
14	R/601/7186 – Help Team Members Address Problems Affecting Their Performance in Logistics Operations	3	4

	Optional units – Optional Group 3 <i>Minimum of 6 credits required</i>	Credit	Level
15	M/601/7177 – Manage your own Professional Development in Logistics Operations	2	3
16	F/601/7183 – Recruit, Select and Keep Colleagues in Logistics Operations	4	3
17	J/601/7184 – Build and Manage Teams in Logistics Operations	4	3

How are the qualifications graded and assessed?

The overall grade for each 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 Skills for Logistics Assessment Guidance for the sector
- as part of a training programme.

Skills for Logistics Assessment Guidance for Qualifications

The Skills for Logistics Assessment Guidance includes details on:

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

Types of evidence

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

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 these qualifications?

Each qualification is designed to support learners working in the Traffic Office 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: Skills for Logistics Assessment Guidance for Qualifications in the QCF*.

Unit format

Each unit in this specification contains the following sections.

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

Units

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	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)			
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)

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
2 Be able to make an effective contribution to a business in the logistics sector	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: <ul style="list-style-type: none"> • health, safety and security • personal protective clothing • own work role • quality standards 2.2 communicate effectively with others 2.3 confirm tasks, priorities and responsibilities with an appropriate person 2.4 perform work tasks in ways that are consistent with good practice in the organisation 2.5 ensure that: <ul style="list-style-type: none"> • personal appearance and hygiene • equipment • work area are maintained in accordance with organisational requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 identify own learning needs from feedback obtained from appropriate people 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 3

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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.4 identify the services available to customers in own organisation</p> <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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • 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> <p>2.9 maintain customer confidentiality</p> <p>2.10 update customer records accurately</p> <p>2.11 record customer enquiries and outcomes accurately using the organisation's procedures and systems</p> <p>2.12 deal with customer complaints effectively</p>			

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 identify suitable collection or delivery points</p>	<p>1.1 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 <p>1.2 explain the characteristics of the load to be moved and the suitability of the vehicle for that load</p> <p>1.3 identify problems that can occur with facilities at collection of delivery points</p> <p>1.4 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	2.1 follow all organisational policies and procedures, in relation to identifying suitable collection or delivery points, that relate to: <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 2.2 confirm the requirements and constraints of the load to be moved 2.3 establish a point of contact where collection of delivery point details can be obtained 2.4 communicate effectively 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 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • limitations or restrictions • legal and operating requirements • physical loading and unloading facilities • any specialist equipment required <p>2.6 confirm the loads and determine the suitability of the collection or delivery point</p>			

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 release vehicles for daily tasks</p>	<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 licensing requirements • vehicle operator’s licensing 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.6 identify problems that can occur when releasing vehicles for daily tasks 1.7 explain the appropriate action to take, in order to deal with identified problems			
2 Be able to release vehicles for daily tasks	2.1 follow all organisational policies and procedures in relation to releasing the vehicles for daily tasks that relate to: <ul style="list-style-type: none"> • health, safety and security • legal requirements • environmental factors • documentation systems • driver hours and licensing requirements • vehicle operator’s licensing requirements • route, destination, delivery and collection schedules 2.2 obtain details of the loads to be delivered 2.3 confirm the routing and scheduling information for transporting the loads 2.4 select the driver, vehicle and any equipment to be used for transporting the load			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 maintain records of the driver, vehicle and any equipment used 2.6 communicate effectively 2.7 authorise the use of resources 2.8 issue consignment documents or proof of delivery notes			

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 monitor vehicle movements</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to monitoring vehicle movements, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • environmental factors • legal requirements • operating requirements • monitoring requirements • driver hours and licensing requirements • vehicle operator’s licensing requirements • route, destination, delivery and collection schedules <p>1.2 explain the following:</p> <ul style="list-style-type: none"> • sources of information • methods and equipment used for monitoring the progress of vehicles and loads • limitations of routes, vehicles, equipment and drivers 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • environmental, economy and efficiency issues relating to the vehicle and load <p>1.3 identify problems that can occur when monitoring vehicle movements</p> <p>1.4 explain the appropriate action to take in order to deal with identified problems</p>			
2 Be able to monitor vehicle movements	<p>2.1 follow all organisational policies and procedures, in relation to monitoring vehicle movements, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • environmental factors • legal requirements • operating requirements • monitoring requirements • driver hours and licensing requirements • vehicle operator’s licensing requirements • route, destination, delivery and collection schedules <p>2.2 confirm the routing and scheduling information for the vehicles and loads</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 demonstrate how to take action to modify routing and scheduling of vehicles and loads in response to changes in customer requirements</p> <p>2.4 demonstrate how to inform:</p> <ul style="list-style-type: none"> • relevant personnel of changes to the routing and scheduling of vehicles and loads • customers about changes to the routing and scheduling of vehicles and loads <p>2.5 demonstrate how to take action in response to:</p> <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 <p>2.6 monitor the progress of vehicles and loads</p>			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to undertake post-journey reports and checks	1.1 explain the relevant organisational policies and procedures, in relation to undertaking post-journey reports and checks, that relate to: <ul style="list-style-type: none"> • health, safety and security • environmental factors • legal requirements • operating requirements • driver hours and licensing requirements • vehicle operator’s licensing requirements • recording and documentations systems 			
2	Be able to undertake post-journey reports and checks	2.1 follow all organisational policies and procedures, in relation to post journey and checks, that relate to: <ul style="list-style-type: none"> • health, safety and security • environmental factors • legal requirements • operating requirements • driver hours and licensing requirements 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • vehicle operator's licensing requirements • recording and documentations systems <p>2.2 confirm the return of the vehicle</p> <p>2.3 confirm the condition of the vehicle on completion of the schedule</p> <p>2.4 demonstrate how to take action if faults or defects are found on the vehicle</p> <p>2.5 confirm the documentation and other records relating to the:</p> <ul style="list-style-type: none"> • vehicle • driver • comply with legal, operational and organisational procedures <p>2.6 re-task or reschedule vehicles and drivers as required</p> <p>2.7 ensure return loads are dealt with in accordance with operational and organisational procedures</p> <p>2.8 communicate effectively</p>			

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 route and schedule loads</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to routing and scheduling loads, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • legal requirements • operating requirements • recording systems and documentation <p>1.2 explain the different modes of transport that can be used</p> <p>1.3 explain the following in relation to the vehicle and load:</p> <ul style="list-style-type: none"> • the type of load and characteristics of the consignment to be moved • different types of vehicle that can be used • vehicle weights and dimensions • methods of load distribution • environmental economy and efficiency issues 			

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.2 obtain details of the consignment, time and destination for delivery of the loads 2.3 collate consignments and setting out priorities and optimization of delivery and collection schedules to meet customer requirements 2.4 confirm the following: <ul style="list-style-type: none"> • method of transport • types of vehicle and equipment to be used • the load and suitability of vehicle 2.5 record and communicate information on the load to the appropriate personnel			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____

(if sampled)

Unit 9

Develop Productive Working Relationships with Colleagues in Logistics Operations

Unit reference number: A/601/7179

Level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.7 explain the importance of feedback on own performance 1.8 explain how to provide feedback to colleagues on their performance			
2 Be able to develop productive working relationships in logistics operations	2.1 follow all organisational policies and procedures, in relation to developing productive working relationships with colleagues in logistics operations, that relate to: <ul style="list-style-type: none"> • health, safety and security • legal requirements • equality and diversity, and inclusion • operating requirements 2.2 establish productive working relationships with colleagues 2.3 communicate effectively 2.4 exchange information and resources with colleagues to ensure all parties fulfil agreements 2.5 provide feedback to colleagues to improve performance 2.6 obtain feedback from colleagues to improve performance			

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 manage the traffic office</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to managing the traffic office, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • environmental factors • legal requirements • operating requirements • route, destination, delivery and collection schedules • review systems <p>1.2 explain the following:</p> <ul style="list-style-type: none"> • the type of load and characteristics of the consignment being moved • different modes of transport • types of vehicles and equipment that can be used for carrying different loads • sources of feedback information 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.3 explain how to manage colleagues within the operation 1.4 identify problems that can occur when managing the traffic office 1.5 explain the appropriate action to take in order to deal with identified problems			
2 Be able to manage the traffic office	2.1 follow all organisational policies and procedures, in relation to managing the traffic office, that relate to: <ul style="list-style-type: none"> • health, safety and security • personal protective equipment • legal requirements • operating requirements • route, destination, delivery and collection schedules • review systems 2.2 manage colleagues to plan the transportation of loads 2.3 monitor the use of resources 2.4 support colleague's decisions where problems arise			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.5 advise customers and relevant personnel of any changes in the resources allocated or the delivery schedules 2.6 maintain records making any changes according to operational procedures 2.7 evaluate feedback obtained on the use of resources 2.8 review actual performance against the operational plan 2.9 evaluate the effectiveness and efficiency of completed operations 2.10 formulate an action plan based on patterns or trends in actual performance in order to improve performance 2.11 propose amendments to operational and organisational procedures 2.12 communicate effectively			

Learner name: _____ Date: _____

Learner signature: _____ 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 induct new colleagues into a logistics operation</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to inducting new colleagues into a logistics operation that relate to:</p> <ul style="list-style-type: none"> • the organisation • health, safety and security • personal protective equipment • legal requirements • equality and diversity, and inclusion • data protection • staff handbook <p>1.2 explain the importance of completing an induction</p> <p>1.3 identify problems that can occur when inducting new colleagues into a logistics operation</p> <p>1.4 explain the appropriate action to take, in order to deal with identified problems</p>			

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

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

Learner name: _____ Date: _____

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(if sampled)

Unit 12

Produce Costings for Freight Transport

Unit reference number: H/601/7175

Level: 4

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about producing costings for freight transport. It involves identifying points of contact, collection and/or delivery points and driver or vehicle requirements. It deals with any special requirements in regard to care of the load during transport and the loading and unloading of the vehicle.

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 produce costings for freight transport</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to producing costings for freight transport, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • legal requirements • operating requirements • recording and documentation requirements • terms and conditions for transporting loads <p>1.2 explain the following:</p> <ul style="list-style-type: none"> • sources and point of contact for information on the movement of goods • the types of loads and characteristics of the consignment to be moved • different modes of transport • types of vehicles for carrying different loads and how these affect costings • the types of facilities required for loading and unloading 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • types and sources of specialist equipment that may be used <p>1.3 explain costs and the reasons for fluctuations</p>			
<p>2 Be able to produce costings for freight transport</p>	<p>2.1 follow organisational policies and procedures, in relation to producing costings for freight transport, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • legal requirements • environmental factors • operating requirements • recording and documentation requirements • terms and conditions for transporting loads <p>2.2 make contact with an appropriate person where contract details can be obtained</p> <p>2.3 confirm the collection and delivery point details to determine the distance and other associated costs</p> <p>2.4 confirm the operational requirements in relation to any constraints on the consignment</p> <p>2.5 confirm the driver and vehicle requirements for carrying out the transportation of the load</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.6 obtain information of the physical loading and unloading facilities available at the collection and delivery points and any specialist equipment to be used 2.7 collate and record the information obtained to prepare the quotation 2.8 communicate effectively			

Learner name: _____ Date: _____

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(if sampled)

Unit 13

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, 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 operator’s 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>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	1.5 explain the skills and qualifications required of driver personnel 1.6 explain how drivers, vehicles, equipment and other resources are allocated 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 licencing requirements • vehicle operators' licencing requirements 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 assess which information is required for:</p> <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 <p>2.3 obtain the required documentation for international movements</p> <p>2.4 record the required information on the international movements of goods</p> <p>2.5 confirm the allocation of resources</p> <p>2.6 issue instructions and relevant documentation to the appropriate personnel</p> <p>2.7 advise appropriate personnel of the movement of the load</p> <p>2.8 communicate effectively</p> <p>2.9 ensure the movement of the loads complies with relevant legislation, regulation and codes of practice</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 monitor the movements of the loads 2.11 maintain records in accordance with operational procedures			

Learner name: _____ Date: _____

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(if sampled)

Unit 14

Help Team Members Address Problems Affecting Their Performance in Logistics Operations

Unit reference number: R/601/7186

Level: 4

Credit value: 3

Guided learning hours: 10

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to help team members address problems affecting their performance</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to helping team members address problems their performance, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • legal requirements • equality and diversity, and inclusion <p>1.2 explain how to encourage team members to approach appropriate people with problems that may affect their performance</p> <p>1.3 explain the:</p> <ul style="list-style-type: none"> • importance of identifying performance issues with the team member(s) concerned • importance of discussing problems with team members at a time and place appropriate to the type, seriousness and complexity of the problem • how to gather and check the information to identify the problem and its cause accurately 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • range of alternative courses of action that can be taken • importance of agreeing with the team member in a timely and effective manner a way of dealing with the problem • when to refer the team member to support services or specialists • the importance of confidentiality • recording actions 			
2 Be able to help team members address problems affecting their performance in logistics operations	<p>2.1 follow all organisational policies and procedures, in relation to helping team members address problems affecting their performance, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • legal requirements • equality and diversity, and inclusion <p>2.2 communicate with others effectively</p> <p>2.3 provide opportunities for team members to discuss problems that may affect their performance</p>			

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

Learner name: _____ Date: _____

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(if sampled)

Unit 15

Manage your own Professional Development in Logistics Operations

Unit reference number: M/601/7177

Level: 3

Credit value: 2

Guided learning hours: 11

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to manage own professional development in logistics operations</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to managing own resources and professional development, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • legal requirements • operating requirements <p>1.2 explain how to develop own professional development plan</p> <p>1.3 explain own learning style</p> <p>1.4 explain the current and future requirements of own work role</p> <p>1.5 explain own values, career and personal goals in relation to work role</p> <p>1.6 explain sources of feedback used to evaluate performance</p> <p>1.7 explain how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes</p> <p>1.8 explain how to monitor the quality of own work and progress against development plans</p>			

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

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

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.6 explain the importance of giving fair, clear and accurate information on vacancies to potential applicants</p> <p>1.7 explain how to judge whether applicants meet the stated requirements</p> <p>1.8 explain how to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice and how cultural differences in language, body language, tone of voice and dress can differ from expectations</p> <p>1.9 explain how to review the effectiveness of recruitment and selection in logistics operations</p> <p>1.10 identify problems that can occur when recruiting, selecting and keeping colleagues in logistics operations</p> <p>1.11 explain the appropriate action to take in order to deal with identified problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to recruit, select and keep colleagues in logistics operations</p>	<p>2.1 follow all organisational policies and procedures, in relation to ensuring recruiting, selecting and keeping colleagues in logistics operations, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • legal requirements • equality and diversity, and inclusion • accessing specialist expertise <p>2.2 communicate effectively with others</p> <p>2.3 undertake exit interviews with colleagues who are leaving</p> <p>2.4 review the work undertaken to identify any shortfall in the number of colleagues and/or the pool of skills, knowledge, understanding and experience</p> <p>2.5 review options for dealing with shortfalls in staffing</p> <p>2.6 consult with others to produce or update job descriptions and person specifications</p> <p>2.7 demonstrate how to identify a vacancy</p> <p>2.8 consult with others to agree the stages in the recruitment and selection process including:</p> <ul style="list-style-type: none"> • methods to be used • associated timings • and those to be involved 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.9 ensure that:</p> <ul style="list-style-type: none"> • all information on vacancies is fair, clear and accurate before it goes to potential applicants • the skills required by the applicant to succeed in the recruitment process are no more than are required to perform the job <p>2.10 participate in the recruitment and selection process to ensure that:</p> <ul style="list-style-type: none"> • the process is fair, consistent and effective • applicants offered positions are likely to work effectively with colleagues <p>2.11 review the recruitment and selection process to identify improvements</p>			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____

(if sampled)

Unit 17

Build and Manage Teams in Logistics Operations

Unit reference number: J/601/7184

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

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

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

Assessment methodology

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

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to build and manage teams in logistics operations</p>	<p>1.1 explain the relevant organisational policies and procedures, in relation to building and managing teams in logistics operations, that relate to:</p> <ul style="list-style-type: none"> • health, safety and security • legal requirements • equality and diversity, and inclusion • operating requirements <p>1.2 explain the:</p> <ul style="list-style-type: none"> • principles of effective communication and how to apply them • maximise communication methods when managing remote teams • the stages of team development <p>1.3 when building a team explain the importance of:</p> <ul style="list-style-type: none"> • identifying a clear team purpose • identifying diversity of expertise, knowledge, skills and attitudes to achieve the team purpose • selecting team members with the required expertise, knowledge and skills • developing complementary roles 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<ul style="list-style-type: none"> • agreeing with team members the behaviours that can help achieve the team purpose and those that may hinder • ensuring team members understand their unique contribution to achieving the team purpose • ensuring team members understand how each role complements and supports other roles • building mutual trust and respect • open communication <p>1.4 explain how to provide constructive feedback to team members in order to enhance the performance of the team as a whole</p> <p>1.5 identify problems that can occur when building and managing teams</p> <p>1.6 explain the appropriate action to take, in order to deal with identified problems</p>			
2 Be able to build and manage teams	<p>2.1 follow all organisational policies and procedures, in relation to building and managing teams in logistics operations, that relate to</p> <ul style="list-style-type: none"> • health, safety and security • legal requirements • equality and diversity, and inclusion 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.2 communicate with others effectively</p> <p>2.3 identify the diversity and expertise, knowledge, skills and attitudes required to achieve the team's objectives</p> <p>2.4 select team members that have the expertise, knowledge, skills and attitudes to achieve the team purpose</p> <p>2.5 build the team by:</p> <ul style="list-style-type: none"> • agreeing with team members behaviours that can help the team achieve • agreeing roles and responsibilities with team members to ensure each complements and supports other roles • providing opportunities to build mutual trust and respect <p>2.6 encourage the team to seize opportunities presented by changes to the team composition</p> <p>2.7 provide opportunities for open communication and feedback to improve performance of team</p> <p>2.8 review the performance of the team in relation to its purpose</p>			

Learner name: _____ Date: _____

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Internal verifier signature: _____ Date: _____

(if sampled)

Further information and useful publications

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

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

Key publications

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

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

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

How to obtain National Occupational Standards

For the National Occupational Standards for the qualifications in this specification, please contact:

Skills for Logistics
12 Warren Yard
Warren Farm Office Village
Milton Keynes
MK12 5NW

Telephone: 01908 313360
Fax: 01908 313006
Email: info@skillsforlogistics.org

Professional development and training

Professional development and training

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

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

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

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

Training and support for the lifetime of the qualifications

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

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

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

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

Annexe A: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

The Pearson quality assurance processes will involve:

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

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

Annexe B: Centre certification and registration

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

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

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

What are the access arrangements and special considerations for the 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 for the Qualifications Framework

March 2010

Skills for Logistics

Assessment Guidance for the Qualification Framework

March 2010

Assessment Guidance for the Qualification Framework

1. Introduction

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

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

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

These 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

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

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

- 1 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 recognises 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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