



Qualification Specification

ProQual Level 2 Certificate in Driving Rigid Goods Vehicles

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This qualification is part of ProQual's broad offer of qualifications in the Transportation sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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Introduction

The ProQual Level 2 Certificate in Driving Rigid Goods Vehicles provides a nationally recognised qualification for those who are employed to drive, or seeking employment driving, rigid goods vehicles.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 2 Certificate in Driving Rigid Goods Vehicles
Qualification Number:	610/5742/3
Level:	2
Total Qualification Time (TQT):	320
Guided Learning Hours (GLH):	169
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual external verifiers
Qualification Start Date:	01/07/2025
Qualification Review Date:	01/07/2028

Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out their own assessment to establish candidate's existing knowledge and skills in order to develop the assessment plan.

Candidates must be aged **at least** 18 years old on the day that they are registered for this qualification. Centres are reminded that no assessment activity may take place until a candidate has been registered.

Candidates for this qualification **must** have a full UK driving licence, of the appropriate category to drive the vehicle they will be trained and assessed in.

Candidates who complete this qualification may progress into other qualifications in ProQual's Transport suite.

Qualification Structure

This qualification consists of **nine** mandatory units. Candidates must complete all mandatory units to complete this qualification. There are no optional units.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
K/602/2832	Prepare the rigid vehicle for driving	2	20	10
M/602/2833	Protect the rigid vehicle and the load	2	20	15
F/602/2836	Operate and monitor the rigid vehicle systems	2	30	16
L/602/2838	Manoeuvre the rigid vehicle in restricted spaces	2	40	18
A/601/9451	Obtain information on the collection and/or delivery of loads	2	20	10
R/602/2839	Drive the rigid vehicle on public roads in a safe and fuel efficient manner	2	60	30
Y/602/2843	Ensure the rigid vehicle is loaded correctly	2	40	25
T/602/2848	Ensure the rigid vehicle is unloaded correctly	2	30	15
D/601/9457	Plan the route and timings for the collection and delivery of goods	2	60	30

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 2 Certificate in Driving Rigid Goods Vehicles

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

All practical assessment for this qualification must be carried out in a real working environment. Evidence of workplace skills cannot be simulated.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:		Prepare the Rigid Vehicle for Driving		Level:	2
Unit Number:		K/602/2832	TQT:	20	GLH: 10
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to prepare the rigid vehicle for driving.	1.1	Explain the relevant organisational policies and procedures, in relation to preparing the rigid vehicle for driving, that relate to:		
			• Health, safety and security. • Legal requirements. • Operating requirements.		
		1.2	Explain how to check that the rigid vehicle has sufficient fuel, additives and water.		
		1.3	Explain the operation of the rigid vehicle instruments and controls to include:		
			• How to check the vehicle systems. • How to check instruments, controls, gauges and vehicle systems. • Indications of electrical or mechanical problems.		
		1.4	Explain the responsibilities of the driver for the rigid vehicle and the load.		
		1.5	Explain the organisational procedures for reporting defects including information on previously reported problems with the rigid vehicle.		
		1.6	Explain how to obtain information on previously reported problems with the rigid vehicle.		
		1.7	Explain which person(s) is officially responsible for releasing the rigid vehicle.		

1	<i>Continued</i>	1.8	Identify problems that can occur when preparing the rigid vehicle for driving.
		1.9	Explain the appropriate action to take, in order to deal with identified problems.
2	Prepare the rigid vehicle for driving.	2.1	Follow all organisational policies and procedures, in relation to preparing the rigid vehicle for driving, that relate to: • Health, safety and security. • Legal requirements. • Operating requirements.
		2.2	Check the vehicle and vehicle systems to ensure the rigid vehicle is legal and roadworthy.
		2.3	Carry out adjustments for optimum control, observation and comfort, including adjustments to: • Steering wheel. • Mirrors. • Seat.
		2.4	Check the rigid 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 rigid vehicle.

Additional Assessment Information

Learning Outcome one is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome two is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated, **but** can take place in a simulated environment.

Title:		Protect the Rigid Vehicle and the Load		Level:	2
Unit Number:		M/602/2833	TQT:	20	GLH: 15
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to protect the rigid vehicle and the load.	1.1	Explain the relevant organisational policies and procedures, in relation to protecting the rigid vehicle and load, that relate to: • Health, safety and security. • Legal requirements. • Operating requirements. • Different locations. • Changes in condition of the load. • Theft or damage.		
		1.2	Describe how to identify damage or deterioration in the condition of the load.		
		1.3	Explain different methods for protecting the rigid vehicle's load.		
		1.4	Describe the risks associated with protecting the rigid vehicle and load at different locations.		
		1.5	Explain the security checks that are required to protect the rigid vehicle and the load.		
		1.6	Identify problems that can occur when protecting the rigid vehicle and its load.		
		1.7	Explain the appropriate action to take, in order to deal with identified problems.		

2	Protect the rigid vehicle and the load.	2.1	Follow all organisational policies and procedures, in relation to protecting the rigid vehicle and load, that relate to: • 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.

Additional Assessment Information

Learning Outcome one is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome two is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

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Evidence of practical skills **may not** be simulated, **but** can take place in a simulated environment.

Title:		Operate and Monitor the Rigid Vehicle Systems		Level:	2
Unit Number:		F/602/2836	TQT:	30	GLH: 16
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to operate and monitor the rigid vehicle systems.	1.1	Explain the relevant organisational policies and procedures, that relate to: • Health, safety and security. • Legal requirements. • Rigid vehicle operating systems. • Rigid vehicle monitoring systems.		
		1.2	Describe the purposes and functions of the rigid vehicles instruments.		
		1.3	Explain the rigid vehicle requirements for: • Fuel. • Additives. • Oil. • Water.		
		1.4	Identify problems that can occur when operating and monitoring the rigid vehicle systems.		
		1.5	Explain the appropriate action to take, in order to deal with identified problems.		
2	Operate and monitor the rigid vehicle systems.	2.1	Follow all organisational policies and procedures, that relate to: • Health, safety and security. • Legal requirements. • Rigid vehicle operating systems. • Rigid vehicle monitoring systems.		
		2.2	Operate the rigid vehicle controls to maintain the safety, security of yourself, the rigid vehicle and others.		
		2.3	Operate fuel delivery systems correctly and safely.		

2	Continued	2.4	Demonstrate how to minimise wear and tear on the rigid vehicle systems.
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Additional Assessment Information

Learning Outcome one is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome two is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
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Evidence of practical skills **may not** be simulated; and must be collected in a **real workplace environment**.

Title:		Manoeuvre the Rigid Vehicle in Restricted Spaces		Level:	2
Unit Number:		L/602/2838	TQT:	40	GLH: 18
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to manoeuvre the rigid vehicle in restricted spaces.	1.1	Explain the relevant organisational policies and procedures, in relation to manoeuvring the rigid vehicle, that relate to: • Health, safety and security. • Legal requirements. • Operating requirements.		
		1.2	State the: • Dimensions of the rigid vehicle. • Clearances required for the rigid vehicle during different activities. • Types of signals to be used when manoeuvring the rigid vehicle.		
		1.3	Explain the observations required to ensure the safety of yourself and other road users.		
		1.4	Identify suitable spaces for safe manoeuvring.		
		1.5	Identify the types of hazard that could occur during manoeuvring.		
		1.6	Explain the effects of inappropriate speed during manoeuvring.		
		1.7	Identify problems that can occur when manoeuvring the rigid vehicle in restricted spaces.		
		1.8	Explain the appropriate action to take, in order to deal with identified problems.		

2	Manoeuvre the rigid vehicle in restricted spaces.	2.1	Follow all organisational policies and procedures, that relate to: • Health, safety and security. • Legal requirements. • Operating requirements.
		2.2	Manoeuvre the rigid vehicle in restricted spaces and include: • The appropriate use of signals. • Using the appropriate speed for the manoeuvre. • Monitoring the actions of other road users. • Ensuring there is no damage to the rigid vehicle or surrounding environment. • Ensuring the rigid vehicle is in a suitable position for the required activities.

Additional Assessment Information

Learning Outcome one is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome two is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

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Evidence of practical skills **may not** be simulated, **but** can take place in a simulated environment.

Title:		Obtain Information on the Collection and/or Delivery of Loads		Level:	2
Unit Number:		A/601/9451	TQT:	20	GLH: 10
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to obtain information on the collection and/or delivery of loads.	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: • Health, safety and security. • Legal requirements. • Operating requirements. • Monitoring requirements.		
		1.2	Explain the required information on the load to include: • 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.		
		1.3	Identify problems that can occur when obtaining information on the collection and/or delivery of loads.		
		1.4	Explain the appropriate action to take, in order to deal with identified problems.		

2	Obtain information on the collection and/or delivery of loads.	2.1	Follow all organisational policies and procedures, that relate to: • Health, safety and security. • Legal requirements. • Operating requirements. • Monitoring requirements.
		2.2	Collect information on the load to include: • The details of the load. • Destination and schedule. • Requirements for loading and unloading. • Requirements for collections and/or deliveries.
		2.3	Assess any relevant information that could affect the destination and schedule.
		2.4	Communicate effectively with others in relation to the collection and/or delivery of the load.
		2.5	Assess the suitability of the vehicle for the load.

Additional Assessment Information

Learning Outcome one is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome two is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
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Evidence of practical skills **may not** be simulated, **but** can take place in a simulated environment.

Title:		Drive the Rigid Vehicle on Public Roads in a Safe and Fuel Efficient Manner		Level:	2
Unit Number:		R/602/2839	TQT:	60	GLH: 30
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to drive the rigid vehicle on public roads in a safe and fuel efficient manner.	1.1	Explain the relevant organisational policies and procedures, in relation to driving the rigid vehicle and load, in a fuel-efficient manner, that relate to: • Health, safety and security. • Legal requirements. • Operating requirements.		
		1.2	Explain the organisation's policy when driving conditions vary and result in changes to the schedule.		
		1.3	Describe how to adapt driving styles to changes in driving conditions.		
		1.4	Explain how to adapt driving manner to suit changes in driving conditions.		
		1.5	Explain how the actions of other road users can affect driving manner.		

1	Continued	1.6	Explain how to: • Position the rigid vehicle on the road to ensure the safety of yourself and other road users. • Appropriately use signals. • Alter speed to meet different types of road conditions and requirements. • Use the controls of the rigid vehicle to optimize fuel consumption. • Assess and maintain safe separation distances. • Assess factors affecting safe stopping distances. • Use the controls of the rigid vehicle to adjust braking under different road conditions.
		1.7	Identify types of hazard that could occur on the road.
		1.8	When overtaking, identify: • When overtaking should and should not occur. • The types of hazards involved. • Factors affecting the distance required to overtake other vehicles.
		1.9	Describe the effects severe braking could have on the load and roadworthiness of the rigid vehicle.
		1.10	Identify problems that can occur when driving the rigid vehicle, on public roads, in a safe and fuel efficient manner.
		1.11	Explain the appropriate action to take, in order to deal with identified problems.

2	Obtain information on the collection and/or delivery of loads.	2.1	Follow all organisational policies and procedures, that relate to: • Health, safety and security. • Legal requirements. • Operating requirements.
		2.2	Position the rigid vehicle and apply lane discipline to maintain the safety of yourself, other road users according to the prevailing driving conditions.
		2.3	Demonstrate how to drive the rigid vehicle safely and in a fuel-efficient manner to include: • Giving clear signals in good time. • Driving at the appropriate speed for the driving conditions. • Minimising fuel consumption and wear and tear. • Applying the braking systems, in a controlled manner, appropriate to the driving conditions, distance available, the rigid vehicle and its load. • Overtake other vehicles at a suitable point. • Take preventative action to avoid harm to any other road user.

Additional Assessment Information

Learning Outcome one is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

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- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

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Evidence of practical skills **may not** be simulated, **but** can take place in a simulated environment.

Title:		Ensure the Rigid Vehicle is Loaded Correctly		Level:	2
Unit Number:		Y/602/2843	TQT:	40	GLH: 25
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to load the rigid vehicle correctly.	1.1	Explain the relevant organisational policies and procedures, in relation to ensuring the rigid vehicle is loaded correctly, that relate to: • Health, safety and security. • Personal protective equipment. • Legal requirements. • Operating requirements. • Monitoring requirements.		
		1.2	Explain the required information to include: • Suitability of the rigid vehicle for the load. • Load restrictions. • Loading and delivery sequences. • How to distribute the load. • When and how to re-distribute the load. • Correct securing of the load. • Use of correct restraints. • Why, how and where to check axle weights.		
		1.3	Identify problems that can occur when ensuring that the rigid vehicle is loaded correctly.		
		1.4	Explain the appropriate action to take, in order to deal with identified problems.		

2	Ensure the rigid vehicle is loaded correctly.	2.1	Follow all organisational policies and procedures, that relate to: • Health, safety and security. • Personal protective equipment. • Legal requirements. • Operating requirements. • Monitoring requirements.
		2.2	Communicate effectively with others.
		2.3	Ensure that the rigid vehicle and load are compatible.
		2.4	Ensure that the rigid vehicle has been loaded in the appropriate manner for the type of load and delivery sequence.
		2.5	Ensure that the load is secured and stabilized, for transportation.
		2.6	Ensure that any loose materials, restraints, and ancillary equipment are secured and stabilized for transportation.

Additional Assessment Information

Learning Outcome one is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome two is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

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- Expert witness testimony.
- Candidate reflection on own practical work.

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Title:		Ensure the Rigid Vehicle is Unloaded Correctly		Level:	2
Unit Number:		T/602/2848	TQT:	30	GLH: 15
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to ensure that the rigid vehicle is unloaded correctly.	1.1	Explain the relevant organisational policies and procedures, in relation to ensuring the rigid vehicle is unloaded correctly, that relate to: • Health, safety and security. • Personal protective equipment. • Legal requirements. • Operating requirements. • Monitoring requirements.		
		1.2	Explain the required information to include: • Suitability of the rigid vehicle for the load. • The person responsible for receiving the load. • How the rigid vehicle should be prepared for unloading and delivery. • When and how to re-distribute the load. • The appropriate equipment for moving the load. • Proof of delivery procedures or systems.		
		1.3	Explain how to prepare the rigid vehicle for unloading.		
		1.4	Identify problems that can occur when ensuring that the rigid vehicle is unloaded correctly.		
		1.5	Explain the appropriate action to take, in order to deal with identified problems.		

2	Ensure that the rigid vehicle is unloaded correctly.	2.1	Follow all organisational policies and procedures, that relate to: • Health, safety and security. • Personal protective equipment. • Legal requirements. • Operating requirements. • Monitoring requirements.
		2.2	Communicate effectively with others.
		2.3	Identify the person responsible for receiving the load.
		2.4	Ensure the unloading is properly planned.
		2.5	Ensure that the part of the load to be unloaded is correctly identified.
		2.6	Ensure the correct proof of delivery procedures are completed.

Additional Assessment Information

Learning Outcome one is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome two is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated, **but** can take place in a simulated environment.

Title:		Plan the Route and Timings for the Collection and Delivery of Goods		Level:	2
Unit Number:		D/601/9457	TQT:	60	GLH: 30
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Know how to plan the route and timings for the collection and delivery of loads.	1.1	Explain the relevant organisational policies and procedures, in relation to planning the route and timings for the collection and delivery of loads, that relate to: • Health, safety and security. • Personal protective equipment. • Legal requirements. • Operating requirements.		
		1.2	Explain how to use route planning resources.		
		1.3	Explain the impact that the following factors have on route planning: • Restrictions on the load. • Vehicle dimensions and weight. • Requirements to plan alternative routes. • Road restrictions on selected route. • Load restrictions on selected route. • Journey times. • Facilities at stopping points. • Estimation of driving distances. • Effective use of driving time. • Legislation in relation to driver's hours.		
		1.4	Describe the implications for the vehicle and load on the selection of particular routes.		
		1.5	Identify problems that can occur when planning the route and timings for the collection and delivery of goods.		
		1.6	Explain the appropriate action to take, in order to deal with identified problems.		

2	Plan the route and timings for the collection and delivery of loads.	2.1	Follow all organisational policies and procedures, that relate to: • Health, safety and security. • Personal protective equipment. • Legal requirements. • Operating requirements.
		2.2	Collect all relevant information on the: • Destination. • Route. • Schedule. • Driving distances. • Times. • Vehicle. • Load. • Restrictions. • Facilities at stopping points.
		2.3	Use relevant route planning resources.
		2.4	Identify the major and minor roads for reaching the destination.
		2.5	Plan alternative routes to ensure effective use of driving time.
		2.6	Estimate driving distances and time required to achieve schedule.

Additional Assessment Information

Learning Outcome one is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome two is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

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- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills **may not** be simulated, **but** can take place in a simulated environment.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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