



# **Assessment Guidance for GL1E 22 SVQ2 Driving Goods Vehicles: Van at SCQF level 5 and GL1C 23 SVQ3 Driving Goods Vehicles at SCQF level 6**

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# Contents

About this guide.....	1
About SVQs and the SCQF .....	2
How are standards defined in SVQs?.....	4
Who is involved in SVQs? .....	4
The steps involved in assessing a candidate for an SVQ.....	5
1 Structure of the SVQs.....	6
An Assessment Strategy for the SVQ.....	11
Why would people be interested in the SVQ? .....	11
How do candidates begin? .....	12
Choosing the SVQ.....	12
2 Preparing to assess the SVQ .....	13
Your role and your candidate's role.....	13
Planning .....	14
Assessment plan .....	15
Selecting methods of assessment.....	16
Methods of assessment.....	17
Observation .....	17
Product evidence.....	17
Questioning .....	18
Other methods of assessment.....	18
Personal statements.....	18
Witness testimony .....	19
Simulation.....	20
Other sources of evidence.....	20
3 Generating evidence .....	21
Observation .....	22
Observation record.....	23
Questions and candidate responses .....	24
Candidate's personal statement .....	26
Witness testimony .....	28
Filling the gaps .....	30
Guidance and support to candidates.....	31
Judging candidate evidence and making an assessment decision .....	31
Insufficient evidence.....	32
Authenticating candidates' evidence .....	32
4 Recording achievement.....	33
Completing the Unit progress record.....	34
Unit progress record.....	35
Using the index of evidence .....	36
Index of evidence .....	37
Completing the Element achievement record.....	38
Element achievement record.....	39
5 Further information .....	41
What else should I read?.....	41
Appendix 1: Blank recording forms.....	42
Appendix 2: Unit Assessment Guidance .....	42

# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ2 Driving Goods Vehicles at SCQF level 5 and SVQ3 Driving Goods Vehicles at SCQF level 6**. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

# Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, you may wish to go to the next section.

## About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, learners must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

## Explanation of levels

<b>SVQ1 (SCQF level 4)</b>	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
<b>SVQ2 (SCQF level 5)</b>	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
<b>SVQ3 (either SCQF level 6 or 7)</b>	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
<b>SVQ4 (either SCQF level 8 or 9)</b>	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
<b>SVQ5 (SCQF level 11)</b>	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

For further information on SCQF go to [www.scqf.org.uk](http://www.scqf.org.uk).

## How are standards defined in SVQs?

All SVQs consist of standards which can be broken down into various parts.

**Units** define the broad functions carried out in the sector, and are made up of a number of **Elements**. These **Elements** describe the activities which employees have to perform, and will require candidates to demonstrate certain skills or Knowledge and Understanding.

The quality of performance in what people must be able to do — how well they have to perform — is described by **Performance Criteria**. These may also be called **statements of competence** or **what candidates should do**.

The section on **Knowledge and Understanding** says what candidates must know and understand, and how this knowledge applies to their jobs.

You may also come across standards containing statements on **scope**. These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Increasingly, you may see changes to this format as standards become more user-friendly and are written in plain English. For example, there may be some standards containing **Range Statements** or **Evidence Requirements**, but over time these should disappear. You may, however, find that information on the context, nature and amount of evidence which is required to prove competence (which used to be given in Range Statements and Evidence Requirements) is now defined in the **assessment guidance** for the qualification. Assessment guidance is drawn up by the awarding body and is packaged along with the standards to form the SVQ.

## Who is involved in SVQs?

There are several roles:

- ◆ **the candidate** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor\*** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier\*** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the External Verifier\*** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

\*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the Assessment Strategy for this SVQ(s) — see SQA’s website: [www.sqa.org.uk](http://www.sqa.org.uk).

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Learning and Development Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

## **The steps involved in assessing a candidate for an SVQ**

In deciding whether a candidate should achieve an SVQ, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate’s competence in the Units
- ◆ judging the evidence of the candidate’s ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate’s achievement

# 1 Structure of the SVQs

This section lists the Units which form the SVQs in Driving Goods Vehicles.

## GL1E 22 SVQ2 Driving Goods Vehicles: Van at SCQF level 5

Total number of Units that the candidate needs to achieve for the qualification is ten.

### Mandatory Units — Candidates must complete the following 7 Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FA18 04	5	2	SFLDGV1	Prepare the Vehicle for Driving: Van
FA19 04	5	2	SFLDGV2	Protect the Vehicle and the Load: Van
FA1A 04	5	2	SFLDGV3	Operate and Monitor the Vehicle Systems: Van
FA1C 04	5	3	SFLDGV4	Manoeuvre the Vehicle in Restricted Spaces: Van
FA1D 04	6	4	SFLDVG5	Drive the Vehicle on Public Roads in a Fuel Efficient Manner: Van
FA0G 04	5	2	SFLDGV6	Obtain Information on the Collection and Delivery of Loads
FA0N 04	5	5	SFL12	Contribute to the Provision of Customer Services

### Optional Units — Candidates must complete 3 of the following Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
FA1E 04	5	2	SFLDGV7	Ensure the Vehicle is Loaded Correctly: Van
FA1F 04	5	2	SFLDGV8	Ensure the Vehicle is Unloaded Correctly: Van
H0A4 04	5	3	SFLWS19	Moving or Handling Goods in Logistics Operations
FA0K 04	6	5	SFLDGV9	Plan the Route and Timings for the Collection and Delivery of Loads
FA0M 04	5	3	SFLL011	Make an Effective Contribution to the Business
FA0R 04	4	2	SFLFSLE152	Maintain Personal Hygiene for Food Safety in a Logistics Environment
FA0V 04	5	2	SFLFSLE157	Maintain Food Safety Storage during Loading and Unloading
FA0X 04	5	2	SFLFSLE159	Maintain Food Safety During Delivery
HA60 04	6	4	SfLC1	Communicate with Clients and Colleagues Regarding Logistics Services
HA61 04	6	5	SfLC3	Interpret and Comply with a Contract for Logistics Services



<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
H58T 04	7	6	CFAM&LAA2	Develop your Knowledge, Skills and Competence
H2D1 04	5	4	SFLWS32	Sort Goods and Materials for Recycling or Disposal
HA62 04	5	3	SFLT053	Post Journey Reports and Checks
HA63 04	5	4	SFL 223	Provide Help to Customers Who Need to Return Goods as Part of Multi-drop Activities
H2CR 04	5	4	SFLWS24	Use Equipment to Move Goods in Logistics Operations
HA64 04	n/a	n/a	SUMCEEPS01	Install, Test and Handover Consumer Electrical and Electronic Products and Systems

## GL1C 23 SVQ3 Driving Goods Vehicles at SCQF level 6

Total number of Units that the candidate needs to achieve for the qualification is ten.

### Mandatory Units — Candidates must complete the following 7 Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
<b>1 Unit required</b>				
FA18 04	5	2	SFLDGV1	Prepare the Vehicle for Driving: Van
FA0Y 04	5	2	SFLDGV1	Prepare the Vehicle for Driving: Rigid Vehicle
FA0A 04	5	2	SFLDGV1	Prepare the Vehicle for Driving: Articulated or Draw Bar Vehicle
<b>1 Unit required</b>				
FA19 04	5	2	SFLDGV2	Protect the Vehicle and Load: Van
FA10 04	5	2	SFLDGV2	Protect the Vehicle and Load: Rigid Vehicle
FA0C 04	5	2	SFLDGV2	Protect the Vehicle and Load: Articulated or Draw Bar Vehicle
<b>1 Unit required</b>				
FA1D 04	6	4	SFLDGV5	Drive the Vehicle on Public Roads in a Fuel Efficient Manner: Van
FA13 04	6	4	SFLDGV5	Drive the Vehicle on Public Roads in a Fuel Efficient Manner: Rigid Vehicle
FA0F 04	6	4	SFLDGV5	Drive the Vehicle on Public Roads in a Fuel Efficient Manner: Articulated or Draw Bar Vehicle
<b>4 Units required</b>				
FA0K 04	6	5	SFLDGV9	Plan the Route and Timings for the Collection and Delivery of Loads
F347 04	7	5	SFLLO39	Apply Technology in Logistics Operations
HA65 04	5	2	IMIVV4	Assess Motor Vehicle Condition
HA66 04	6	4	SFL45	Identify Suitable Collection and Delivery Points

### Optional Units — Candidates must complete 3 of the following Units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
<b>Up to 1 Unit required</b>				
F4PK 04	5	3	ASTC204	Work Individually and Develop Yourself
HA6D 04	5	6	ASTPSSF3	Give Customers a Positive Impression of Yourself and Your Organisation
H58T 04	7	6	CFAM&LAA2	Develop your Knowledge, Skills and Competence
H2CH 04	5	3	SFLL&G3	Develop Effective Working Relationships with Colleagues in Logistics Operations
HA67 04	6	4	SFLWS22	Communicate Effectively With All Stakeholders

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
<b>Up to 1 Unit required</b>				
FA1A 04	5	2	SFLDGV3	Operate and Monitor the Vehicle Systems: Van
FA11 04	5	2	SFLDGV3	Operate and Monitor the Vehicle Systems: Rigid Vehicle
FA0D 04	5	2	SFLDGV3	Operate and Monitor the Vehicle Systems: Articulated or Draw Bar Vehicle
<b>Up to 1 Unit required</b>				
FA1E 04	5	2	SFLDGV7	Ensure the Vehicle is Loaded Correctly: Van
FA14 04	5	2	SFLDGV7	Ensure the Vehicle is Loaded Correctly: Rigid Vehicle
FA0H 04	5	2	SFLDGV7	Ensure the Vehicle is Loaded Correctly: Articulated or Draw Bar Vehicle
<b>Up to 1 Unit required</b>				
FA1F 04	5	2	SFLDGV8	Ensure the Vehicle is Unloaded Correctly: Van
FA15 04	5	2	SFLDGV8	Ensure the Vehicle is Unloaded Correctly: Rigid Vehicle
FA0J 04	5	2	SFLDGV8	Ensure the Vehicle is Unloaded Correctly: Articulated or Draw Bar Vehicle
HA6G 04	6	6	SFL208	Ensure the Tanker is Unloaded Correctly
<b>Up to 2 Units required</b>				
FA0G 04	5	2	SFLDGV6	Obtain Information on the Collection and Delivery of Loads
HA6F 04	5	2	SFLDGV10	Couple and Uncouple the Vehicle
FA0M 04	5	3	SFLLO11	Make an Effective Contribution to the Business
H0A4 04	5	3	SFLWS19	Moving or Handling Goods in Logistics Operations
H0A6 04	6	5	SFLLO41	Minimise the Environmental Impact of Logistics Operations
H0A5 04	7	5	SFLLO38	Respond to Problems in Logistics Operations
F350 04	6	4	SFLLO37	Optimise the Use of Logistics Resources
HA6E 04	6	4	SFL58	Obtain Information on Goods Being Transported
H0A3 04	5	5	SFL15v2	Maintain Health and Safety in Logistics Operations
FA0X 04	5	2	SFLFSLE159	Maintain Food Safety During Delivery
FA0V 04	5	2	SFLFSLE157	Maintain Food Safety During Loading and Unloading
HA68 04	5	13	IMIHV01	Carry Out Routine Commercial Vehicle Maintenance
HA69 04	6	4	SFLC2	Assist in the Planning of Logistics Services
HA61 04	6	5	SFLC3	Interpret and Comply with a Contract for Logistics Services
HA63 04	5	4	SFL223	Provide Help to Customers Who Need to Return Goods as Part of Multi-drop Activities

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
HA64 04	n/a	n/a	SUMCEEPS O1	Install, Test and Handover Consumer Electrical and Electronic Products and Systems
HA6H 04	5	2	LANCS65	Load and Unload Animals for Transportation
H59R 04	5	3	LANCS64	Prepare for the Transportation of Animals
H59T 04	5	2	LANCS66	Maintain the Health and Welfare of Animals During Transportation
H0E8 04	6	3	LANAQU20v1	Transport Live Fish
HA6A 04	5	3	PROWTM10	Assemble and Load Timber and Related Orders for Dispatch
HA6C 04	n/a	n/a	ASTPKC10	Load and Unload Vehicles on to and from Vehicle Transporters
H2J2 04	5	3	EUSW009	Transportation of Waste

## **An Assessment Strategy for the SVQ**

As part of their/its review of the SVQ(s), the standards-setting body has developed an Assessment Strategy which defines a range of requirements:

- ◆ the occupational expertise of assessors and verifiers
- ◆ a definition of simulation
- ◆ a definition of a realistic working environment
- ◆ information on a model of independent assessment or external quality control

The relevant parts of the Assessment Strategy are published on SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)), and both SQA and centres must comply with these requirements.

## **Why would people be interested in the SVQ?**

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too. One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the appropriateness of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

## **How do candidates begin?**

### **Choosing the SVQ**

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to be you as the assessor, who carried out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

## 2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

### Your role and your candidate's role

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

#### Your role

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

#### Candidates' role

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

## Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units or Elements. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards your Learning and Development Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.



## Assessment plan

Units					
Elements					
Activities	Performance Criteria (PC)	Method of assessment/ sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

Assessor's signature \_\_\_\_\_

1st review due \_\_\_\_\_

Candidate's signature \_\_\_\_\_

2nd review due \_\_\_\_\_

Date of agreement \_\_\_\_\_

Date of completion \_\_\_\_\_

## Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

- ◆ By *valid* we mean that the assessment method should be appropriate to the standards.
- ◆ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions.
- ◆ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time.

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions of the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ The candidate is assessed in the normal working environment.
- ◆ The evidence required should be to hand or observations to be made.
- ◆ Assessment visits can be arranged to capture the evidence required.
- ◆ The candidate will know the assessor and should be at ease.
- ◆ Assessment should only take place when the candidate is consistently displaying competences. VQs are not meant to highlight incompetence.

The challenges might be:

- ◆ Shift-work is normal and it can be difficult to arrange assessments.
- ◆ The candidate may have been 'volunteered' by the employer.

## Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evidence, and questioning.

### Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally-occurring activities are carried out by the candidate
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities. For example:

- ◆ Observation may be a mandatory requirement of the Unit and therefore is not negotiable.
- ◆ Observation allows the assessor and the internal verifier to become acquainted with the candidate working environment. (The internal verifier should endeavour to observe each candidate being assessed in the normal work environment.)

### Product evidence

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

- ◆ tachograph charts
- ◆ drivers log book
- ◆ satellite navigation playback
- ◆ load manifests

## Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand. The Unit-by-Unit assessment guidance provides guidance to assessors on what and where to question candidates.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice. A bank of multiple choice questions for each Unit has also been developed to help support assessors.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

## Other methods of assessment

These methods, like questioning, are often used for authentication. See Section 3 for more about authenticating candidates' evidence.

## Personal statements

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

This type of will be made more reliable if it is supported by supplementary material (extracts from the drivers log book, load manifests, etc)

## Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be able to provide a statement on what your candidates have been doing or producing as part of their work.

Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.

Strongest ↑ ↓ Weakest	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the L and D Units, A/V Units or 'D-Units'.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

Witness testimony may come in the style of:

- ◆ references
- ◆ letters from satisfied customers
- ◆ statements from superiors

## **Simulation**

*Simulation* is any structured assessment exercise involving a specific task which reproduces real-life situations.

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

Skills for Logistics has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable. The standards also state when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, look at the Assessment Strategy on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **Other sources of evidence**

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guide to Assessment* (see section 5) has more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

### 3 Generating evidence

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony

There are blank forms which you can copy and use in assessment in Appendix 1.

## **Observation**

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.



**Observation record**

**Unit/Element(s)** \_\_\_\_\_

**Candidate** \_\_\_\_\_

**Evidence index number** \_\_\_\_\_

**Date of observation** \_\_\_\_\_

<b>Skills/activities observed</b>	<b>Performance Criteria covered</b>

**Knowledge and Understanding apparent from this observation**

**Other Units/Elements to which this evidence may contribute**

**Assessor's comments and feedback to candidate**

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Questions and candidate responses**

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

**Record of questions and candidate's answers**

<b>Unit</b>	
<b>Element(s)</b>	
<b>Evidence index number</b>	
<b>Circumstances of assessment</b>	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## **Candidate's personal statement**

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

**Personal statement**

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

## **Witness testimony**

Remember when you begin to use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

## Witness testimony

<b>SVQ title and level</b>	
<b>Candidate's name</b>	
<b>Evidence index no</b>	
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Element(s)</b>	
<b>Date of evidence</b>	
<b>Name of witness</b>	
<b>Designation/relationship to candidate</b>	
<b>Details of testimony</b>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Witness** (please select the appropriate box):

- Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

## Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

You may be able to overcome these by observation, oral or written questions and simulations.

**Assessment in simulated conditions** is only permissible with the express prior consent of the External Verifier. The External Verifier is likely to allow assessment to take place in simulated conditions due to reasons of:

- ◆ safety
- ◆ legislation
- ◆ regulation
- ◆ contingency
- ◆ cost

When preparing to undertake an assessment in simulated conditions the following points should be noted:

- ◆ you should ensure that the simulation has been ratified by your SVQ Assessment Centre
- ◆ you should inform all relevant third parties that the simulation is going to take place
- ◆ the simulation should be as realistic as possible
- ◆ you should ensure the candidate is aware of the differences between the simulated conditions and those in the actual work place



## **Guidance and support to candidates**

At all times during the assessment process — from planning through to making your assessment decision — feedback should be ongoing, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

## **Judging candidate evidence and making an assessment decision**

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

## **Insufficient evidence**

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their evidence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

## **Authenticating candidates' evidence**

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them or, if this is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

## 4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The candidate's evidence is normally kept in a file, often called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an External Verifier what stage a candidate has reached in achieving the SVQ.

The provider, as a recording mechanism, may in the first instance supply portfolios for the SVQs in Driving Goods Vehicles at level 2. It could take the style of a signposting document which will index/list where evidence can be found, with a record of the candidate evidence matched against the Driving Goods Vehicles National Occupational Standards (available to download at: [www.ukstandards.org.uk](http://www.ukstandards.org.uk)).

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the External Verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal verifiers and External Verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Element achievement record

These forms are also used in SQA's portfolio.

## **Completing the Unit progress record**

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

## Unit progress record

Qualification and level \_\_\_\_\_

Candidate \_\_\_\_\_

To achieve the whole qualification, you must prove competence in xx **mandatory** Units and xx **optional** Units.

### Unit checklist

<b>Mandatory</b>							
<b>Optional</b>							

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

### Optional Units achieved

Unit number	Title	Assessor's signature	Date

## Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the place or location where it can be found
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or External Verifier might be unable to confirm your assessment decisions.

# Index of evidence

<b>SVQ title and level</b>	
----------------------------	--

<b>Evidence number</b>	<b>Description of evidence</b>	<b>Included in portfolio (Yes/No) If no, state location</b>	<b>Sampled by the IV (initials and date)</b>

## **Completing the Element achievement record**

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ ticking the relevant boxes for the Performance Criteria (or statements of competence as they are sometimes known)
- ◆ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking PC or Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.



# Element achievement record

Unit

Element

Evidence index no	Description of evidence	PC/performance statements	Areas of Knowledge and Understanding/scope																						

**Unit**

**Element**

**Notes/comments**

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

**Candidate's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Assessor's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Internal verifier's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## 5 Further information

### What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

*Assessor/Verifier Units: assessment guidance*

*External Verification: A Guide for Centres*

*Guide to Assessment*

*Introduction to Assessment Arrangements for Schools and Colleges*

*SQA's Quality Framework: a guide for centres*

*Operational Help Centre*

The Operational Guide for Centres has been replaced by the online Operational Help Centre on **www.sqa.org.uk**

# Appendix 1: Blank recording forms

## Unit progress record

Qualification and level \_\_\_\_\_

Candidate \_\_\_\_\_

To achieve the whole qualification, you must prove competence in xx **mandatory** Units and xx **optional** Units.

### Unit checklist

<b>Mandatory</b>							
<b>Optional</b>							

### Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

### Optional Units achieved

Unit number	Title	Assessor's signature	Date

### Index of evidence

SVQ title and level			
Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)

**Element achievement record**

**Unit**

**Element**

Evidence index no	Description of evidence	PC/performance statements						Areas of Knowledge and Understanding/scope																		

**Unit**

**Element**

**Notes/comments**

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

**Candidate's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Assessor's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Internal verifier's signature** \_\_\_\_\_

**Date** \_\_\_\_\_



## Assessment plan

Units					
Elements					
Activities	Performance Criteria (PC)	Method of assessment/ Sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Criteria and Range)
Questioning for Knowledge and Understanding not apparent from performance to be identified from 2nd review					

Assessor's signature \_\_\_\_\_

1st review due \_\_\_\_\_

Candidate's signature \_\_\_\_\_

2nd review due \_\_\_\_\_

Date of agreement \_\_\_\_\_

Date of completion \_\_\_\_\_

**Personal statement**

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, Performance Criteria, Performance statements, scope covered

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

## Observation record

Unit/Element(s) \_\_\_\_\_

Candidate \_\_\_\_\_

Evidence index number \_\_\_\_\_

Date of observation \_\_\_\_\_

Skills/activities observed	Performance Criteria covered

**Knowledge and Understanding apparent from this observation**

**Other Units/Elements to which this evidence may contribute**

**Assessor's comments and feedback to candidate**

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Witness testimony

<b>SVQ title and level</b>	
<b>Candidate's name</b>	
<b>Evidence index no</b>	
<b>Index no of other evidence which this testimony relates to (if any)</b>	
<b>Element(s)</b>	
<b>Date of evidence</b>	
<b>Name of witness</b>	
<b>Designation/relationship to candidate</b>	
<b>Details of testimony</b>	

I can confirm the candidate's performance was satisfactory.

**Witness signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Witness** (please select the appropriate box):

- Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

**Record of questions and candidate's answers**

<b>Unit</b>	
<b>Element(s)</b>	
<b>Evidence index number</b>	
<b>Circumstances of assessment</b>	
<b>List of questions and candidate's responses</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	
<b>Q</b>	
<b>A</b>	

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# Appendix 2: Unit Assessment Guidance

The following pages provide detailed assessment guidance for a number of the Units. You will find further information on all Units on the National Occupational Standards website. <http://nos.ukces.org.uk/Pages/Search.aspx>

The following guidance should be interpreted as appropriate to the vehicle type.

**FA18 04 Prepare the Vehicle for Driving: Van**  
**FA0Y 04 Prepare the Vehicle for Driving: Rigid Vehicle**  
**FA0A 04 Prepare the Vehicle for Driving: Articulated or Draw  
Drawbar Vehicle**

**1 Make sure all vehicle systems are working and the vehicle is legal and roadworthy.**

Assessor — observe/record the candidate.

- ◆ Carrying out the company's set safety checks on the vehicle before moving off. Checking the operation of the vehicle systems.
- ◆ Completing all documentation/checklists for the vehicle and its equipment.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Company's set safety checklist for the vehicle.
- ◆ Defect reports, check lists, etc.
- ◆ Completing vehicle documentation.
- ◆ Driving licence current and live insurance. Load manifest.

**2 Adjust steering wheel, mirrors and seat for optimum control, observation, and comfort.**

Assessor — observe/record the candidate.

- ◆ Locating the controls of the vehicle from the selected vehicle.
- ◆ Operation manual. Adjusting the mirrors, seats and steering wheel for personal comfort and control.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of instrument identification, and adjustments to the controls, seat and mirrors.

**3 Ensure the vehicle has the sufficient amount of fuel, additives, oil and water.**

Assessor — observe/record the candidate.

- ◆ Identifying any special features relating to the selected vehicle.
- ◆ Checking the level of fuel in the vehicle tank(s).
- ◆ Checking the level of oil in the engine.
- ◆ Checking the water level in the cooling system.
- ◆ Checking the water level in the windscreen washer bottle.
- ◆ Checking the quantity of fuel additives in the tank (if fitted).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Company procedures for checking that vehicles are checked and topped up as per the vehicle manufacturers data/requirements.

**4 Take appropriate action when any problems with the vehicle are identified, whether new or previously reported.**

Assessor — observe/record the candidate.

- ◆ Identifying any defect/fault on the equipment/vehicle, and recording the findings as set out in the company's procedures (defect reports, check lists, etc).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Company procedures for checking that defects identified have been rectified and reporting defects found during checks.
- ◆ Completed vehicle checklist.

**5 Identify the person responsible for officially releasing the vehicle.**

Assessor — observe/record the candidate.

- ◆ Candidate communicating with the identified person.
- ◆ Receiving the vehicle keys/documents.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Identify by name the person in the traffic office who will release the vehicle.

**6 Check that ancillary equipment if fitted or supplied is in working order.**

Assessor — observe/record the candidate.

- ◆ Carrying out the company's set safety checks on the vehicle equipment.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Operational procedures for the equipment fitted.
- ◆ Checklist completed.



**7 Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to preparing the vehicle for driving, at all times.**

Assessor — observe/record the candidate.

- ◆ Selecting any special/protective clothing according to the company's set procedures. Ensuring that the vehicle meets the correct insurance and excise licence requirements and that the vehicle conforms with the Road Traffic Acts (lighting, markings, etc). Verifying the vehicle height and weight.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Completed tachographs. Selection of PPE (personal protection equipment). Vehicle height and weight. Ensuring the safety of others, self and vehicle. Ensuring that all vehicle equipment operates correctly. Complying with Construction and Use Regulations and Road Traffic Acts. Ensuring that the vehicle operating and control systems are correctly used in accordance with company or vehicle manufacturer's operating procedures at all times.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

**(a) How to find information on the operation of Instruments and controls.**

Assessor — question the candidate and look for all or some of the answers

- ◆ A company-appointed instructor, the vehicle handbook/operation manual or data sheet from the company for the vehicle. Other experienced drivers on that type of vehicle.

**(b) How to check instruments, controls, gauges and vehicle systems.**

Assessor — question the candidate and look for all or some of the answers.

As per the vehicle handbook/operation manual or data sheet from the company for the vehicle for items such as:

- ◆ Air pressure gauge (correct pressure)
- ◆ Ammeter (Showing charge)
- ◆ Oil pressure gauge
- ◆ Fuel gauge
- ◆ Water temperature gauge
- ◆ Econometer
- ◆ Warning lights — battery, air, brake on, low fuel, etc
- ◆ Lighting switch/dip switch
- ◆ Indicator switch/hazard switch
- ◆ Wiper switch
- ◆ Mirror adjustment switch
- ◆ Heater/de-mist/air controls and screen rapid-clear switch
- ◆ Gear change control lever
- ◆ Parking brake control levers
- ◆ Steering wheel adjustment levers and lock seat adjustment levers/switch  
window opening/closing levers/switches

**(c) The importance of ensuring the correct seating position in relation to observation, control and comfort.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ To give correct driving control position — braking/accelerating.
- ◆ Clear vision for the driver.
- ◆ Comfort to prevent driver fatigue.

**(d) The responsibilities of the driver for the vehicle and load.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Driver has full responsibility for the vehicle under the Road Traffic Acts in respect of tax, insurance, driving licence, mechanical condition, lighting regulations and for the security of the load, axle loading, markings, and all regulations under health and safety.

**(e) What the indications are of any electrical or mechanical problems.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Changes in noise of engine, transmission, wheel to road.
- ◆ Smell — fuel, water coolant, burning.
- ◆ Vehicle efficiency changes — steering, brakes, pulling power.
- ◆ Flashing warning lights or warning lights coming on.
- ◆ Gauges indicating high, low, adverse or zero readings.

**(f) What the procedures are for reporting defects and how to obtain information on previously reported problems.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ When the vehicle is returned to base/shut down at the end of the shift a defect notice is completed and if no defects then a nil return is completed.
- ◆ If away from base and the defect is dangerous or likely to cause a danger, phoning the traffic office and reporting the situation — if possible reaching an area of safety and remaining there until the traffic office take the required action.
- ◆ Check with the traffic office for defect rectification reports.

**(g) What documents your organisation requires you to carry with you in the vehicle.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Current tachographs for the working week and on the last day the driver drove or tacho card. Driving licence.
- ◆ Current and live insurance.
- ◆ Current and live road tax. Axle load certifications – weigh bridge certificate.
- ◆ Load manifest Destination address.
- ◆ Active Department of Transport notices

**(h) What the relevant legal, safety and operating requirements are, relating to prepare the vehicle for driving.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Vehicle meets the correct insurance and excise licence and that the vehicle conforms to the Road Traffic Acts (lighting, markings, equipment, etc). Any defect/fault on the equipment/vehicle, is recorded as set out in the company's procedures (defect reports, check lists, etc).
- ◆ All current defect reports have been cleared by vehicle maintenance, before the vehicle is used on the roads.

**FA19 04 Protect the Vehicle and the Load: Van**  
**FA10 04 Protect the Vehicle and the Load: Rigid Vehicle**  
**FA0C 04 Protect the Vehicle and the Load: Articulated or Drawbar Vehicle**

**1 Obtain information on the organisation's procedures and all relevant legal, safety and operating requirements relating to the protection of the vehicle and load.**

Assessor — observe/record the candidate.

Selecting the company procedures for items such as:

- ◆ Complying with drivers' hours regulations.
- ◆ COSHH and Health and Safety regulations.
- ◆ Manufacturer's data.
- ◆ Construction and Use regulations.
- ◆ Road traffic Acts.
- ◆ Communicating with police and/or local authorities.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

The company procedures for items such as:

- ◆ Complying with drivers' hours regulations.
- ◆ COSHH and Health and Safety regulations.
- ◆ Manufacturer's data.
- ◆ Construction and Use regulations.
- ◆ Road traffic Acts.
- ◆ Communicating with police and/or local authorities.

**2 Take appropriate action if you identify any problems in complying with the organisation's procedures.**

Assessor — observe/record the candidate.

- ◆ Identifying overload on individual axles.
- ◆ Rearranging load to balance the axle loadings.
- ◆ Notifying the traffic office of being out with permitted hours at the wheel or not reaching the designated stop before permitted hours expires.
- ◆ Correct markings are not fitted to the vehicle for projections to the front, side and rear.
- ◆ Reporting that delivery at the address is not achievable.
- ◆ Contacting the controller regarding load security or deterioration of the load or unable to contact the customer/deliver the load.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Rectification notes supported with video.
- ◆ Statement from assessor.

### **3 Monitor the condition of the load at regular intervals.**

Assessor — observe/record the candidate.

- ◆ Where possible monitor the load during transit where uneven road surfaces/road works are present.
- ◆ At driving breaks/stops checking load condition/position and no one has tampered with the load.
- ◆ Ensuring that all the restraints are correctly fixed and that they have not moved/slackened during the journey.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Visually assess the candidate or use video to capture the load being monitored.
- ◆ Statement from the assessor for the monitoring process.

### **4 Report any change in the condition of the load according to the organisation's procedures.**

Assessor — observe/record the candidate.

- ◆ If required, contacting the traffic office/controller regarding the movement of the load should it cause concern for the safety of the vehicle, other road users or themselves.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Recording of the candidate conversation with the company or captured on video or a statement from the assessor visually assessing the candidate.

**5 Follow the organisation's protection procedures in relation to the vehicle and the load in different locations.**

Assessor — observe/record the candidate.

- ◆ Securing the vehicle when unattended/out of sight.
- ◆ Parking the vehicle in recognised truck stops.
- ◆ Ensuring all locks/seals/side curtains are intact.
- ◆ Not leaving the vehicle unattended or leave the vehicle or load exposed in non-secure locations.
- ◆ Securing vehicle and load at all times.
- ◆ Not leaving the vehicle unattended.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Recording of the candidate conversation with the company or captured on video or a statement from the assessor visually assessing the candidate.

**6 Report any theft or damage to the vehicle or load, according to the organisation's procedures.**

Assessor — observe/record the candidate.

- ◆ Identifying breach of security and implementing company set procedures.
- ◆ Notifying the relevant authority (traffic office/controller/police/private security).
- ◆ Raising the alarm (silent 999/phone 999 or any other).
- ◆ Promptly reporting the observations/suspensions/incident/actions clearly and accurately to the supervisor.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Recording of the candidate's conversation with the company/relevant authority or captured on video or a statement from the assessor visually assessing the candidate.

## 7 Carry out vehicle security checks at appropriate times.

Assessor — observe/record the candidate.

- ◆ Ensuring at stops and breaks that the vehicle and load has not been tampered with and all seals/locks are secure.
- ◆ Check side curtains are not torn or damaged.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the systems being checked.
- ◆ Statement from assessor of visual assessment.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

### **(a) Where to obtain information on legal, safety and operating requirements for the vehicle and load.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Company transport office
- ◆ Staff hand book
- ◆ Croners Road Haulage operation
- ◆ Transport Managers' Handbook
- ◆ FTA, RHA
- ◆ Department of Transport
- ◆ Manufacturer's data
- ◆ Construction and Use regulations
- ◆ Road Traffic Acts, Police
- ◆ The local authority
- ◆ Bridging authority, traffic office

### **(b) The actions required if there are any problems in complying with the organisation's procedures.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Report promptly by phone or radio to the traffic office/controller.



**(c) How to identify damage or deterioration in the condition of the load.**

Assessor — question the candidate and look for all or some of the answers.

Depending on the load type:

- ◆ Refrigerated — temperature control failure.
- ◆ Cement — drum rotation failure or vehicle mechanical breakdown and unable to discharge load.
- ◆ Fruit/fish — smell/unable to make delivery time.
- ◆ Sheeting torn or missing.

**(d) What the reporting procedures are if there is a change in the condition of the load.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Report promptly to the traffic office/controller.

**(e) Methods for protecting different types of load.**

Assessor — question the candidate and look for all or some of the answers.

Depending on the load type:

- ◆ Refrigerated — temperature control regular checks.
- ◆ Cement — drum rotation speed.
- ◆ Fruit/fish — prompt delivery.
- ◆ Sheeting.
- ◆ High value loads — Seal/security/locks/armed alarms/tracker.

**(f) The type of problems that can occur with protecting the vehicle and load.**

Assessor — question the candidate and look for all or some of the answers.

Depending on the load type:

- ◆ Theft of vehicle and or load.
- ◆ Hijacking.
- ◆ High value loads — electrical goods, alcohol, cash, tyres, tools/components have a higher risk of theft/hijacking because of the ease of sale and therefore a higher degree of security risk.

**FA1A 04 Operate and Monitor the Vehicle Systems: Van**  
**FA11 04 Operate and Monitor the Vehicle Systems: Rigid**  
**Vehicles**

**FA0D 04 Operate and Monitor the Vehicle Systems: Articulated or**  
**Drawbar Vehicle**

**1 Monitor the vehicle instruments at suitable times during driving.**

Assessor — observe/record the candidate.

Checking the operation of the vehicle systems at regular intervals during driving such as:

- ◆ Speedo/tachograph
- ◆ Tachometer
- ◆ Water temperature
- ◆ Air gauge
- ◆ Fuel level
- ◆ Econometer

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of candidate driving and monitoring instruments or statement from assessor during visual observation.

**2 Operate the vehicle controls to maintain the safety and security of yourself, the vehicle, and others.**

Assessor — observe/record the candidate.

- ◆ Operating the vehicle controls to maintain the safety, security of themselves, the vehicle and others.
- ◆ Controlling the speed of the vehicle using the accelerator, gears and brakes.
- ◆ Using lights/indicators/wipers.
- ◆ Setting demister/air comfort levels.
- ◆ Correctly selecting gears for the road situation and load requirements.
- ◆ Showing caution for the vehicle and load especially when overtaking, at roundabouts, at junctions, and when reversing.
- ◆ Moving away from rest or coming to rest next to a kerb.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of candidate driving and operating the vehicle controls in a safe manner or statement from assessor during visual observation.

### **3 Monitor the fuel levels of the vehicle regularly.**

Assessor — observe/record the candidate.

- ◆ Checking the operation of the vehicle fuel level at regular intervals.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of candidate driving and checking the vehicle fuel level at regular intervals or statement from assessor during visual observation.

### **4 Operate fuel delivery systems safely.**

Assessor — observe/record the candidate.

- ◆ Demonstrating how to operate fuel delivery systems correctly and safely.
- ◆ Ensuring all the fuel regulations are met — vehicle engine is switched off and the vehicle parking brake is set to the on position, mobile phone is off and no smoking requirement is adhered to.
- ◆ Positioning the vehicle the correct distance from the fuel pump.
- ◆ Ensuring that there is no spillage of fuel and on completion the vehicle fuel cap is securely attached to the tank filler.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of candidate driving to the refuelling point, checking the vehicle fuel type is correct, refuelling the vehicle fuel level without overflowing the tank and that all the refuelling regulations are met or statement from assessor during visual observation.

## **5 Minimise wear and tear on the vehicle systems.**

Assessor — observe/record the candidate.

Demonstrating how to minimise wear and tear on the vehicle systems by using:

- ◆ The gears of the vehicle correctly for the road/load conditions, traffic conditions, without the engine labouring and to maintain a constant speed.
- ◆ Decelerating/accelerating correctly before the manoeuvre, brake as necessary, but still maintaining control, maintaining power to the driving wheels at all times.
- ◆ Making a controlled halt, by bringing the vehicle smoothly to rest.
- ◆ Driving steadily so that the vehicle's handling will not cause the load to move/shift.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video/or a statement by the assessor during the visual assessment of the candidate, driving the vehicle on the road to show position, safe handling and lane discipline, controlling the vehicle speed by using the vehicle controls, brakes and gears.
- ◆ Tachograph charts.
- ◆ Fuel usage v mileage/Km per L charts for the vehicle.

## **6 Take appropriate action when there are factors affecting the efficiency of the vehicle, or problems with the vehicle systems.**

Assessor — observe/record the candidate.

- ◆ Slowing down to accommodate road surface conditions.
- ◆ Responding to changes in weather, distances between other vehicles, road grip, surface water, etc.
- ◆ Finding a suitable stopping point if clutch, brake or engine failure occurs.
- ◆ Readjusting the load to make it more aerodynamic or readjusting the air deflector on the vehicle roof.
- ◆ Ensuring that all tyre pressures are correct.
- ◆ Contacting the repair service/traffic office/controller.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

Video capture of candidate:

- ◆ Driving to the refuelling point.
- ◆ Checking the vehicle fuel type is correct.
- ◆ Refuelling the vehicle fuel level without overflowing the tank and that all the refuelling regulations are met.
- ◆ Or statement from assessor during visual observation.

**7 Comply with all relevant legal, safety and operating requirements relating to operating and monitoring the vehicle systems.**

Assessor — observe/record the candidate.

- ◆ Ensuring that the vehicle does not run out of fuel.
- ◆ Checking all gauges at regular intervals during driving.
- ◆ Constantly monitor the speed of the vehicle.
- ◆ Ensuring that the correct type of fuel for the vehicle is used.
- ◆ Ensuring that there is no fuel spillage and the fuel cap is correctly replaced after filling.
- ◆ Driving in a manner that reduces wear and tear on the vehicle and systems.
- ◆ Operating to the company's procedures at all times.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ The evidence from all the elements above.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

**(a) How to operate and monitor the vehicle systems.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Operate the system as per the vehicle/fitment operation manual.
- ◆ Visually check that the gauge is operating.
- ◆ Visually check that all warning lights are operating correctly.

**(b) The purpose and function of vehicle instruments.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Speedometer — purpose is to indicate the speed of the vehicle in MPH and KPH.
- ◆ Tachograph — purpose is to keep GMT to within plus or minus 2 minutes per day or 10 minutes per 7 days, make tracing of the vehicle speed to within plus or minus 6 kph of the real speed, distance the vehicle has travelled to within plus or minus 4% of the real distance, offer a system of recording drivers' driving periods, rest periods. Tachometer — purpose is to indicate the number of revolutions of the crankshaft.
- ◆ Water temperature gauge — purpose is to indicate the temperature of the cooling system fluid within the engine block.
- ◆ Air gauge — purpose is to indicate the air pressure in the tanks.
- ◆ Fuel gauge — purpose is to indicate the level of fuel in the tank.
- ◆ Econometer — purpose is to indicate to the driver the most economic engine speed to gain maximum power to fuel usage.

**(c) What are the fuel, additives, oil and water requirements of the vehicle being driven?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ The candidate should be able to identify, for the vehicle being driven the type of fuel to be used, if additives are required and the type of additives to be used, type and grade of oil to be used, and the antifreeze mixture to be used to top up.

**(d) How to refuel the vehicle and vehicle systems.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Drive the vehicle with the tank opening next to the refuelling point.
- ◆ Check the fuel type is correct for the vehicle.
- ◆ Refuel the vehicle to a level without overflowing the tank and ensure that all the refuelling regulations are met (no smoking, turn off engine, etc).

**(e) What type of problems might occur with the vehicle systems.**

Assessor — question the candidate and look for all or some of the answers.

The problems that could occur are:

- ◆ Electrical shorts, open circuits, blown bulbs, corroded terminals, hydraulic hose bleaks, oil, fuel, water leaks, brake fade/failure.
- ◆ Transmission/clutch failure/slippage.
- ◆ Speedometer/tachograph malfunction.

**(f) What the relevant legal, safety and operating requirements are relating to operating and monitoring the vehicle systems.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Maintain the correct speed to suit road limits/weather and surface conditions.
- ◆ Only operate equipment/systems if trained to do so.
- ◆ Ensure the safety of other and self at all times.
- ◆ Report failures promptly to traffic office/manager.
- ◆ Checking drivers' hours to ensure that they are not breached.
- ◆ Vehicle axles/vehicle is not overloaded.

## **FA1C 04 Manoeuvre the Vehicle in Restricted Spaces: Van**

### **1 Identify a safe and suitable space for the manoeuvre.**

Assessor — observe/record the candidate.

Establishing where the load is to be unloaded/loaded and if any special requirements have to be complied with such as:

- ◆ Positioning, customer requirements, suitability of access/exit, site size and size of vehicle.
- ◆ Establishing that the vehicle can enter and manoeuvre in the designated area, and that the substructure of the ground can support the weight of the vehicle and its load (train weight).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the driver in action manoeuvring the vehicle into a space or a statement from the assessor who visually assessed the driver.

### **2 Signal the intention to manoeuvre in sufficient time for other road users to take appropriate action.**

Assessor — observe/record the candidate.

- ◆ Using normal signals as prescribed in the Highway Code.
- ◆ Using hazard warning lights.
- ◆ Switching on all of the vehicle lights.
- ◆ Ensuring the reverse 'beeper' is operating.
- ◆ Checking all mirrors in advance of the manoeuvre.
- ◆ Checking blind spots and monitoring traffic speed and flow.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the driver in action manoeuvring the vehicle and giving the appropriate signals or a statement from the assessor who visually assessed the driver.



### **3 Monitor the actions of other road users throughout the manoeuvre.**

Assessor — observe/record the candidate.

- ◆ Demonstrating an awareness of blind areas of vision especially when reversing, and awareness of maintaining continuous all round observation.
- ◆ Monitoring traffic speed and flow, pedestrians, children, or other personnel in the area.
- ◆ Clearly and correctly interpreting how to follow direction by an appointed person.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the driver in action manoeuvring the vehicle and monitoring the actions of other road users or a statement from the assessor who visually assessed the driver.

### **4 Manoeuvre the vehicle at an appropriate speed for the vehicle and its load.**

Assessor — observe/record the candidate.

- ◆ Demonstrating awareness of the type of load and its position on the vehicle with respect to any width/height restrictions.
- ◆ Ensuring that the vehicle is positioned correctly, as close as possible to the assigned area where the load is to be positioned.
- ◆ Ensuring no loss of control and allowing plenty of time to react to unforeseen or sudden problems.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the driver in action manoeuvring the vehicle at an appropriate speed for the vehicle and its load or a statement from the assessor who visually assessed the driver.

## **5 Manoeuvre the vehicle to maintain the safety of yourself and other road users.**

Assessor — observe/record the candidate.

- ◆ Ensuring no loss of control and allowing plenty of time to react to unforeseen or sudden problems.
- ◆ Demonstrating an awareness of blind areas of vision especially when reversing, and awareness of maintaining continuous all round observation.
- ◆ Monitoring traffic speed and flow, pedestrians, children, or other personnel in the area.
- ◆ Clearly and correctly interpreting how to follow direction by an appointed person.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the driver in action manoeuvring the vehicle to maintain the safety of themselves and other road users or a statement from the assessor who visually assessed the driver.

## **6 Complete the manoeuvre so that the vehicle is in a suitable position for the required activities.**

Assessor — observe/record the candidate.

- ◆ Parking with the vehicle brake fully secured, engine switched off, ignition key removed, and hazard/warning beacon on (if required).
- ◆ Checking handling and lifting equipment requirements/availability and position in relation to the vehicle and that the handling equipment on or fitted to the vehicle can safely/securely lift, support, and carry the load without causing damage to the vehicle, other vehicles or equipment, property, self or others.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the driver in action completing the manoeuvre so that the vehicle is in a suitable position for the required activities or a statement from the assessor who visually assessed the driver.

## **7 Manoeuvre the vehicle to avoid damage to the vehicle and the surrounding environment.**

Assessor — observe/record the candidate.

- ◆ Manoeuvring the vehicle with consideration for the vehicle's overall dimensions, position on the road, width of the road, height of obstacles and in relation to the road camber and space being entered.
- ◆ Reversing the vehicle by correctly using forward and reverse gears, maintaining continuous all-round observation, and demonstrating full control of the vehicle's steering when in reverse.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the driver in action completing the manoeuvre to avoid damage to the vehicle and the surrounding environment or a statement from the assessor who visually assessed the driver.

## **8 Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to manoeuvring the vehicle in restricted spaces.**

Assessor — observe/record the candidate.

- ◆ Parking with the vehicle brake fully secured, engine switched off, ignition key removed, and hazard/warning beacon on (if required).
- ◆ Lowering the hydraulic stabiliser legs (if required).
- ◆ Ensuring that the reverse 'warning beeper' is operating.
- ◆ Ensuring that the tail lift is out and locked in working position (if required).
- ◆ Reversing the vehicle by correctly using forward and reverse gears, maintaining continuous all-round observation, and demonstrating full control of the vehicle's steering when in reverse.
- ◆ Manoeuvring the vehicle with consideration for the vehicle's overall dimensions, position on the road, width of the road, height of obstacles and in relation to the road camber and space being entered.
- ◆ Checking handling and lifting equipment requirements/availability and position in relation to the vehicle and that the handling equipment on or fitted to the vehicle can safely/securely lift, support, and carry the load without causing damage to the vehicle, other vehicles or equipment, property, self or others.
- ◆ Demonstrating an awareness of blind areas of vision especially when reversing, and awareness of maintaining continuous all round observation.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ The evidence from all the elements above.

They will know and understand:

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

**(a) The dimensions of the vehicle, and its handling characteristics.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Driver should be able to give the dimensions of the vehicle being driven and any 'extra' width, length or height due to the load.

**(b) What clearances are necessary for the vehicle during different activities?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Driver should be able to give the clearances required for the vehicle being driven and any 'extra' width, length or height due to the load.

**(c) How to identify a safe and suitable space for manoeuvring.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Free from blind areas of vision especially when reversing, and able of maintaining continuous all round observation.
- ◆ Free from traffic, pedestrians, children, or other personnel in the area.
- ◆ Subsoil able to take vehicle and load weight.
- ◆ No overhanging obstacles.
- ◆ Easy access and exit.
- ◆ No parked vehicles or waste bins.
- ◆ Good weather visibility.

**(d) The types of signals which can be used.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Using normal signals as prescribed in the Highway Code.
- ◆ Using hazard warning lights.
- ◆ Switching on all of the vehicle lights.
- ◆ Using the reverse 'beeper'.

**(e) What observations are required to ensure the safety of yourself and other road users.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Controlled speed of the manoeuvre and secure load.
- ◆ Other traffic passing in front or behind the moving vehicle.
- ◆ Pedestrians trying to outrun the vehicle.
- ◆ Blind spots in the mirrors.
- ◆ Tight clearances.
- ◆ People walking into the vehicle path unobserved — blind spots.
- ◆ Inexperienced person giving directions.
- ◆ Sub structure of ground that could be weak although it looks safe.
- ◆ Overhead power lines, etc.
- ◆ Overhanging trees, signs, gantries, lights, etc.
- ◆ Children — unpredictable.
- ◆ Poor visibility — lighting inadequate.
- ◆ Floods, snow, frost, ice, rain, holes, road works.

**(f) What type of hazards could occur during manoeuvring?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Travelling too fast.
- ◆ Unstable load.
- ◆ Other traffic passing in front or behind the moving vehicle.
- ◆ Pedestrians trying to outrun the vehicle.
- ◆ Blind spots in the mirrors.
- ◆ Tight clearances.
- ◆ People walking into the vehicle path unobserved — blind spots.
- ◆ Inexperienced person giving directions.
- ◆ Sub structure of ground that could be weak although it looks safe.
- ◆ Overhead power lines, etc.
- ◆ Overhanging trees, signs, gantries, lights, etc.
- ◆ Children — unpredictable.
- ◆ Poor visibility — lighting inadequate.
- ◆ Floods, snow, frost, ice, rain, holes, road works.

**(g) What to consider when identifying a suitable place to position the vehicle.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Free from blind areas of vision especially when reversing, and able to maintain continuous all round observation.
- ◆ Free from traffic, pedestrians, children, or other personnel in the area.
- ◆ Subsoil able to take vehicle and load weight.
- ◆ No overhanging obstacles.
- ◆ Easy access and exit.
- ◆ No parked vehicles or waste bins.
- ◆ Good weather visibility.

**(h) What are the effects of inappropriate speed during manoeuvring?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Loss of control.
- ◆ Movement or loss of load.
- ◆ Risk of accident to persons, vehicles, property.
- ◆ Damage to own vehicle.
- ◆ Damage to sub soil.

- (i) What the organisation's procedures and all relevant legal, safety and operating requirements are, relating to the manoeuvring the vehicle in restricted spaces.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Duty of care at all times.
- ◆ Be vigilant at all times.
- ◆ Conform to road traffic acts.
- ◆ Ensure that company policy is followed at all times.
- ◆ Follow instructions from official personnel.
- ◆ Ensure that all PPE is correctly worn.

**FA1D 04 Drive the Vehicle on Public Roads in a Fuel Efficient Manner: Van**

**FA13 04 Drive the Vehicle on Public Roads in a Fuel Efficient Manner: Rigid Vehicles**

**FA0F 04 Drive the Vehicle on Public Roads in a Fuel Efficient Manner: Articulated or Drawbar Vehicle**

**1 Monitor and adapt to changes in driving conditions during driving.**

Assessor — observe/record the candidate.

- ◆ Moving off from rest, smoothly without jerking, wheel spin or stalling, without danger or inconvenience to other road users, showing awareness of potential traffic hazards, engaging gears smoothly and quietly.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle adapting to changes in driving conditions, or statement from the assessor who is visually assessing the candidate.

**2 Anticipate and respond to any potential hazards on the road or surrounding areas.**

Assessor — observe/record the candidate.

- ◆ Driving the vehicle with consideration for the vehicle's overall dimensions, position on the road, width of the road, height of obstacles beside and adjacent to the road and in relation to the road camber.
- ◆ Position, the given vehicle/load well into the left side of the road, half way between kerb/verge and the white centre line. Adopting the correct road position by, steering the vehicle in a straight line, without being erratic, parallel to the near side kerb/verge and centre of the road, rounding bends and corners.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle, anticipating and responding to any potential hazards or statement from the assessor who is visually assessing the candidate.



**3 Position the vehicle and apply lane discipline to maintain the safety of yourself and other road users, according to the prevailing driving conditions, the vehicle and its load.**

Assessor — observe/record the candidate.

- ◆ Driving the vehicle with consideration for the vehicle's overall dimensions, position on the road, width of the road, height of obstacles beside and adjacent to the road and in relation to the road camber.
- ◆ Position, the given vehicle/load well into the left side of the road, half way between kerb/verge and the white centre line.
- ◆ Adopting the correct road position by, steering the vehicle in a straight line, without being erratic, parallel to the near side kerb/verge and centre of the road, rounding bends and corners.
- ◆ Operating a laden vehicle and demonstrating a continuous awareness of blind areas of vision, maintaining continuous all round observation, and when applicable, following direction by an appointed person/police officer/traffic warden correctly.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle or statement from the assessor who is visually assessing the candidate.

**4 Ensure other road users know what you are about to do by giving clear signals in good time.**

Assessor — observe/record the candidate.

- ◆ Being vigilant at all times and having as far as possible all round visibility.
- ◆ Using mirrors well in advance and checking the blind spot mirror before pulling out.
- ◆ Signalling well in advance and ensuring that other road users are aware of the intended move and checking mirrors before moving out.
- ◆ Checking again that the traffic conditions/road conditions/situation have not changed and it is still safe to carry out the overtaking manoeuvre.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle or statement from the assessor who is visually assessing the candidate.

## **5 Drive at the correct speed for the driving conditions.**

Assessor — observe/record the candidate.

- ◆ Moving off from rest, smoothly without jerking, wheel spin or stalling, without danger or inconvenience to other road users, showing awareness of potential traffic hazards, engaging gears smoothly and quietly.
- ◆ Making a normal halt, by bringing the vehicle to a smooth, controlled halt on the near side of the road, giving the correct signals as set out in the Highway Code.
- ◆ Using the gears of the vehicle by selecting the correct gear in relationship to the road/load conditions, traffic conditions and without the engine labouring.
- ◆ Decelerating correctly before the manoeuvre, braking as necessary under control, but still maintaining control, maintaining power to the driving wheels at all times, correctly positioning the vehicle on the road without cutting the corner or swinging out wide.
- ◆ Driving steadily so that the vehicle's handling will not cause the load to move/shift.
- ◆ Negotiating a roundabout, by selecting the correct lane relative to the size of the vehicle and roundabout, gear and speed and maintaining the relationship of the load to the forces that will be acting on it as the vehicle turns.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle on the road to showing position, safe handling and lane discipline or statement from the assessor who is visually assessing the candidate.

## **6 Control the speed of the vehicle in a way that minimises fuel consumption and wear and tear on the vehicle.**

Assessor — observe/record the candidate.

- ◆ Changing up the gears to give speed and changing down the gears increases the engine torque for pulling power.
- ◆ Keeping the speed of the vehicle as steady as possible and reducing heavy acceleration, especially when moving away from rest, will optimise fuel consumption.
- ◆ Avoiding, whenever possible, traffic jam situations.
- ◆ Removing the pressure on the accelerator allows the engine to act as a brake to slow the vehicle.
- ◆ Using the brakes of the vehicle gently allows the vehicle to slow down under control.
- ◆ Using the retarder allows the vehicle to be slowed without causing brake fade, especially on long downhill stretches of road.
- ◆ Using the gears of the vehicle by selecting the correct gear in relationship to the road/load conditions, traffic conditions and without the engine labouring and maintaining a constant speed.
- ◆ Decelerating correctly before the manoeuvre, braking as necessary, but still maintaining control, maintaining power to the driving wheels at all times, correctly positioning the vehicle on the road without cutting the corner or swinging out wide.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Tachograph charts.
- ◆ Fuel usage versus mileage charts for the vehicle.
- ◆ Video capture of the candidate driving the vehicle on the road to showing position, safe handling and lane discipline or statement from the assessor who is visually assessing the candidate.

**7 Apply the brakes to slow or bring the vehicle to a complete stop, in a controlled manner appropriate to the driving conditions, the distance available, the vehicle and its load.**

Assessor — observe/record the candidate.

- ◆ Making a normal halt, by bringing the vehicle to a smooth, controlled halt on the near side of the road, giving the correct signals as set out in the Highway Code.
- ◆ Applying the vehicle brakes well within the safe stopping distance.
- ◆ Using the braking system effectively.
- ◆ Controlling the deceleration of the vehicle safely.
- ◆ Making a normal halt, by bringing the vehicle to a smooth, controlled halt on the near side of the road, giving the correct signals as set out in the Highway Code.
- ◆ Once the vehicle is stopped — applying the parking brake.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle or statement from the assessor who is visually assessing the candidate.

## **8 When required, overtake other vehicles at a suitable point.**

Assessor — observe/record the candidate.

- ◆ Moving out, smoothly without jerking, without danger or inconvenience to other road users, showing awareness of potential traffic hazards, engaging gears smoothly and quietly, and accelerating as required to complete the manoeuvre, passing the vehicle/s and when clear of the overtaken vehicle/s pulling back into the near side lane.
- ◆ Signalling well in advance and ensuring that other road users are aware of the intended move.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle or statement from the assessor who is visually assessing the candidate.

## **9 Control the speed and position of the vehicle during overtaking manoeuvres.**

Assessor — observe/record the candidate.

- ◆ Identifying a suitable point for the overtaking move.
- ◆ Signalling well in advance and ensuring that other road users are aware of the intended move.
- ◆ Checking again that the traffic conditions, road conditions/situations have not changed and it is still safe to carry out the overtaking manoeuvre.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle or statement from the assessor who is visually assessing the candidate.

## **10 Take preventative action to avoid harm to any other road user.**

Assessor — observe/record the candidate.

- ◆ Complying with the legal, safe and operating requirements for the situation.
- ◆ Confirming the road worthiness of the vehicle.
- ◆ Responding safely to a situation using the primary controls of the vehicle.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle.
- ◆ Statement from the assessor who is visually assessing the candidate.

**11 Apply the braking systems in such a way that it does not cause unnecessary wear and tear on the vehicle.**

Assessor — observe/record the candidate.

- ◆ Making a normal halt, by bringing the vehicle to a smooth, controlled halt on the near side of the road, giving the correct signals as set out in the Highway Code.
- ◆ Applying the brakes vehicle well within the safe stopping distance.
- ◆ Using the braking system effectively.
- ◆ Controlling the deceleration of the vehicle safely.
- ◆ Complying with the legal, safe and operating requirements for the situation.
- ◆ Confirming the road worthiness of the vehicle.
- ◆ Responding safely to a situation using the primary controls of the vehicle.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the candidate driving the vehicle or statement from the assessor who is visually assessing the candidate.

**12 Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to driving the vehicle on public roads.**

Assessor — observe/record the candidate.

- ◆ Driving without causing a danger or inconvenience to other road users, being aware of other road users at all times, driving with due care and attention, offering all other road users a duty of care.
- ◆ Driving in accordance with the Highway Code and maintaining lane and speed discipline.
- ◆ Driving with a duty of care for other road users at all times.
- ◆ Being vigilant at all times and having as far as possible all round visibility or other elected persons who can support the manoeuvre.
- ◆ Complying with Road Traffic Act requirements.
- ◆ Complying with Construction and Use regulations.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ As evidenced in the above outcomes.

They will know and understand:

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

**(a) Who to inform, if there are changes in the schedule resulting from driving conditions.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Identifying when problem/s have arisen, rectifies if possible, and reports promptly to line manager or if required, the customer.

**(b) How to identify and adapt driving styles to changes in driving conditions.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ By the use of the accelerator and selection of gears.
- ◆ By slowing down in wet, frosty, low sun, snowy conditions, or where there is poor visibility.
- ◆ By maintaining a steady speed on the motorways relative to the road limits, traffic volume and vehicle limits.
- ◆ By keeping to motorways as much as possible.

**(c) How actions of other road users could cause a loss of control.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Vehicle/s in front braking suddenly or slowing suddenly.
- ◆ Slow moving vehicles, eg tractors.
- ◆ Being overtaken by a vehicle approaching a school, corner, bend, crossing, hump-back bridge, road junctions, and level crossing and having to brake suddenly.

**(d) How to spot when other road users are about to change direction and speed.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Vehicle/s braking suddenly or slowing suddenly.
- ◆ Sudden speeding up, indicators, wheels turning slightly, body movement of driver.

**(e) How to position the vehicle on the road to ensure safety of yourself and other road users.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Moving off from rest, smoothly without jerking, wheel spin or stalling, without danger or inconvenience to other road users, showing awareness of potential traffic hazards, engaging gears smoothly and quietly.
- ◆ Driving the vehicle with consideration for the vehicle's overall dimensions, position on the road, width of the road, height of obstacles beside and adjacent to the road and in relation to the road camber.
- ◆ Position, the given vehicle/load well into the left side of the road, half way between kerb/verge and the white centre line.
- ◆ Adopting the correct road position by steering the vehicle in a straight line, without being erratic, parallel to the near side kerb/verge and centre of the road, rounding bends and corners.
- ◆ Operating a laden vehicle and demonstrating a continuous awareness of blind areas of vision, maintaining continuous all round observation, and when applicable, following direction by an appointed person/police officer/traffic warden correctly.
- ◆ Ensuring a safe distance from the vehicle in front.
- ◆ Never monopolising the centre lane on a motorway.

**(f) When to use signals to indicate a change of position.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Before changing direction, changing lane, turning, or stopping.



**(g) How speed should be altered to meet different types of road conditions and requirements.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ By the use of the accelerator and selection of gears.
- ◆ By slowing down in the wet, frosty, snowy conditions, or where there is poor visibility.
- ◆ By maintaining a steady speed on the motorways relative to the road limits, traffic volume and vehicle limits.
- ◆ By keeping to motorways as much as possible.
- ◆ By using overdrive-type arrangements as much as possible.

**(h) How to use the controls of the vehicle to adjust speed and optimise fuel consumption.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Changing up the gears gives speed and changing down the gears increases the engine torque for pulling power.
- ◆ Keeping the speed of the vehicle as steady as possible and reducing heavy acceleration, especially when moving away from rest, will optimise fuel consumption.
- ◆ Avoiding, whenever possible, traffic jam situations.
- ◆ Removing the pressure on the accelerator allows the engine to act as a brake to slow the vehicle.
- ◆ Using the brakes of the vehicle gently allows the vehicle to slow down under control.
- ◆ Using the retarder allows the vehicle to be slowed without causing brake fade, especially on long downhill stretches of road.

**(i) How to assess and maintain safe separation distances.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Maintain a two second gap between the vehicles in front.
- ◆ Increase the gap to double if the road is wet.
- ◆ Increase to quadruple or further if the road is icy.
- ◆ Snow on the road, increase to 10 times the distance.
- ◆ Drive at a speed that will allow you to stop well within the distance you can see to be clear.
- ◆ Leave enough space between you and the vehicle in front so that the vehicle can be pulled up safely, if the traffic in front suddenly slows or stops.
- ◆ Minimum distance between vehicles should be twice the safe braking distance for the type of vehicle you are driving and separation distance increases with speed and bad weather conditions.

**(j) What are the factors affecting vehicle stopping distances.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Condition of the vehicle braking system.
- ◆ Road surface condition — dry, wet, dusty, gravel covered.
- ◆ Weather condition — snow, rain, icy.
- ◆ Size of vehicle.
- ◆ Load being carried.
- ◆ Driver.
- ◆ Distance from the vehicle in front is too close.

**(k) What type of hazards are involved in overtaking.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Action of other drivers, pedestrians, animals.
- ◆ Slow moving vehicles.
- ◆ Vision — low sun, fog, rain and snow.
- ◆ Road condition — blind bends, icy, wet, gravel, mud, dust/grit.
- ◆ Insufficient vehicle power.
- ◆ Oncoming vehicles.

**(l) When overtaking should occur, and when it should not.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Only when it is safe to overtake, when the road ahead and behind is clear and you can safely do so.
- ◆ It is not safe to overtake when the road ahead and behind is not clear and the vehicle engine power is low.
- ◆ When the power of the vehicle is not able to accelerate effectively.
- ◆ When being overtaken by other vehicles.
- ◆ On roads that have blind spots and vision ahead is unclear.
- ◆ Never overtake approaching a school, corner, bend, crossing, hump bridge, road junctions or level crossings.

**(m) Factors affecting the distance required when overtaking other vehicles.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Engine power to weight ratio.
- ◆ Road condition.
- ◆ Visibility.
- ◆ Distance that has to be covered, and the distance that is clear to both front and rear.
- ◆ Speed of the vehicle/acceleration ability.
- ◆ Distance of oncoming vehicles.

**(n) What type of hazards could occur on the road?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Vehicle/s in front braking suddenly or slowing suddenly.
- ◆ Vehicle jumping traffic lights, junction stops.
- ◆ Children.
- ◆ Horses, dogs, deer, sheep or other animals running on to the road.
- ◆ Floods, snow, frost, ice, rain, holes, road works.
- ◆ Slow moving vehicles, eg tractors.
- ◆ Other drivers/road users.
- ◆ Glare or reflection from the sun.

**(o) How to use the controls of the vehicle to adjust braking under different road conditions.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Removing the pressure on the accelerator and using the engine as a brake.
- ◆ Use the brake gently on wet, snowy or icy conditions.
- ◆ Use the retarder/exhauster on wet, snowy or icy conditions.
- ◆ Use the gears to slow the vehicle.

**(p) What effect severe braking could have on the load and the road worthiness of the vehicle?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Shearing of road springs.
- ◆ Failure of brake pads/pipes.
- ◆ Tyre failure.
- ◆ Fracture of the trailer kingpin.
- ◆ Shifting of the load leading to instability of the vehicle handling.
- ◆ Contamination of segregated loads.
- ◆ Spillage from tankers, gravel trucks, pipes, trees/wood, pallets, etc.

**(q) The organisation's procedures relating to safely driving the vehicle on public roads.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Driving without causing a danger or inconvenience to other road users, being aware of other road users at all times, driving with due care and attention.
- ◆ Driving in accordance with the Highway Code and maintaining lane and speed discipline.
- ◆ Driving with a duty of care for other road users at all times.
- ◆ Being vigilant at all times and having as far as possible all round visibility.
- ◆ Complying with Road Traffic Act requirements.
- ◆ Complying with Construction and Use regulations.

## **FA0G 04 Obtain Information on the Collection and Delivery of Loads**

### **1 Obtain information about the load to be collected and/or delivered.**

Assessor — observe/record the candidate.

- ◆ Communicating with others (peer group/managers/customers/ public).
- ◆ Confirming of actual task from work schedules (suitability of access/site, size of vehicle, manoeuvring in designated area, sub-ground support, access to special lifting equipment).
- ◆ Identifying the priorities in relation to the task (times, deadlines, handling, special instructions/customs and excise certification requirements).
- ◆ Identifying any cash provisions (cash on delivery, paid, and carried forward).
- ◆ Identifying the legal, safety and operating requirements for the load.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Photographs/video capture/voice recordings of the event/task.
- ◆ Delivery notes, consignment notes.
- ◆ Invoices.
- ◆ Customer instructions.
- ◆ Route cards, delivery schedules, customer requests for specific times.
- ◆ Special handling requirements (eg 'this way up', 'with care', 'toxic', 'fragile', 'feed/water/clean as per schedule', etc).

### **2 Obtain information on the destination and schedule.**

Assessor — observe/record the candidate.

- ◆ Using systems such as Autoroute, computerised routing, internet, maps of routes from AA, RAC, etc.
- ◆ Confirming the presence of road works, accidents, or problems on the route that could cause delay/customers instructions not being met.
- ◆ Confirming that the suggested route can meet the weight/height or width restrictions for the vehicle and/or load.
- ◆ Confirming customer's instructions regarding delivery times, addresses.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Maps
- ◆ Route planners
- ◆ Computerised routing
- ◆ Internet maps
- ◆ Route times, distance, vehicle speeds
- ◆ Tachograph charts
- ◆ Driver's logbook

### **3 Take appropriate action when there are problems with obtaining information on the load, destination or schedule.**

Assessor — observe/record the candidate.

- ◆ Contacting the traffic office/controller.
- ◆ Contacting the customer.
- ◆ Returning goods to originating depot if details are not available or are incorrect.
- ◆ Re-adjusting the schedule with agreement of the customer.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Note of any missing details on the delivery notes (missing address, handling information, direct customer/manufacturer's instructions, weight, hazard labelling, etc).
- ◆ Contact the customer if possible.
- ◆ Phone call to the traffic office/controller.
- ◆ Statement from the assessor observing candidate.

### **4 Identify any requirements for loading and/or unloading.**

Assessor — observe/record the candidate.

- ◆ Confirming that, before any goods are transferred, the company's procedures have been followed, eg correct identification of the customer, address, signature, charges/cash on delivery/payments, unloading area, quantities, safety requirements/COSHH, etc.
- ◆ Communicating appropriately with others, eg peer group, managers, the general public and customers, in a courteous manner, at all times.
- ◆ Confirming that all of the customer's/company's/statutory requirements concerning the load in relation to its care such as, this way up/fragile/perishable/dangerous/toxic, etc have been followed.
- ◆ Confirming that tactual delivery/uplift point.
- ◆ Confirming that the loading bay height can accommodate the vehicle.
- ◆ Confirming that special loading equipment is available for loading/unloading.
- ◆ Confirming that loading equipment is suitable for a safe load/unload operation.
- ◆ Confirming that the work area is suitable for the operation, eg safety, ground support, pedestrian free, traffic free, overhands, height, width, length, swing, etc.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ A statement from the assessor observing the candidate.
- ◆ Notes on the load requirements.
- ◆ Delivery documentation for a given load.
- ◆ Photographic evidence of the delivery.
- ◆ Video of candidate communicating with others.
- ◆ Received slips signed by customers.

## **5 Identify any requirements for monitoring the load during transport.**

Assessor — observe/record the candidate.

Identifying:

- ◆ Correct use of load restraints, special handling equipment
- ◆ Weight of the load
- ◆ Size of the load
- ◆ Height of the load
- ◆ Length of the load
- ◆ Width of the load
- ◆ Content if toxic
- ◆ Content if explosive
- ◆ Content if perishable
- ◆ Weather
- ◆ Mix of the load

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing candidate.
- ◆ Notes/instructions for monitoring the load.

## **6 Identify any requirements for timing the delivery or collection.**

Assessor — observe/record the candidate.

- ◆ Communicating in a courteous manner, appropriate to the situation, with others.
- ◆ Confirming customer requests for specific times/dates/gate.
- ◆ Carrying out special handling requirements (eg 'this way up', 'with care', 'toxic', 'fragile', etc).
- ◆ Checking destination address problems — unclear, no one to take delivery.
- ◆ Checking road speeds for the roads/vehicle/load.
- ◆ Checking driving times in relation to drivers' hours.
- ◆ Checking road/weather conditions.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Customer requests for specific times/dates/gate.
- ◆ Access to the delivery point.
- ◆ Load manifest.
- ◆ Tachographs.
- ◆ Weather reports.
- ◆ Route schedule indicating road speeds for the roads/vehicle/load type.
- ◆ Examples of destination address problems — unclear, no one to take delivery.

## **7 Assess any recent information that could affect the destination and schedule being achieved.**

Assessor — observe/record the candidate.

- ◆ Carrying out cash on delivery arrangements.
- ◆ Carrying out special payment or specified person details.
- ◆ Checking access to premises (security clearance, size of vehicle, unloading facilities, specialist equipment, etc).
- ◆ Observing customer requests for specific times/dates/gate.
- ◆ Checking driving times in relation to drivers' hours.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Cash on delivery arrangements
- ◆ Payment details
- ◆ Timing details
- ◆ Customer requests
- ◆ Tachographs

## **8 Communicate effectively with other people.**

Assessor — observe/record the candidate.

- ◆ Communicating in a courteous manner, appropriate to the situation, with others.
- ◆ Communicating with others (peer group/managers/customers/public).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing candidate.
- ◆ Statement from supervisor/co worker.



## **9 Ensure your vehicle is suitable for the dimensions and weight of the load.**

Assessor — observe/record the candidate.

- ◆ Stating the maximum height for the vehicle he/she is driving/using.
- ◆ Stating the maximum width for the vehicle he/she is driving/using.
- ◆ Stating the maximum length for the vehicle he/she is driving/using.
- ◆ Stating the unladen weight for the vehicle he/she is driving/using.
- ◆ Stating the maximum weight limit for the vehicle he/she is driving/using.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Maximum height information
- ◆ Maximum weight information
- ◆ Maximum width information
- ◆ Maximum length information

## **10 Comply with legal, safety and operating requirements relating to the collection and delivery of loads.**

Assessor — observe/record the candidate.

- ◆ Observing axle load requirements.
- ◆ Observing overhang (front/rear/side) requirements.
- ◆ Observing vehicle markings.
- ◆ Observing road speeds.
- ◆ Observing legal requirements to rest for at least 45 minutes after driving for 4.5 consecutive hours.
- ◆ Observing legal requirements to rest for a period of 11 consecutive hours after driving a maximum of nine hours (which can be extended to 10 hours but not more than twice per week) in any 24 hour period.
- ◆ Observing legal requirements when carrying animals.
- ◆ Accessing hot meals/restaurant/toilet.
- ◆ Locating a sheltered area away from the vehicle.
- ◆ Obtaining access to accommodation/washing facilities.
- ◆ Ensuring secure parking.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Evidence from the elements above.

They will know and understand:

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

**(a) What type of information about the load is required?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Destination address.
- ◆ Handling information, instructions such as specific/direct customer/manufacturers' instructions/keep dry/keep wet.
- ◆ Weight, hazard labelling.
- ◆ Customer requests for specific times/dates/gate number.
- ◆ Special handling requirements (eg 'this way up', 'with care', 'toxic', 'fragile', etc).
- ◆ With animals — carry specified food and water or information on the stopping places arranged and the contingencies if problems should occur.

**(b) Who from, and where to get information about the load.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Dispatch controller at the traffic office.
- ◆ Warehouse manager.
- ◆ Customer.

**(c) What type of information is required about the destination and schedule?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Type of route (height, weight, length, width, speed restrictions).
- ◆ Timescales for delivery (deliver by a certain time/date).
- ◆ Location of the delivery (restricted parking/loading/unloading, controlled entrance, etc).
- ◆ Access to the delivery points/type of surface at delivery area (unsuitable/unstable ground).
- ◆ Opening and closing times.
- ◆ Access to special lifting/unloading equipment.

**(d) What action to take if you are unable to obtain information about the load, destination or schedule.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Contact the traffic office.
- ◆ Contact the warehouse manager/foreperson.
- ◆ Return the load to the warehouse manager.

**(e) What type of requirements there could be for loading, unloading, or monitoring the load during transport?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Mechanical handling devices
- ◆ HIABs
- ◆ Crane
- ◆ Level platform
- ◆ Cold temperature
- ◆ Constant mixing
- ◆ Caution when braking/accelerating
- ◆ Size, weight, length, width of the load

**(f) What type of problems could occur with the load, which would require monitoring?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Packaging loose, burst or leaking.
- ◆ Water damage.
- ◆ Impact damage (broken, bent, dented, scraped, scored, etc).
- ◆ Incorrect information (address, content, handling instructions, weight).
- ◆ Perishable (perished).
- ◆ Contaminated due to proximity to other materials/substances.
- ◆ Toxic, acidic, caustic.
- ◆ Control, especially if animals are involved.
- ◆ Movement of the load.
- ◆ Access to the load.

**(g) What type of requirements there could be for reaching the destination, and the timing of the delivery or collection?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Time allocation (only after 1 am and before 5 am)
- ◆ Specified gate for entry/exit
- ◆ Ferry
- ◆ Rail — freight

- ◆ Meeting an aircraft
- ◆ Road works slowing traffic
- ◆ Road accident stopping traffic
- ◆ Customs
- ◆ Dock clearance

**(h) Where to find recent information that could affect the destination and schedule being achieved, and how to use it.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Traffic office; rearrange schedule or route.
- ◆ Warehouse manager/foreperson.

**(i) What type of problems could occur with the destination and schedule?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Failed to make delivery time allocation at site.
- ◆ Road works slowing traffic.
- ◆ Road accident stopping traffic.
- ◆ Dock clearance delayed.
- ◆ Failure to clear Customs.
- ◆ Ferry delayed.

**(j) How to communicate effectively with others.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Be polite at all times.
- ◆ Avoid religion, football and politics.
- ◆ Be clear and know your facts/information.
- ◆ Stick only to the facts.
- ◆ Do not patronise, be loud, be aggressive or swear.
- ◆ Never use 'mate', 'pal' or 'doll' (address the customer as; sir, madam, miss, or use the name Mr.... or Mrs....).
- ◆ Ensure eye contact at all times, talk directly to the person and do not mumble.

**(k) What the legal, safety and operating requirements are, relating to the collection and delivery of loads.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Specific signs fitted to the vehicle indicating the nature of the substance being carried.
- ◆ Positioning of the load on the vehicle.
- ◆ Mixture of the load and segregation on the vehicle.
- ◆ Specific type of restraint used to control/secure the load in transit.

- ◆ Personal protective equipment to be used when loading the vehicle/handling the load.
- ◆ Static discharge connections prior to loading and unloading.
- ◆ Vehicle security at all times.
- ◆ Second person in attendance if required.
- ◆ Notice to police, bridging authorities, local authorities, etc.
- ◆ Collecting cash for the load.
- ◆ Ensuring a signature for the load is obtained.

**FA1E 04 Ensure the Vehicle is Loaded Correctly: Van**  
**FA14 04 Ensure the Vehicle is Loaded Correctly: Rigid Vehicles**  
**FA0H 04 Ensure the Vehicle is Loaded Correctly: Articulated or Drawbar Vehicle**

**1 Confirm that the vehicle and load are compatible.**

Assessor — observe/record the candidate.

- ◆ Checking the suitability of the vehicle for the load.
- ◆ Using the construction and use regulations to identify the legal requirements for the load.
- ◆ Checking the loading area — ground firm enough to take the weight of the vehicle and load, sufficient access/exit for the movement of people/vehicle, sufficient access for the loading process.
- ◆ Manoeuvring the vehicle into position in preparation for the loading operation.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Driver's selection criteria — vehicle size, type, maximum axle loading, etc.
- ◆ Correct selection of vehicle for the given task (low loader, tanker, flat back, etc — reference to axle loading, vehicle weights, axle capacities and load security).

**2 Ensure the vehicle is ready to receive the load.**

Assessor — observe/record the candidate.

- ◆ Monitoring the loading operation for location, balance, height, impact on axle loading.
- ◆ Identifying the load and vehicle weight/height/overhang/width.
- ◆ Ensuring that the selection of the vehicle is correct for the load, all signs for the load are applied to the vehicle, the axle loads are correct, the restraints for the load are of the correct capacity and attached to the correct part of the vehicle, the driver has the correct paper work and is licensed to drive the vehicle.
- ◆ Ensuring that a responsible, work experienced, selected person is on hand to give directions when reversing/manoeuvring the vehicle.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the vehicle being manoeuvred into position.
- ◆ Video of the vehicle and area preparation prior to loading.
- ◆ Special arrangements for loading — use of crane, lowered vehicle body, etc (could be a photograph/video).
- ◆ Axle loading information with the load on board.
- ◆ Video/photographs of the candidate securing the load.

- ◆ Statement from the assessor visually assessing.

### **3 Ensure the loading area is suitable and safe.**

Assessor — observe/record the candidate.

- ◆ Checking the loading area — ground firm enough to take the weight of the vehicle and load, sufficient access/exit for the movement of people/vehicle, sufficient access for the loading process.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the vehicle and area in preparation prior to loading or a statement from the assessor visually assessing.

### **4 Manoeuvre the vehicle into a suitable position for loading.**

Assessor — observe/record the candidate.

- ◆ Manoeuvring the vehicle to the loading area/against the stop bar at the loading platform, driving slowly and taking care to ensure no person is injured or damage occurs to the vehicle or surrounding property.
- ◆ Positioning the vehicle at right angles to the loading bay.
- ◆ Positioning the tail onto the loading bay.
- ◆ Positioning the vehicle as close as possible to the loading machine.
- ◆ Positioning the vehicle directly under the overhead gantry.
- ◆ Positioning the vehicle so that it is under the overhead gantry discharge and the moving vehicle slowly forward to even out the load during discharge.

The candidate should be able to add to his/her evidence some of the following, to support your observation

- ◆ Video capture of the vehicle being manoeuvred into position or a statement from the assessor visually assessing.

### **5 Ensure that the appropriate personal protective equipment (PPE) is used.**

Assessor — observe/record the candidate.

- ◆ Wearing a high visibility vest/jacket.
- ◆ Wearing gloves, safety boots and if required a hard hat.
- ◆ Wearing special overalls/safety suit depending on the load being taken on board.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the vehicle personnel being dressed in accordance with the company procedures for the type of load or a statement from the assessor visually assessing.

## **6 Take appropriate action when there are problems with loading.**

Assessor — observe/record the candidate.

- ◆ Identifying that there is a problem and putting a solution in place that correctly and safely overcomes the problem.
- ◆ Operating to company procedures.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the driver implementing the solution to the problem or a statement from the assessor visually assessing.

## **7 Ensure that the vehicle is loaded in the appropriate way for the type of load and delivery sequence.**

Assessor — observe/record the candidate.

- ◆ Directing the loading operation, ensuring that the load is correctly positioned with respect to width, height and axle loading to ensure stability.
- ◆ Checking load platform, anchorage points.
- ◆ Checking that there is no damage to the vehicle, overhang is legal, correct mixture of substances (toxic/non toxic/hazardous/non hazardous, food/non food, correct way up, heavy/light, etc).
- ◆ Checking that heavy items to the bottom and lighter to the top.
- ◆ Checking the load spread over the platform.
- ◆ Checking the documents required for delivery, copy of the route plan.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the driver implementing the loading plan or a statement from the assessor visually assessing.



## **8 Ensure the load is secured with the correct restraints.**

Assessor — observe/record the candidate.

- ◆ Selecting the correct restraints.
- ◆ Using the correct restraints for the load/operation.
- ◆ Handling goods, equipment and substances as set out in the company's procedures for the given task (eg size and weight of packages/equipment, hazardous materials, marking, spillage, COSHH Regulations).
- ◆ Checking the centre of the load mass through the centre of the vehicle and all restraints through an angle of 45 degrees.
- ◆ Checking the tarpaulin covering the total load.
- ◆ Checking the netting covering load.
- ◆ Ensuring that all twist locks/lock levers are secure and locked.
- ◆ Ensuring that all loose equipment is tied down and covered with the tarpaulin.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the driver implementing the solution to the problem or a statement from the assessor visually assessing.

## **9 Ensure any loose materials, restraints and ancillary equipment are secured so that they cannot shift or come loose during transport.**

Assessor — observe/record the candidate.

- ◆ Re-stowing all excess materials prior to moving the vehicle back into the stowage container.
- ◆ Ensuring that all the materials are secured using the correct type of straps to restrain the total weight forward and 50% sideways or rearward.
- ◆ Ensuring that all wooden batons, chains, straps, HIABs, grabs, etc are secured and locked.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the driver securing loose materials/ancillary equipment or a statement from the assessor visually assessing.

## **10 Ensure that all relevant safety requirements for transporting the load are followed.**

Assessor — observe/record the candidate.

- ◆ Selecting the correct restraints and checking load platform, anchorage points.
- ◆ Using the correct restraints for the load/operation.
- ◆ Checking the tarpaulin covering the total load.
- ◆ Checking the netting covering load.

- ◆ Ensuring that all twist locks/lock levers are secure and locked.
- ◆ Ensuring that all loose equipment is tied down and covered with the tarpaulin.
- ◆ Re-stowing all excess materials prior to moving the vehicle back into the stowage container.
- ◆ Ensuring that all the materials are secured using the correct type of straps to restrain the total weight forward and 50% sideways or rearward.
- ◆ Checking the load spread over the platform.
- ◆ Checking that there is no damage to the vehicle, any overhang is legal, correct mixture of substances (toxic/non toxic/hazardous/non hazardous, food/non food, correct way up, heavy/light, etc).
- ◆ Operating to company procedures at all times.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video capture of the driver following all correct safety requirements or a statement from the assessor visually assessing.

## **11 Communicate effectively with others.**

Assessor — observe/record the candidate.

- ◆ Communicating in a courteous manner, appropriate to the situation.
- ◆ Communicating with peer group/managers/customers/public in line with company practice.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video or audio capture communicating with (peer group/managers/customers/public).
- ◆ Or a statement from the assessor visually assessing.

## **12 Ensure that the legal, safety and operating requirements relating to loading the vehicle are complied with.**

Assessor — observe/record the candidate.

- ◆ Checking axle loads
- ◆ Checking overhangs (front/rear/side).
- ◆ Checking vehicle markings.
- ◆ Checking vision to rear.
- ◆ Complying with Construction and Use regulations
- ◆ Ensuring that the load is correctly positioned, with respect to width, height, axle loading to ensure stability and that there is no damage to the vehicle, overhang is legal, correct mixture of substances (toxic/non toxic, hazardous/non hazardous, food/non food, correct way up, heavy/light, etc).

- ◆ Ensuring that the loaded vehicle conforms to the Road Traffic Acts, Construction and Use Regulations and Health and Safety Regulations.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Evidence from the items above or a statement from the assessor visually assessing.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

**(a) The load restrictions for the vehicle and how to ensure that it is within the limit.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Ensure that all load restraints are in place, that they have been certified for use by the company, and that only these restraints are used.
- ◆ Ensure that all load restraints are of the correct capacity for the load.
- ◆ Ensure that outriggers/side/tail boards have been fitted and are secure to accommodate wide/bulk loads.
- ◆ Ensure that all restraint anchors are suitable for the weight of the load being carried.
- ◆ All required signs are fitted — Fuel, Toxic, Orange plate, Special Types General Order (UK) (STGO), Hazardous Materials, etc.
- ◆ Ensure that all anti static lines are in good condition/operational.

**(b) The appropriate PPE.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ PPE equipment is worn, working and correctly fitted, certificated for the task and complies with company procedures.

**(c) What the potential requirements for loading and delivery sequences are.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Ensure stability and that there is no damage/danger to the vehicle.
- ◆ Overhang is legal, correct mixture of substances (toxic/non toxic, hazardous/non hazardous, food/non food, correct way up, heavy/light, etc).

**(d) How your vehicle should be prepared for typical loads.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Ensuring that the vehicle conforms to the Road Traffic Acts, Construction and Use Regulations and Health and Safety Regulations — correct position on road, access for others, is not causing an obstruction and is safe to unload.
- ◆ Communicating in a courteous manner at all times, as appropriate to the situation with others (including non verbally if appropriate), eg peer group/managers/public/customers/traffic wardens/police/Department of Transport personnel.
- ◆ Selecting the correct lifting equipment.
- ◆ Using the correct restraints for the loading operation.
- ◆ Handling of goods, equipment and substances as set out in the company's procedures for the given task — size and weight of packages/equipment/hazardous materials/markings/spillage/ COSHH Regulations.
- ◆ Implementing the company's security procedure.

**(e) How to position your vehicle for loading to ensure the safety of yourself and other road users.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ At right angles to the loading bay.
- ◆ Tail onto the loading bay.
- ◆ As close as possible to the loading point/machine.
- ◆ Directly under the overhead gantry.
- ◆ The front of the vehicle loading areas positioned under the overhead gantry discharge and moving the vehicle forward slowly to even out the load during discharge.
- ◆ Be aware of others when positioning the vehicle for loading.
- ◆ Closing access to public road, time of day restrictions.
- ◆ Sufficient space for access, exit and loading.

**(f) How to distribute the load.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Use of mechanical handling devices — fork lift trucks, pallet barrows, HIABs, cranes, drop vehicle body, etc.
- ◆ Ensure that the axle loadings are correct by placing/redistributing the load over the axles/centre of gravity.

**(g) When to re-distribute the load and how to do so.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Each time load is removed or added to balance out axle loadings.
- ◆ As above.

**(h) How to ensure typical loads is secure and stable.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Heavier load to the bottom and lighter on top.
- ◆ Heavy items above the axles.
- ◆ Centre of the load mass through the centre of the vehicle.
- ◆ All restraints through an angle of 45 degrees.
- ◆ Tarpaulin covering the total load.
- ◆ Netting covering load.
- ◆ All twist locks/lock levers are secure and locked.
- ◆ Ensure that all loose equipment is tied down and covered with the tarpaulin.

**(i) What type of problems could occur if loose materials, restraints and ancillary equipment are not secured?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Materials can fall from the vehicle and cause an accident or damage to road surface.
- ◆ Blockage of the road.
- ◆ Loss of load leading to prosecution by the police.
- ◆ Damage to the vehicle.
- ◆ Accident to pedestrians.

**(j) What type of problems with the loading could occur?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Fuel — leakage.
- ◆ Theft.
- ◆ Food — contamination, theft.
- ◆ Overloading — Axle loads.
- ◆ Overhangs (front/rear/side).
- ◆ Restricted vision to rear.
- ◆ No lifting gear.
- ◆ Unable to get to loading area/road.
- ◆ Restrictions in road width, overhanging obstructions.
- ◆ Non compliance with Construction and Use Regulations.

**(k) Why, how and where to check axle weights.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Compliance with Construction and Use Regulations.
- ◆ Weight Bridge of the company.
- ◆ Public Weigh Bridge.

**(l) The importance of communicating effectively with others.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Reduces misunderstandings.
- ◆ Ensures that all customer directions are followed.
- ◆ Delivery times are prompt.
- ◆ Enhances customer service, staff relations and relations with the public.
- ◆ Leads to job satisfaction.

**(m) What the legal, safety and operating requirements are, relating to loading the vehicle.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Axle loads.
- ◆ Overhangs (front/rear/side).
- ◆ Vehicle markings.
- ◆ Vision to rear.
- ◆ Load is correctly positioned, with respect to width, height, axle loading to ensure stability, and that there is no damage to the vehicle, overhang is legal, correct mixture of substances (toxic/non toxic, hazardous/non hazardous, food/non food, correct way up, heavy/light, etc).
- ◆ Loaded vehicle complies with the Road Traffic Acts, Construction and Use Regulations, Health and Safety Regulations and COSHH Regulations.

**FA1F 04 Ensure the Vehicle is Unloaded Correctly: Van**  
**FA15 04 Ensure the Vehicle is Unloaded Correctly: Rigid Vehicles**  
**FA0J 04 Ensure the Vehicle is Unloaded Correctly: Articulated or Drawbar Vehicle**

**1 Identify the person responsible for receiving the load.**

Assessor — observe/record the candidate.

- ◆ Ensuring that before any goods are transferred, the company's set procedures have been followed.
- ◆ Confirming the correct identification of the customer, address, signature, charges/cash on delivery/payments requirements, unloading area, quantities, safety requirements (eg COSHH Regulations).
- ◆ Communicating with others in a courteous manner and appropriately to the situation at all times (eg peer group, managers, public, customers, etc).
- ◆ Confirming that all customer/company/statutory requirements in relation to care/this way up/ fragile/perishable/dangerous/toxic/etc have been followed.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Details of the company representative.
- ◆ Confirmation that the company's procedures have been followed.
- ◆ Or a statement from the assessor visually assessing.

**2 Follow instructions to unload the vehicle.**

Assessor — observe/record the candidate.

- ◆ Parking the vehicle in the designated drop zone.
- ◆ Following directions from customers/yard marshal/banks man.
- ◆ Unloading as per the crane operators' instructions.
- ◆ Unloading light items first and heavy items last.
- ◆ In segregated loads unloading the high risk items first.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ A statement from the assessor visually assessing.



### **3 Manoeuvre the vehicle into a suitable and safe position for unloading.**

Assessor — observe/record the candidate.

- ◆ Following directions from customers/yard marshal/banks man.
- ◆ Demonstrating awareness of others road users, blind spots, overhangs, parked vehicles or obstructions when manoeuvring the vehicle.
- ◆ Setting the vehicle as close as possible to the unloading zone.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the vehicle being manoeuvred into position for unloading.
- ◆ Statement from the assessor visually assessing.

### **4 Ensure the vehicle is prepared correctly for unloading.**

Assessor — observe/record the candidate.

- ◆ Removing all straps and holding chains.
- ◆ Uncovering the load.
- ◆ Clearing all obstructions for lifting the load.
- ◆ Opening all side curtains.
- ◆ Opening securing locks on tail gate/side flaps.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Directing the unloading operation and ensuring that the load is correctly positioned, with respect to width, height to ensure stability. Ensuring that there is no damage to the vehicle or people.
- ◆ Statement from the assessor visually assessing.

### **5 Ensure that the part of the load to be unloaded is identified.**

Assessor — observe/record the candidate.

- ◆ Checking and establishing from the load manifest the number/type/position and actual load to be unloaded.
- ◆ Correctly identifying the part of the load to be unloaded.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the selection and use of lifting equipment for the load.
- ◆ Statement from the assessor visually assessing.

## **6 Monitor the unloading of the vehicle where applicable.**

Assessor — observe/record the candidate.

- ◆ Directing the fork lift driver/crane to the load to be lifted.
- ◆ Checking no damage occurs to the load or the vehicle.
- ◆ Ensuring that the correct part of the load is unloaded.
- ◆ Effectively monitoring the load being unloaded.
- ◆ Ensuring that the vehicle conforms with the Road Traffic Acts, Construction and Use Regulations and Health and Safety Regulations.
- ◆ Ensuring that the vehicle is; in correct position on road, does not cause an obstruction, is safe to unload and there is access for others.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ A statement from the assessor visually assessing.

## **7 Ensure the unloading is properly planned.**

Assessor — observe/record the candidate.

- ◆ Identifying that no other part of the load will be dislodged when moving the identified part.
- ◆ Ensuring that the lifting straps/forks of the machine are correctly placed prior to lifting.
- ◆ Directing the lifting operations to his/her instructions.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement or copy of the plan for unloading a given load.
- ◆ Statement from the assessor visually assessing.

## **8 Ensure that the correct equipment is selected to move the load.**

Assessor — observe/record the candidate.

- ◆ Selecting the correct lifting equipment.
- ◆ Using the correct restraints for the unloading operation.
- ◆ Establishing that the lifting equipment can safely take the weight of the part of the load being unloaded.
- ◆ Establishing that lifting straps/chains are safe for use.
- ◆ Monitoring/directing the unloading the vehicle.
- ◆ Handling of goods, equipment and substances as set out in the company's procedures for the given task — size and weight of packages/equipment/hazardous materials/markings/spillage/COSHH Regulations.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the selection and use of lifting equipment for the load.
- ◆ Statement from the assessor visually assessing.

## **9 Ensure that the correct personal protective equipment (PPE) is used.**

Assessor — observe/record the candidate.

- ◆ Following company procedures and dressing appropriately for the type of load.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor visually assessing.

## **10 Take appropriate action when there are problems with the unloading.**

Assessor — observe/record the candidate.

- ◆ Identifying that a problem exists and taking the corrective action.
- ◆ Stopping the unloading procedure.
- ◆ Looking for other options when not able to gain direct access to the drop-off point.
- ◆ Establishing other lifting options when not able to get directly into position for the crane.
- ◆ Looking for other options when the unloading surface is not strong enough to support the vehicle and its load.
- ◆ Looking for other options when there is poor access/exit to the drop-off point.
- ◆ Looking for other options when the kerb/bay height is incorrect.
- ◆ Looking for other options when there are overhead obstructions.
- ◆ Looking for other options when there are road/building works.
- ◆ Notifying the correct personnel promptly.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor visually assessing.

## **11 Complete proof-of-delivery procedures.**

Assessor — observe/record the candidate.

- ◆ Identifying the person who is responsible to receive the load.
- ◆ Ensuring that the load is signed for by the responsible person.
- ◆ Ensuring that the goods are checked and signed to confirm they have been delivered undamaged, especially for goods that are easily damaged.
- ◆ The person signing for the goods also prints his/her name and adds the employee number if appropriate.
- ◆ Ensuring that copies of all paper work are the same for the person receiving the goods as the paper work being taken back to the controller.
- ◆ Ensuring that electronic signatures are readable and that the person also prints their name.
- ◆ Establishing the name of person receiving the goods is the same as the name given by the controller and asking for identification if necessary, especially for high value goods.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Delivery documentation for a given load.
- ◆ Photographic evidence of the delivery.
- ◆ Customers' signed received slips.
- ◆ Statement from the assessor visually assessing.

## **12 Communicate effectively with others.**

Assessor — observe/record the candidate.

- ◆ Communicating in a courteous manner, appropriately to the situation.
- ◆ Communicating with peer group/managers/customers/public, in line with company practice.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video or audio capture of the candidate communicating with peer group, managers, customers, public, etc.
- ◆ Or a statement from the assessor visually assessing.

**13 Ensure that the organisation's procedures and all legal, safety and operating requirements relating to unloading the vehicle, are complied with.**

Assessor — observe/record the candidate.

- ◆ Ensuring that vision to rear is maintained.
- ◆ Ensuring that all directions from official yard personnel are complied with.
- ◆ Complying with Construction and Use Regulations and Road Traffic Acts.
- ◆ Ensuring that the load is correctly positioned, with respect to width and height to ensure stability when lifting and that there is no damage to the vehicle.
- ◆ Ensuring that unloading of the vehicle conforms with the company's procedures and Health and Safety Regulations.
- ◆ Ensuring the safety of others, self and vehicle.
- ◆ Ensuring that doors, tail lift, etc are clearly visible to others.
- ◆ Ensuring that other traffic is not inconvenienced by the unloading operation.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Evidenced from all of the above or a statement from the assessor visually assessing.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

**(a) How to ensure the instructions are followed to unload the vehicle.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Supervise the unloading in person.
- ◆ Ensure that the instructions are written down.

**(b) What the potential requirements are for unloading.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Selecting the correct lifting equipment.
- ◆ Using the correct restraints for the unloading operation.
- ◆ Establishing that lifting straps/chains are safe for use.
- ◆ Monitoring/directing the unloading the vehicle.
- ◆ Checking no damage occurs to the load or the vehicle.
- ◆ Ensuring that the correct part of the load is unloaded.
- ◆ Correctly identifying the part of the load to be unloaded.
- ◆ Removing all straps and holding chains.
- ◆ Uncovering the load.
- ◆ Opening securing locks on tail gate/side flaps.
- ◆ Ensuring security at all times.
- ◆ Customer's instructions take precedence.
- ◆ Company's code of practice.
- ◆ Identifying the person who is responsible to receive the load.
- ◆ Ensuring that the load is signed for by the responsible person.
- ◆ The person signing for the goods also prints his/her name and adds the employee number if appropriate.

**(c) How the vehicle should be prepared to deliver typical loads.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Heavier load to the bottom and lighter load on top.
- ◆ Heavy items above the axles.
- ◆ Centre of the load mass through the centre of the vehicle.
- ◆ All restraints through an angle of 45 degrees.
- ◆ Tarpaulin covering the total load.
- ◆ Netting covering load.
- ◆ All twist locks/lock levers are secure and locked.
- ◆ Ensure that all loose equipment is tied down and covered with the tarpaulin.

**(d) Where vehicle should be positioned.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ As close to the drop-off point as possible.
- ◆ In a safe position for the driver, other road users and the vehicle.
- ◆ Within the correct lifting zone for the crane.
- ◆ Within direct access to anti static discharge lines (if applicable).

**(e) The appropriate personal protective equipment (PPE).**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Depending on the load, following company procedures and dress appropriately for the load.

**(f) How to monitor the unloading of typical loads.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Supervise the unloading in person.

**(g) What type of problems could occur with the unloading and how to deal with them?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Not gaining direct access to the drop-off point — find an alternative point.
- ◆ Not getting directly into position for the crane — find an alternative position.
- ◆ Unloading surface not strong enough to support the vehicle and its load — find an alternative unloading point.
- ◆ Poor access/exit to the drop-off point — find an alternative point.
- ◆ Kerb/bay height incorrect — find an alternative point.
- ◆ Overhead obstructions — find an alternative point.
- ◆ Road/building work — find an alternative point.

**(h) How to identify the appropriate equipment for moving the load.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Identify the size/shape of the load to be moved.
- ◆ Be aware of the weight of the load.
- ◆ Heavy/bulky load — crane required.
- ◆ Palletised goods — pallet barrow/fork lift truck required.

**(i) Different proof-of-delivery procedures or systems.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Specified named person to sign the delivery book.
- ◆ Photographic identification/works number.
- ◆ Specific date/time of delivery.
- ◆ Electronic capture/with GPS and photographic recognition.
- ◆ Delivery note signature.

**(j) The importance of communicating effectively with others.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Reduces misunderstandings.
- ◆ Ensures that all customer directions are followed.
- ◆ Delivery times are prompt and correct.
- ◆ Enhances customer service, staff relations and relations with the public.
- ◆ Leads to job satisfaction.

**(k) What the organisation's procedures and all relevant legal, safety and operating requirements are, relating to unloading the vehicle.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Vision to rear is maintained when manoeuvring the vehicle.
- ◆ All directions from official yard personnel are complied with.
- ◆ Compliance with Construction and Use Regulations and Road Traffic Acts.
- ◆ Load is correctly positioned, with respect to width and height to ensure stability, when lifting and that there is no damage to the vehicle.
- ◆ Unloading of the vehicle conforms with company procedures and Health and Safety Regulations.
- ◆ Ensure the safety of others, self and vehicle.
- ◆ Ensure that doors, tail lift, etc are clearly visible to others.
- ◆ Ensure that other traffic is not inconvenienced by the unloading operation.



## **FA0K 04 Plan the Route and Timings for the Collection and Delivery of Loads**

### **1 Collect all relevant information on the destination, route, schedule, driving distances and times.**

Assessor — observe/record the candidate.

- ◆ Using maps, route planners, computerised routing, the internet.
- ◆ Copying used maps, if necessary, for the relevant route(s).
- ◆ Identifying weather reports from AA, RAC, papers, the internet, television, fax, e-mail, local radio (RDS systems).
- ◆ Using systems such as Autoroute, the Internet, maps of routes from AA, RAC, or satellite navigation.
- ◆ Identifying types of route (height, weight, length, width, speed restrictions).
- ◆ Calculating timescales for delivery (delivering by a certain time/date).
- ◆ Identifying the location of the delivery (restricted parking/loading/unloading, controlled entrance, etc).
- ◆ Checking access to the delivery points, type of surface at delivery area (unsuitable/unstable ground).
- ◆ Checking opening and closing times.
- ◆ Identifying access to special lifting/unloading equipment.
- ◆ Establishing the mixture of the load and segregation on the vehicle.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Maps
- ◆ Route planners
- ◆ Computerised routing
- ◆ Information from the internet
- ◆ Route times, distance, vehicle speeds
- ◆ Tachograph charts
- ◆ Drivers log book
- ◆ Satellite navigation playback
- ◆ Load manifest

## **2 Consider any effect the vehicle and load might have on the selection of the route.**

Assessor — observe/record the candidate.

- ◆ Confirming that the suggested route can meet the weight/height or width restrictions for the vehicle and/or load.
- ◆ Gaining permission from bridging and tunnel authorities, Police, Local Authorities, Water Board, Gas Board.
- ◆ Confirming that the length of the vehicle/load is suitable.
- ◆ Checking weather/road condition.
- ◆ Checking road works/contra flow.
- ◆ Checking for accidents.
- ◆ Checking for breakdowns.
- ◆ Confirming content of load if toxic.
- ◆ Confirming content of load if explosive.
- ◆ Confirming content of load if perishable.
- ◆ Checking mix of load.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Notification of the vehicle/load weight, size, height length and width in relation to the road structure, overhangs, speed restrictions, travel restrictions, width of route at certain points, round-a-bouts, bridge maximum width/weight restrictions.
- ◆ Need for permission to travel (Police, Local Authorities, Bridging Authorities).

## **3 Use relevant route planning resources to reach the destination.**

- ◆ Copying used maps, if necessary, for the relevant route(s).
- ◆ Identifying weather reports from AA, RAC, papers, the internet, television, fax, e-mail, local radio (RDS systems).
- ◆ Identifying difficulties with the selected route caused by the load and vehicle weight/height/overhang/width.
- ◆ Using satellite navigation.
- ◆ Checking weather condition now/expected.
- ◆ Checking road works information.
- ◆ Checking accidents/breakdown information.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Maps
- ◆ Route planners
- ◆ Computerised routing
- ◆ Internet printouts
- ◆ Route times, distance, vehicle speeds

#### **4 Identify the main and minor roads for reaching the destination.**

Assessor — observe/record the candidate.

- ◆ Copying the maps/accessing computer programmes, for the route(s).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Maps
- ◆ Route planners
- ◆ Computerised routing
- ◆ Internet printouts
- ◆ Route times, distance, vehicle speeds

#### **5 Identify any potential problems with using the selected routes.**

Assessor — observe/record the candidate.

- ◆ Checking road works/contra flow information.
- ◆ Checking the length of the vehicle/load.
- ◆ Checking weather/road conditions
- ◆ Contacting bridging and tunnel authorities, Police, Local Authorities, Water board, Gas Board.
- ◆ Checking content of load if toxic.
- ◆ Confirming timescales for delivery (delivering by a certain time/date).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Notification of the vehicle/load weight, size, height length and width in relation to the road structure, overhangs, speed restrictions, travel restrictions, width of route at certain points, round-a-bouts, bridge maximum width/weight restrictions.
- ◆ Need for permission to travel (Police, Local Authorities, Bridging Authorities).

## **6 Plan alternative routes to avoid problems where necessary.**

Assessor — observe/record the candidate.

- ◆ Copying used maps, if necessary, for the relevant route(s).
- ◆ Identifying weather reports from AA, RAC, papers, the internet, television, fax, e-mail, local radio (RDS systems) - selecting an alternative route, if necessary.
- ◆ Identifying difficulties with the selected route caused by the load and vehicle weight/height/overhang/width and selecting an alternative route.
- ◆ Satellite navigation information — selecting an alternative route, if necessary.
- ◆ Road works information and selecting an alternative route.
- ◆ Accidents/Breakdown information - selecting an alternative route, if necessary.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Copies of the actual route and the amendments made to it.

## **7 Estimate the driving distances and time required to achieve the route and schedule.**

Assessor — observe/record the candidate.

- ◆ Adding the distance in miles or kilometres between the indicated map points.
- ◆ Dividing the distance by the average speed of the vehicle (eg 60 miles @ 60 MPH = 1 hour).
- ◆ Identifying the start place/address.
- ◆ Identifying the end place/address.
- ◆ Following the route from the start to the end adding in the parameters and noting all the road numbers and distances between main centres.
- ◆ Adding all the mileage and giving a total (could be shortest, best for the load mix, or best for time schedule).
- ◆ Producing a flow list/schedule.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Calculations of the distance and time required.
- ◆ Print out from the computer/satellite navigation system, etc.

## **8 Identify any load requirements that have an impact on the driving stages.**

Assessor — observe/record the candidate.

- ◆ Road speeds for the roads/vehicle/load.
- ◆ Road/weather conditions/accidents/breakdowns.
- ◆ Secure parking/access to accommodation/washing facilities/hot meals/restaurant/toilet.
- ◆ Opening and closing times.
- ◆ Weight of the vehicle/abnormal indivisible load.
- ◆ Type of load (dangerous goods —toxic/explosive/bulky/STGO).
- ◆ Livestock.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement indicating the requirements in the various stages.

## **9 Identify stops that have the appropriate facilities required for yourself, the vehicle, and load.**

Assessor — observe/record the candidate.

- ◆ Securing parking.
- ◆ Accessing accommodation/washing facilities/hot meals/restaurant/toilet.
- ◆ Checking opening and closing times.
- ◆ Confirming water/grazing points for live animals.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ List of the stopping points and the resources available.

**10 Comply with the organisation's procedures and all relevant legal, safety and operating requirements relating to the collection and delivery of loads.**

Assessor — observe/record the candidate.

- ◆ Observing road speeds for the roads/vehicle/load.
- ◆ Observing driving times in relation to drivers' hours.
- ◆ Observing axle load requirements.
- ◆ Observing overhang (front/rear/side) requirements.
- ◆ Checking vehicle/load markings.
- ◆ Observing legal requirements to rest for at least 45 minutes after driving for 4.5 consecutive hours.
- ◆ Observing legal requirements to rest for a period of 11 consecutive hours after driving a maximum of nine hours (which can be extended to 10 hours but not more than twice per week) in any 24 hour period.
- ◆ Observing legal requirements when carrying animals.
- ◆ Accessing hot meals/restaurant/toilet.
- ◆ Locating a sheltered area away from the vehicle.
- ◆ Obtaining access to accommodation/washing facilities.
- ◆ Ensuring access to secure parking.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Evidence from all of the above.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

**(a) How to use route-planning resources and know their limitations.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Maps — quality and scale.
- ◆ Satellite navigation systems — do not always give an accurate route and may not have up to date information regarding new roads, weak bridges or narrow lanes.
- ◆ Records from other drivers for the same route — may drive at different speeds or vary the route slightly.
- ◆ Computer routing — like satellite navigation systems in addition, some post codes are not available.

**(b) What implications the vehicle or load might have on the selection of a route?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Road works/contra flow information.
- ◆ Weather/road conditions, bridging and tunnel authorities, Police, Local Authorities, Water board, Gas Board.
- ◆ Content of load if toxic.
- ◆ Timescales for delivery (deliver by a certain time/date).
- ◆ Access to accommodation/secure parking/washing facilities/hot meals/restaurant/toilet.
- ◆ Water/grazing points for live animals.
- ◆ Weight of the vehicle/abnormal indivisible load.
- ◆ Type of load (dangerous goods —toxic/explosive/bulky STGO).
- ◆ Livestock.

**(c) What restrictions the load might have on the route.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Water/grazing points for live animals.
- ◆ Weight of the vehicle/abnormal indivisible load.
- ◆ Type of load (dangerous goods —toxic/explosive/bulky STGO).
- ◆ Livestock.
- ◆ Restrictions on vehicle movement.

**(d) What the vehicle dimensions and weight are, and the impact they have on planning routes.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Restrictions on vehicle movement.
- ◆ Length of the vehicle.
- ◆ Road works/contra flow information.
- ◆ Weight of the vehicle.
- ◆ Road speeds.
- ◆ Road structure.

**(e) The requirements to plan alternative routes.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Restrictions on vehicle movement.
- ◆ Length of the vehicle.
- ◆ Road works/contra flow information.
- ◆ Weight of the vehicle.
- ◆ Road speeds.
- ◆ Road structure.
- ◆ Type of load (dangerous goods —toxic/explosive/bulky STGO).
- ◆ Livestock.
- ◆ Content of load if toxic.
- ◆ Timescales for delivery (deliver by a certain time/date).
- ◆ Weather/road conditions, bridging and tunnel authorities, Police, Local Authorities, Water board, Gas Board.

**(f) How to identify road restrictions, which may affect the selected route.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Road works/contra flow information.
- ◆ Road/weather conditions/accident/breakdowns information.
- ◆ Identifying weather reports from AA, RAC, papers, the internet, television, fax, e-mail, local radio (RDS systems) and selecting an alternative route.
- ◆ Identifying difficulties with the selected route caused by the load and vehicle weight/height/overhang/width and selecting an alternative route.

**(g) How to plan routes.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Copying used maps, if necessary, for the relevant route(s).
- ◆ Identifying weather reports from AA, RAC, papers, the internet, television, fax, e-mail, local radio (RDS systems).
- ◆ Identifying difficulties with the selected route caused by the load and vehicle weight/height/overhang/width.
- ◆ Satellite navigation system information.
- ◆ Weather condition now/expected.
- ◆ Road works information.
- ◆ Accident/breakdown information.



**(h) How to obtain relevant information on the factors that affect journey time.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Identifying weather reports from AA, RAC, papers, the internet, television, fax, e-mail, local radio (RDS systems).
- ◆ Road/weather conditions/accident/breakdown information.

**(i) What facilities are required when identifying stops?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Water/grazing points for live animals.
- ◆ Access to accommodation/washing facilities/hot meals/restaurant/toilet.
- ◆ Secure parking/driver rest area.

**(j) How to estimate driving distances.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Identify the start place/address.
- ◆ Identify the end place/address.
- ◆ Follow the route from the start to the end adding in any parameters and note all the road numbers and distances between main centres.
- ◆ Add all the mileage and give a total (could be shortest, best for the load mix, or best for time schedule).

**(k) How to select the most effective way to use the available driving time.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ As above in question (j).

**(l) What the organisation's procedures and all relevant legal, safety and operating requirements are, relating to the collection and delivery of loads.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ The road speeds for the roads/vehicle/load.
- ◆ The driving times in relation to drivers' hours.
- ◆ The axle load requirements.
- ◆ The overhang (front/rear/side) requirements.
- ◆ The vehicle/load markings.
- ◆ The legal requirements to rest for at least 45 minutes after driving for 4.5 consecutive hours.

- ◆ The legal requirements to rest for a period of 11 consecutive hours after driving a maximum of nine hours (which can be extended to 10 hours but not more than twice per week) in any 24 hour period.
- ◆ The legal requirements when carrying animals.
- ◆ The requirements to access hot meals/restaurant/toilet.
- ◆ How to locate a sheltered area away from the vehicle.
- ◆ How to obtain access to accommodation/washing facilities.
- ◆ How to ensure access to secure parking.

## HA6F 04 Couple and Uncouple the Vehicle

### 1 Manoeuvre the unit in relation to the trailer ready for coupling and uncoupling.

Assessor — observe/record the candidate.

- ◆ Manoeuvring the unit (vehicle) in relation to the trailer.
- ◆ Ensuing that the vehicle hitch is clear and the lock/pin has been removed.
- ◆ Ensuring that the trailer brakes are engaged.
- ◆ Connecting the trailer.
- ◆ Testing the connections and safety of the vehicle.
- ◆ Lowering the suspension of the tractive unit.
- ◆ Ensuing that the vehicle hitch is clear and the lock/pin has been removed.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the candidate in action as the vehicle is manoeuvred in relation to the trailer, connecting the trailer, the connections being made and the connected assembly being tested.
- ◆ Statement from the assessor observing the procedure.

### 2 Ensure the trailer's brakes are applied prior to coupling and uncoupling.

Assessor — observe/record the candidate.

- ◆ Ensuring that the trailer brakes are engaged.
- ◆ Connecting the emergency airline (red) and watching for any unexpected movement. (If the trailer moves, immediately disconnecting the emergency airline (red) and checking that the trailer parking brake has been applied.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the candidate in action checking that the trailer brakes have been applied.
- ◆ Statement from the assessor observing the procedure.

### **3 Test that coupling has been established.**

Assessor — observe/record the candidate.

- ◆ Carrying out a visual check that the 5th wheel jaws have engaged correctly and fitting the security 'dog clip' or other safety device.
- ◆ Carrying out a second test that the 5th wheel jaws have engaged by selecting a low forward gear and with the trailer brakes still applied slowly pulling forward.
- ◆ Checking that the unit is safe to drive.
- ◆ Checking that the trailer legs are clear of the ground.
- ◆ Carrying out a tug test.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the candidate in action checking the vehicle safety and carrying out a tug test.
- ◆ Statement from the assessor observing the procedure.

### **4 Make all the necessary connections when coupling.**

Assessor — observe/record the candidate.

- ◆ Connecting the line and electrical connections between the tractive unit and the trailer (checking the colour codes).
- ◆ Checking that the unit (vehicle) is safe to drive.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the candidate in action connecting all the lines to the trailer.
- ◆ Statement from the assessor observing the procedure.

**5 After coupling, make sure that unit and trailer systems work properly and the vehicle is safe to drive.**

Assessor — observe/record the candidate.

- ◆ Making any necessary adjustments to the trailer coupling height and slowly reversing the tractor unit under the trailer until the 5th wheel jaws engage.
- ◆ Applying the tractor unit parking brake, stopping the engine and removing the keys.
- ◆ Carrying out a system check of the lights and brakes to ensure that all systems are working.
- ◆ Performing a walk round inspection, ensuring trailer brake is off and the legs are fully retracted and the handle is locked in position.
- ◆ Ensuring that the vehicle hitch is locked and the pin has been fitted.
- ◆ Fitting the number plates and checking that the lights work.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the candidate in action ensuring that all connections are secure and operating, legs are up and trailer brakes are off.
- ◆ Statement from the assessor observing the procedure.

**6 Select a safe site for uncoupling trailers from their units.**

Assessor — observe/record the candidate.

- ◆ Ensuring that the area is level.
- ◆ Ensuring that the sub ground can support the legs of the trailer without sinking.
- ◆ Ensuring that there is sufficient space to allow the vehicle to be disconnected in a straight line.
- ◆ Ensuring that there is no danger to other persons/traffic and an obstruction is not being caused.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the candidate in action ensuring that the site selected can support the trailer and the vehicle and that the legs of the trailer will not sink into the ground.

## **7 Disconnect the connections between the unit and trailer, when uncoupling.**

Assessor — observe/record the candidate.

- ◆ Disconnecting the lines and electrical connections and storing them correctly on the stowing brackets on the tractive unit.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the candidate in action ensuring that all connections have been secured.
- ◆ Statement from the observing assessor.

## **8 Drive away from the trailer carefully and ensure the uncoupling has been achieved.**

Assessor — observe/record the candidate.

- ◆ Ensuring that the trailer brakes are applied.
- ◆ Removing the security 'dog clip' and pulling the release handle to disengage the 5th wheel jaws.
- ◆ Ensuring that the trailer legs are down and locked.
- ◆ Slowly drawing the tractor unit away from the trailer. If the tractor unit has mechanical suspension stopping when the trailer is clear of the fifth wheel.
- ◆ Ensuring that the vehicle suspension is lowered and the vehicle is driven slowly away from the trailer in a straight line.
- ◆ Before leaving the trailer, walking round it to check that it is safe.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video of the candidate in action disconnecting the trailer.
- ◆ Statement from the assessor observing the procedure.

## 9 Comply with all relevant legal, safety, and operating requirements during coupling and uncoupling.

Assessor — observe/record the candidate.

- ◆ Maintaining duty of care for self, vehicle, load and other road users when manoeuvring.
- ◆ Being vigilant at all times and having, as far as possible, all round visibility or identifying an elected person who can support the manoeuvre.
- ◆ Observing Road Traffic Act requirements.
- ◆ Observing Construction and Use Regulations.
- ◆ Ensuring that all company policies or specific instructions are carried out.
- ◆ Maintaining duty of care for all others involved either directly or indirectly.
- ◆ Checking that the trailer is in a position of safety for the trailer, the load, and other road users.
- ◆ Fitting the number plates and checking that the lights work.
- ◆ Connecting the emergency airline (red) and watching for any unexpected movement. (If the trailer moves, immediately disconnecting the emergency airline (red) and checking that the trailer parking brake has been applied.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Evidenced from the above.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

### (a) How different types of coupling work.

Assessor — question the candidate and look for all or some of the answers.

- ◆ Explanation of how the manual couple for the vehicle works.
- ◆ Explanation of how automatic coupling system works.
- ◆ Explanation of how the drawbar coupling works.

### (b) When different connections have to be made.

Assessor — question the candidate and look for all or some of the answers.

- ◆ Explanation of the connections that are made to the trailer/air lines, electrical, etc.

**(c) How to connect or disconnect the different connections.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Explain the sequence of coupling and ensuring the connection is correct (colour code/male/female/push fit/twist fit, etc).
- ◆ Explain the sequence of uncoupling and ensuring that the disconnection is correct (colour code/male/female/push fit/twist fit, etc, stored correctly).

**(d) The importance of selecting a safe and suitable place for uncoupling.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Ensure the area is level.
- ◆ The sub ground can support the legs of the trailer without sinking.
- ◆ That there is sufficient space to allow the vehicle to be disconnected in a straight line.
- ◆ There is no danger to other persons/traffic and an obstruction is not being caused.

**(e) The importance of ensuring the unit is aligned to the trailer for coupling and uncoupling.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ To ensure that the connection is made cleanly and accurately to prevent damage to the vehicle/trailer.
- ◆ So that when the trailer is being uncoupled the disconnection is clean and safe.

**(f) Why it is important to check the trailer brake is engaged.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ To prevent the trailer being dragged when being disconnected or pushed when connecting.
- ◆ If pushed or pulled damage can result to both the vehicle and the trailer/legs.

**(g) The importance of testing that the coupling is established.**

Assessor — question the candidate and look for all or some of the answers

- ◆ To ensure that the trailer is securely attached to the vehicle and locked into position.
- ◆ To prevent the trailer becoming detached and resulting in an accident.



**(h) Why it is important to ensure all connections are correctly stowed.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ To prevent damage to the connections.
- ◆ To prevent an accident situation to others around the vehicle.

**(i) How to prepare the trailer prior to uncoupling.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Ensure the area is level.
- ◆ The sub ground can support the legs of the trailer without sinking.
- ◆ That there is sufficient space to allow the vehicle to be disconnected in a straight line.
- ◆ There is no danger to other persons/traffic and an obstruction is not being caused.
- ◆ Trailer brake is engaged.
- ◆ Legs are lowered.
- ◆ Fifth wheel is unlocked/towing hitch is released.
- ◆ Vehicle suspension is lowered.
- ◆ Vehicle should be driven slowly away from the trailer.

**(j) What are the relevant legal, safety, and operating requirements?**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Duty of care for self, vehicle, load and other road users when manoeuvring.
- ◆ Being vigilant at all times and having, as far as possible, all round visibility or identifying an elected person who can support the manoeuvre.
- ◆ Road Traffic Act requirements.
- ◆ Construction and Use Regulations.
- ◆ Ensuring that all company policies or specific instructions from the customer relating to the consignment are carried out exactly as prescribed in relation to items such as; fragile components, hazardous goods, contamination (food), temperature, high value goods, specialist goods, dangerous goods (explosive/ fumes), and that all documentation is accurately completed and legible.
- ◆ Duty of care for all others involved either directly or indirectly.
- ◆ Checking that the trailer is in a position of safety for the trailer, load, and other road users.

## **FA0M 04 Make an Effective Contribution to the Business**

### **1 Seek and take realistic opportunities to meet your learning needs.**

Assessor — observe/record the candidate.

- ◆ Identifying own strengths and weaknesses.
- ◆ Setting targets/goals that can be obtained within the working schedules.
- ◆ Being aware of changing needs and developing a learning programme to meet the needs.
- ◆ Identifying the requirements for advancement and setting targets to achieve advancement.
- ◆ Self evaluating own needs and identifying any shortfall in performance.
- ◆ Discussing feedback from supervisors/managers on own performance.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ CPD records.
- ◆ Staff development records.
- ◆ Record of future trends/requirements.

### **2 Confirm tasks, priorities and responsibilities clearly and accurately with colleagues and/or the person setting them.**

Assessor — observe/record the candidate.

- ◆ Recognising the person most able to give guidance or action to resolve issues.
- ◆ Discussing feedback from supervisors/managers on own performance.
- ◆ Observing own responsibilities and effectively performing given tasks.
- ◆ Accurately confirming tasks with colleagues or the person setting the tasks.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Staff review report.
- ◆ A statement from the assessor observing the candidate.

### **3 Perform work tasks in ways that are consistent with good practice in your organisation.**

Assessor — observe/record the candidate.

- ◆ Using a level of language that the customer understands in keeping with company policy.
- ◆ Dressing in an acceptable manner as prescribed by the organisation.
- ◆ Being civil and courteous to customers and staff at all times.
- ◆ Indicating to the customer that the company cares for itself and therefore the customer.
- ◆ Making the customer feel safe and important to the company.
- ◆ Ensuring that the task is completed in the allocated time and to the recognised quality.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing the candidate.

### **4 Maintain your personal appearance, equipment and the work area in accordance with the organisation's requirements and image.**

Assessor — observe/record the candidate.

- ◆ Dressing in an acceptable manner as prescribed by the organisation.
- ◆ Being civil and courteous to customers and staff at all times.
- ◆ Ensuring that personal hygiene is maintained at all times.
- ◆ Being aware that strong foods can cause offence.
- ◆ Ensuring the vehicle is clean and that there is no graffiti on the vehicle.
- ◆ Ensuring the work area is maintained in a clean and safe condition at all times.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing the candidate.
- ◆ Clean vehicle.
- ◆ Company dress code followed.

**5 Report clearly, accurately and promptly the circumstances that prevent achievement of quality standards, to the relevant person.**

Assessor — observe/record the candidate.

- ◆ Identifying the best person to report to.
- ◆ Promptly passing a customer on to an appropriate colleague when their request/order cannot be met by the candidate.
- ◆ Demonstrating confidence regarding information and developing positive solutions to meet customers' needs.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing the candidate.
- ◆ Video/voice recordings of the event/task.

**6 Identify your own learning needs accurately from feedback and observation of your performance from people in a position to give it.**

Assessor — observe/record the candidate.

- ◆ Accessing CPD reports/information on development courses.
- ◆ Preparing personal statement of needs and targets.
- ◆ Self evaluating own needs and identifying any shortfall in performance
- ◆ Discussing feedback from supervisors/managers on own performance.
- ◆ Producing statements of procedures/help/self evaluation/own needs.
- ◆ Identifying or highlighting any areas of weakness or where training/retraining is needed.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Feedback reports.
- ◆ Staff review reports.
- ◆ Personal statements.

**7 Offer support to colleagues that is relevant to their priorities and consistent with meeting your own responsibilities.**

Assessor — observe/record the candidate.

- ◆ Identifying that a colleague has a problem and helping with work problems by offering informal training with the tasks or providing cover of tasks to allow time off to deal with a personal problem. Offering a sympathetic ear/moral support.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing the candidate.
- ◆ Memos, notes to other colleagues.
- ◆ Copies of work sheets showing coverage, etc.
- ◆ Memos, notes to other colleagues.
- ◆ Statements from other staff members.
- ◆ Feedback forms/statements from supervisors.

**8 Identify and solve misunderstanding and conflicts that are detrimental to working relationships.**

Assessor — observe/record the candidate.

- ◆ Identifying that information being requested by the colleague is not available, informs the colleague and promptly passes them on to a senior staff member/line manager.
- ◆ Actioning requests for information/assistance promptly, skilfully and without negative representation/action.
- ◆ Talking through problems calmly and agreeing common points.
- ◆ Identifying the actual problem.
- ◆ Referring to company procedure manuals, safety manuals, etc to gain a definitive answer.
- ◆ Implementing an agreed procedure to achieve a solution.
- ◆ Referring the problem to a supervisor/manager/union representative.
- ◆ Recognising the person most able to give guidance or action to resolve issues.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing the candidate.
- ◆ Statement from supervisors.
- ◆ Statements from other staff members.

## **9 Promptly action requests by others that fall within your responsibility.**

Assessor — observe/record the candidate.

- ◆ Promptly passing a customer on to an appropriate colleague when their request/order cannot be met by the candidate.
- ◆ Providing accurate information promptly to customers.
- ◆ Dealing promptly with all customer enquiries.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing the candidate.
- ◆ Statement from supervisors.
- ◆ Statements from other staff members.

## **10 Communicate effectively with other people.**

Assessor — observe/record the candidate.

- ◆ Presenting information in both written and oral form.
- ◆ Providing accurate information promptly to customers.
- ◆ Dealing promptly with all customer enquiries.
- ◆ Using a level of language that is in line with the company procedures.
- ◆ Communicating with others (eg peer group, managers, customers, public).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing the candidate.
- ◆ Statement from supervisors.

## **11 Ask colleagues for information and assistance in a clear and constructive manner.**

Assessor — observe/record the candidate.

- ◆ Making requests for information/assistance in a professional manner.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Memos, notes to other colleagues.
- ◆ Copies of work sheets showing coverage, etc.

## **12 Comply with organisation's procedures and all relevant legal, safety and operating requirements.**

Assessor — observe/record the candidate.

- ◆ Dealing promptly with all customer enquiries.
- ◆ Providing accurate information promptly to customers.
- ◆ Presenting information in both written and oral form clearly and precisely.
- ◆ Demonstrating confidence regarding information and developing positive solutions to meet customers' needs.
- ◆ Promptly passing a customer on to an appropriate colleague when their request/order cannot be met by the candidate.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from the assessor observing the candidate.
- ◆ Copy of the customer inquiry with in and out dates.
- ◆ Statement from co workers/supervisors.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

### **(a) The importance of understanding your own work role.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Leads to improved working relationships.
- ◆ To help improve the individual's overall performance.
- ◆ Speed up the operation.
- ◆ Gives flexibility within the workforce by all staff knowing each other's work role.
- ◆ Prevents arguments between colleagues.
- ◆ Ensures security and efficiency.
- ◆ Reinforces personal confidence in dealing with work related tasks.
- ◆ Identifies or highlights the areas of weakness or where training /retraining is needed.
- ◆ Responding quickly and effectively to customer/colleagues/ managers needs/instructions.
- ◆ Ensuring the integrity of the company at all times, protecting customers details (Data Protection Act), and offering the customer a duty of care.

**(b) The quality and output requirements of yourself and colleagues.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Operating to company procedures at all times.
- ◆ Being civil and courteous to customers at all times.
- ◆ Making the customer feel important to the company.
- ◆ Providing a continuous quality service which leads to improved working relations with both customers and colleagues.
- ◆ Acting promptly and treat people with respect.
- ◆ Treating equipment as if it was your own.
- ◆ Identifying customer needs and priorities.
- ◆ Operating within the company's parameters at all times.
- ◆ Ensuring that work schedules and tasks are carried out efficiently, on time and as the procedure(s) demand.
- ◆ Reporting to customers orally, providing recommended remedial action and approximate costs from the observations and conclusions made during the initial contact/discussion.
- ◆ Making suggestions and providing guidance on effectiveness in relationship to cost, safety, time off road, speed of delivery, quality of job and guarantee.
- ◆ Ensuring the integrity of the company at all times, protecting customers details (Data Protection Act), and offering the customer a duty of care.

**(c) Agreed working practices.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Operating to company procedures at all times.
- ◆ Being civil and courteous to customers at all times during the interaction.
- ◆ Using a level of language that the customer understands and is in keeping with company policy.
- ◆ Reassuring the customer that the company cares for the custom being given.
- ◆ Making the customer feel important to the company.
- ◆ Promoting confidence, trust and the integrity of the company.
- ◆ Providing a continuous quality service which leads to improved working relations with both the customer and colleagues.
- ◆ Demonstrating efficiency within the company and setting targets or encouraging others to respond in kind.
- ◆ Raising the company profile in relation to competitors and customers.
- ◆ Being clean in own person, work area, vehicle, etc.



**(d) Requirements for special clothing, standards of appearance and methods for maintaining your equipment and work area.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Dress smartly in accordance with company standards — (items such as — shirt, tie, overalls, coat, high visibility clothing, safety hat, safety boots/shoes, etc. Be clean and tidy at all times).
- ◆ Specialist clothing depending on the job should be worn correctly (no overalls tied round the body), and be clean and tidy at all times to reflect the company image. Ensure that no clothing is torn and incorrectly fastened.
- ◆ Company requirements (uniform/standard of dress) worn at all times.
- ◆ No smoking, using mobile phones or having tea/coffee/meal while driving/open to customer view.
- ◆ Ensuring the work area is maintained in a clean and safe condition at all time.
- ◆ Ensuring the vehicle is clean and that there is no graffiti on the vehicle.
- ◆ Being aware that strong foods can cause offence. Ensure personal hygiene is always of a high standard.
- ◆ Being civil and courteous to customers and staff at all times
- ◆ Follow set working procedures continuously.
- ◆ Work area to be kept clean and tidy, tools/equipment correctly stored.
- ◆ Operate within the COSHH/Health and Safety Regulations.

**(e) Circumstances that may prevent you meeting quality standards and what action should be carried out.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ The type of load or the loading/unloading environment — (dirty, dusty, smelly).
- ◆ Information/service being requested by the customer is not available.
- ◆ Requests outwith your area of responsibility, knowledge, or job description or that you have not been trained to carry out.
- ◆ Unreasonable requests which cannot be carried out legally, on time, or out with the company's operational limits.
- ◆ Operations out with the COSHH/Health and Safety regulations.
- ◆ Dispute with customers/colleague or company (strike action).
- ◆ Bad weather conditions/road traffic accident/diversions/strike action (picket line).
- ◆ Loading and unloading restrictions/access to the load.
- ◆ Weight/shape/length/height of load with inadequate/unsuitable lifting equipment.

**(f) The importance of feedback in improving personal work performance.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Knowing that you are meeting the requirements of the job.
- ◆ Identifies shortfalls in performance.
- ◆ Opens avenues for directed training requirements.
- ◆ Helps to instil confidence.

**(g) How to identify learning needs.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ CPD reports/information on development courses.
- ◆ Personal statement of needs and targets.
- ◆ Identifies or highlights the areas of weakness or where training/retraining is needed.
- ◆ Evaluating own needs and any shortfall in performance.
- ◆ College/university programmes/courses.
- ◆ Manufacturers' up grading courses.
- ◆ Open learning/distance, computer-based interactive courses.

**(h) Opportunities for learning that are available and how to select the relevant ones.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ CPD reports/information on development courses.
- ◆ Identifies or highlights the areas of weakness or where training /retraining is needed.
- ◆ Company information sheet.
- ◆ Promotional requirements.
- ◆ Company training manager.

**(i) How to recognise when colleagues need support and how to decide if giving support is consistent with your responsibilities.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Identifying that a colleague is under pressure when they fall behind with the workload.
- ◆ Realising that a colleague is in difficulty/under pressure and offering assistance with the task.
- ◆ Colleagues working extra-unpaid hours to catch up.
- ◆ When colleague's morale is low, temper is short and their attitude towards others is very blunt.
- ◆ Suggest mechanical handling equipment or assist with the task.
- ◆ Report your finding to the line manager and offer constructive suggestions to overcome the problem.

- ◆ Recognising that a colleague is in difficulty/under pressure and offering assistance with the task if you have the time and the knowledge.

**(j) The importance of supporting colleagues and the difference it makes to productivity.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ To help improve the individual's overall performance.
- ◆ Leads to improved working relationships.
- ◆ Cements the team spirit and gives others a sense of belonging (a happy worker is a productive worker).
- ◆ Develops skills in self and others.
- ◆ Can speed up the operation leading to profitability.
- ◆ If all staff are aware of each other's work role there will be more flexibility within the workforce.
- ◆ Can help with staff cover due to holidays, illness, training, home problems, etc.

**(k) The importance of recognising difficulties and misunderstandings and ways of dealing with them constructively.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ If left unchecked, small misunderstanding can grow into larger and uncontrollable problems that affect the productivity and harmony of all the staff.
- ◆ Misunderstanding if not cleared up effectively and promptly can affect the quality of service customers receive and therefore impact on the profitability of the company.
- ◆ Resolve problems which can affect the harmony of the workforce.

**(l) How to communicate effectively with others.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Presenting information in both writing and orally.
- ◆ Providing accurate information promptly to customers.
- ◆ Using a level of language that is in line with company procedures.
- ◆ Dealing promptly with customer's enquiries.
- ◆ Speaking clearly at a reasonable level, and not using highly technical language that other people may not understand.
- ◆ Keep answers simple and short.

**(m) How to make and respond to requests for support constructively, including how to respond when you cannot action requests.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Recognising that a colleague is in difficulty/under pressure and offering assistance with the task if you have the time and the knowledge.
- ◆ Reporting finding to the line manager and offering constructive suggestions to overcome the problem.

**(n) What the organisation's procedures and all relevant legal, safety and operating requirements are.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Dealing promptly with all customer enquiries.
- ◆ Providing accurate information promptly to customers.
- ◆ Presenting information in both in writing and orally, clearly and concisely.
- ◆ Demonstrating confidence regarding information and developing positive solutions to meet customers' needs.
- ◆ Promptly passing a customer on to an appropriate colleague when their request/order cannot be met by the candidate.

## **FA0N 04 Contribute to the Provision of Customer Services**

### **1 Take time, within operational constraints, to develop positive relationships with customers.**

Assessor — observe/record the candidate.

- ◆ Acknowledging and giving the customer individual attention by recognising who is first in line, greeting him/her in a friendly, cheerful manner.
- ◆ Dealing with the customers' requirements fully without dividing attention between the customer and any other issues/ interruptions.
- ◆ Identifying the priorities in relation to the task (times, deadlines, handling, special instructions/customs and excise certification/requirements).
- ◆ Collecting all the data/information required, to meet the customers actual requirements/needs.
- ◆ Using a level of language in keeping with company policy.
- ◆ Responding quickly and effectively to the needs or instructions of customers/colleagues/managers.
- ◆ Promptly dealing with requests from customers/other staff members.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video/voice recordings of the event/task.
- ◆ Invoices, customer instructions, route cards, delivery schedules, customer requests for specific times, etc.
- ◆ Self statements of procedures/help/interaction.
- ◆ Delivery notes, consignment notes, customer records.
- ◆ Statement from assessor observing candidate.

## **2 Ensure that your appearance and conduct are consistent with the organisation's image at all times.**

Assessor — observe/record the candidate.

- ◆ Dressing in an acceptable manner.
- ◆ Dressing smartly in accordance with company standards — (items such as — shirt, tie, overalls, coat, high visibility clothing, safety hat, safety boots/shoes, etc).
- ◆ Maintaining good personal hygiene.
- ◆ Being aware of the result of strong foods eaten and close proximity of customers and others.
- ◆ Using a level of language in keeping with company policy.
- ◆ Being clean and tidy at all times.
- ◆ Following working procedures continuously.
- ◆ Ensuring personal hygiene is always of a high standard.
- ◆ Ensuring no clothing is torn or incorrectly fastened.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from assessor observing candidate.
- ◆ Statement from co workers/supervisors.

## **3 Ensure that commitments made to customers are realistic, within the limits of your own authority and within operational constraints.**

Assessor — observe/record the candidate.

- ◆ Making suggestions on cost effectiveness, replacement in relationship to cost, safety, time off road, speed of repair, quality of job and guarantee that are in line with company procedures/ instructions.
- ◆ Correctly informing customers of company policies for payment/collection arrangements, customer signature, company paperwork/service documentation to form the contract/ delivery notes, etc.
- ◆ Reporting promptly, orally or in writing, to line manager.
- ◆ Being accurate when giving information regarding the types of vehicle for load suitability and flexibility, guaranteed service times to meet customer requirements, load security.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from assessor observing candidate.
- ◆ Statement from co workers/supervisors.
- ◆ Copy of the report given.

**4 Communicate with the customer in a way that maintains effective working relationships and promotes confidence, goodwill and trust.**

Assessor — observe/record the candidate.

- ◆ Reinforcing the company's quality services to existing customers and passing on information regarding changes that could be advantageous to the customer relationship (flexibility, costs, special rates, discounts, special promotions, seasonal information and timely delivery guarantees).
- ◆ Dealing promptly with all customer enquiries.
- ◆ Being accurate when giving information regarding the types of vehicle for load suitability and flexibility, guaranteeing service times to meet customer requirements and load security.
- ◆ Taking the time to sell/promote company services.
- ◆ Using a level of language that the customer understands in keeping with company policy.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from assessor observing candidate.
- ◆ Statement from co workers/supervisors.
- ◆ Copy of the report/communication given to customer.

**5 Ensure that your information is relevant, accurate, up-to-date and reflects organisational policy.**

Assessor — observe/record the candidate.

- ◆ Providing accurate information promptly to customers.
- ◆ Presenting information both in writing and orally.
- ◆ Demonstrating confidence regarding information and developing positive solutions to meet customers' needs.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Personal statement.
- ◆ E-mail response to customers or others.
- ◆ Written information replies to customers.
- ◆ Videos, photographs, statements, voice recordings.
- ◆ Statement from assessor observing candidate.

**6 Demonstrate an ability to listen to the customers' needs and provide sufficient information.**

Assessor — observe/record the candidate.

- ◆ Providing accurate information promptly to customers.
- ◆ Presenting information both in writing and orally.
- ◆ Listening carefully to the information from the customer.
- ◆ Noting the information carefully and confirming that the information taken down is accurate.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from assessor observing candidate.
- ◆ Information/request from customer.

**7 Promptly refer requests which are outside the limits of your authority to the relevant people.**

Assessor — observe/record the candidate.

- ◆ Identifying that the request is out with the limits of their authority.
- ◆ Identifying an appropriate person to deal with the request.
- ◆ Passing the information to the relevant person promptly.
- ◆ Recording all information that is passed on.
- ◆ Promptly passing on the customer when he/she cannot meet the customer's requirements/needs.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Copy of the report/communication/note given to authorised person.
- ◆ Statement from co workers/supervisors.
- ◆ Statement from assessor observing candidate.

**8 Maintain business and customer confidentiality at all times.**

Assessor — observe/record the candidate.

- ◆ Ensuring legal requirements under the Data Protection Act.
- ◆ Ensuring confidentiality when giving security details to bank/financial institutions with customer/staff details.
- ◆ Taking steps to avoid the misuse of information, such as for industrial espionage.
- ◆ Ensuring that information is recorded accurately in order to avoid it being used to the detriment of the company/co workers/customers.
- ◆ Ensuring that customer/staff/load and company security is not compromised (eg value of load, route, security details, time scales, parking points, etc).



The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Statement from assessor observing candidate.
- ◆ Statement from supervisor.

## **9 Accurately establish the nature of a complaint.**

Assessor — observe/record the candidate.

- ◆ Being civil and courteous to customers at all times.
- ◆ Listening carefully to the complaint, talking the problem through calmly and agreeing common points.
- ◆ Referring to the company's procedure manual to obtain a definitive action for the complaint.
- ◆ Getting a member of staff to take down information in the first instance — selecting someone with good interpersonal skills who is able to defuse the situation and placate the customer.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Personal statements of events and actions taken.
- ◆ Referral procedures used.
- ◆ Copies of complaints dealt with in the course of business.
- ◆ Video recordings, photographs, voice recordings.

## **10 Pass on accurately recorded complaints and report them to the relevant person/department in your organisation and demonstrate your organisation's procedures for failed deliveries.**

Assessor — observe/record the candidate.

- ◆ Acting promptly, keeping calm and being effective.
- ◆ Remaining polite at all times.
- ◆ Moving the customer away from the main service area and other customers.
- ◆ Ensure that any information that is passed on is accurate.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Personal statements of events and actions taken.
- ◆ Referral procedures used.
- ◆ Copies of complaints dealt with in the course of business.
- ◆ Video recordings, photographs, voice recordings.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

**(a) The organisational approach to developing and maintaining effective relationships with customers.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Acting promptly, keeping calm and being effective.
- ◆ Being civil and courteous to customers at all times.
- ◆ Ensuring compliance with legal requirements under the Data Protection Act.
- ◆ Ensuring confidentiality when giving security details to bank/financial institutions with customer/staff details.
- ◆ Identifying that the request is out with the limits of authority.
- ◆ Providing accurate information promptly to customers.
- ◆ Listening carefully to the information from the customer.
- ◆ Noting the information carefully and confirming that the information taken down is accurate.
- ◆ Taking the time to sell/promote the company services.
- ◆ Using a level of language that the customer understands in keeping with company policy.

**(b) What the organisation's image is, and why it is important to promote it positively.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Candidate should be able to state the company image policy.
- ◆ Improves profitability of the company.
- ◆ Gives the company an identity the customer can recognise.
- ◆ Good advertising.
- ◆ Gives staff identity and a feeling of being a part of the company.
- ◆ Provides a positive message of care to the customer.

**(c) The range and essential features of services available, and how these relate to customer requirements.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Candidate should be able to explain the features of their company's services.
- ◆ Cost effective.
- ◆ Efficiency, guaranteed delivery, requests carried out correctly.
- ◆ Security of business.

**(d) How operational constraints and the limits of your own authority impact on service provision.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ No authority to give price/quote and have to pass on the request to others – loss of potential business.
- ◆ Unable to fulfil the customer's needs and requirements.
- ◆ Slows down decision making from the point of contact to the customer.
- ◆ Turns customers away from the company.
- ◆ Reduces flexibility of staff.
- ◆ Can reduce profitability.
- ◆ Can put staff in difficult situations when dealing with complaints or adjustments in service provided.

**(e) The importance of effective communication and the implications of not communicating effectively.**

Assessor — question the candidate and look for all or some of the answers.

Clarity in communication:

- ◆ Prevents misunderstandings/delays in resolving problems and further arguments/disagreements.
- ◆ Promotes confidence and trust.
- ◆ Improves the quality of service.
- ◆ Prevents the same problem occurring again.

Ineffective/incorrect communication:

- ◆ Can lead to customer mistrust or loss of custom/profitability.
- ◆ Can lead to further problems (legal/court/costs).

**(f) The importance of fully understanding the customer's needs.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Promotes confidence, trust and integrity of the company.
- ◆ Makes the customer feel safe and important to the company.
- ◆ Indicates to the customer that the company cares for itself and therefore the customer.

**(g) Why information must be relevant, accurate and up to date.**

Assessor — question the candidate and look for all or some of the answers.

Out of date information will lead to:

- ◆ Delays in delivery/uplift.
- ◆ Loss of business and reduced profitability.
- ◆ Reduced customer confidence.
- ◆ Reduced stature of the company.
- ◆ Poor staff morale.

**(h) What to do when sufficient information to meet the customer's needs is not immediately available.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Contact the traffic office/controller promptly.
- ◆ Contact the supervisor promptly.

**(i) The importance of maintaining business and customer confidentiality at all times.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ To meet legal requirements under the Data Protection Act.
- ◆ To maintain security of customers and staff bank/financial information.
- ◆ To avoid the misuse of information, such as industrial espionage.
- ◆ To avoid information being used to the detriment of the company/co workers/customers.
- ◆ To avoid customer/staff/load and company security being compromised (eg value of load, route, security details, time scales, parking points, etc).

**(j) Why accurate and complete records are important, the possible consequences of incorrect records and who they should be passed to.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ All paper work must be handed to the traffic office/controller/supervisor immediately on return to base.
- ◆ Accurate records are required for accurate pricing, dealing with claims/returns/, to identify if payments have been made, VAT and Customs and Excise requirements.
- ◆ Incorrect records can lead to reduced profitability, problems with claims/customs, delays, etc.

**(k) The importance of good customer relations, and the consequences of failing to develop and maintain good customer relations.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Promotes confidence, trust and integrity of the company.
- ◆ Makes the customer feel safe and important to the company.
- ◆ Provide a continuous quality service to the customer.
- ◆ Provides the customer with correct information regarding the company that can lead to the return business.
- ◆ Instils confidence in the customer that the company provides value for money, reliable delivery times, is able to meet requests, maintains security of the load and information.
- ◆ Not maintaining good customer relations will lead to customers losing confidence in the company, loss of custom and reduced profitability.

**(l) The organisational approach to providing service related information to customers.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Candidates should be able to explain their organisation's approach to providing service information to customers.

**(m) The type of customer request that must be referred to others in the organisation and the importance of keeping the customer informed of any action being taken.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Claims
- ◆ Payment disputes
- ◆ Missed delivery dates/time
- ◆ Non delivery
- ◆ Short load
- ◆ Special requests out with standard practices

**(n) The range of customers likely to be encountered, and the concept of an internal customer.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Candidates should be able to explain the range of customers they deal with.
- ◆ Internal customers are all employees of the company, often services provided to another department will be charged by using an internal invoice or transferring budgets.

**(o) Your organisation's complaints procedure and the consequences of not following procedures.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Candidate should be able to explain the complaints procedure of their company.
- ◆ Not following can lead to customer dissatisfaction/loss of business.
- ◆ Legal action.

**(p) The importance of meeting scheduled deliveries and what action to take if you fail to meet the schedule.**

Assessor — question the candidate and look for all or some of the answers.

- ◆ Deliveries are late or not fully met.
- ◆ Customer dissatisfaction/loss of business.
- ◆ Contact the traffic office/supervisor promptly.

## H0A3 04 Maintain Health and Safety in Logistics Operations

### What this standard is about

This standard is about being able to identify and reduce risks to self and colleagues. It covers the use of personal protective equipment and how to follow procedures for evacuating logistics facilities.

### Who this standard is for

This standard 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.

You will be able to:	You will know and understand:
<ol style="list-style-type: none"> <li>1 Follow regulations and organisational procedures for health, safety, and security at all times.</li> <li>2 Provide support to <b>colleagues</b> to check that health, safety, and security procedures are followed at all times.</li> <li>3 Use <b>personal protective equipment</b> correctly.</li> <li>4 Identify promptly health and safety hazards and security issues.</li> <li>5 Take immediate action to prevent injury, theft, or damage, and give priority to the protection of people over organisational performance.</li> <li>6 Respond to incidents affecting health, safety, and security by using the appropriate <b>safety equipment</b> and carrying out the safety procedures specified by the organisation.</li> <li>7 Identify when it is necessary to evacuate the workplace, and use the approved escape routes and assembly points.</li> <li>8 Report accidents and near misses to the appropriate people and record them in the appropriate electronic or manual information systems within the limits of your authority.</li> </ol>	<ol style="list-style-type: none"> <li>(a) Legislation, regulations, and <b>organisational procedures</b> that apply to health and safety in the workplace.</li> <li>(b) Responsibilities of all workers for health, safety, and security.</li> <li>(c) Specific role responsibilities of colleagues for health, safety, and security.</li> <li>(d) <b>Personal protective equipment</b> that should be used for different activities, and how to use it correctly.</li> <li>(e) Types of health, safety, and security issues that could occur.</li> <li>(f) <b>Safety equipment</b> and procedures that should be used for different types of incident.</li> <li>(g) Accident and emergency procedures of the organisation, including individual roles and responsibilities.</li> <li>(h) Alarm systems and procedures for contacting the emergency services.</li> <li>(i) Location of the approved escape routes and assembly points.</li> <li>(j) Your responsibilities for reporting accidents and emergencies.</li> <li>(k) Roles and responsibilities of different colleagues.</li> </ol>

<b>You will be able to:</b>	<b>You will know and understand:</b>
<p>9 Comply with the organisation's procedures and all relevant <b>legal, safety and operating requirements</b> relating to health and safety.</p>	<p>(l) The relevant <b>legal, safety and operating requirements</b> relating to health and safety.</p>
<p><b>Glossary/examples</b></p> <p><b>Personal Protective Equipment (PPE):</b> high visibility vests, hard hats, protective clothing, eye protection, gloves.</p> <p><b>Colleagues:</b> permanent, temporary, agency staff.</p> <p><b>Safety equipment:</b> cages, chains, cut off switches, isolators, signs, PPE, walkways.</p> <p><b>Legal, safety and operating requirements:</b> safety regulations, codes of practice, load restrictions, working time directive, transport regulations.</p>	



## H0A4 04 Moving or Handling Goods in Logistics Operations

### What this standard is about

This standard is about the movement and handling of goods within a single location or between different locations. It deals with identifying hazards that might occur in moving or handling goods safely.

### Who this standard is for

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

You will be able to:	You will know and understand:
<ol style="list-style-type: none"> <li>1 Identify the goods to be moved or handled.</li> <li>2 Identify any <b>hazards</b> in moving or handling the goods, and take the appropriate action to minimise any risks.</li> <li>3 Use suitable methods to handle the goods correctly and safely.</li> <li>4 Position and set down the goods correctly in the desired location.</li> <li>5 Place the goods so that they can be identified and accessed easily.</li> <li>6 Identify any problems with the goods at any stage, and take the appropriate action to deal with them.</li> <li>7 Record work according to organisational procedures.</li> <li>8 Comply with the organisation's procedures and all relevant <b>legal, safety and operating requirements</b> relating to the movement or handling of goods.</li> </ol>	<ol style="list-style-type: none"> <li>(a) The types of goods being handled or moved.</li> <li>(b) Types of workplace <b>hazards</b> that may be encountered, and how to deal with them.</li> <li>(c) Ways of safely moving or handling different types of goods.</li> <li>(d) When to ask for help in handling goods, and who to ask.</li> <li>(e) Locations of different types of goods.</li> <li>(f) How to place goods so that they can be easily identified and accessed.</li> <li>(g) Procedures for dealing with loss or damage to goods.</li> <li>(h) Roles and responsibilities of different <b>colleagues</b>.</li> <li>(i) The relevant <b>legal, safety and operating requirements</b> relating to the movement or handling of goods.</li> </ol>
<p><b>Glossary/examples</b></p> <p><b>Hazards:</b> size, weight, description, damage.</p> <p><b>Colleagues:</b> permanent, temporary, agency staff.</p> <p><b>Legal, safety and operating requirements</b> safety regulations, codes of practice, load restrictions, working time directive, transport regulations.</p>	

## F350 04 Optimise the Use of Logistics Resources

### What this standard is about

This standard is about identifying the appropriate resources, and planning how to use them.

It is about monitoring resource use to improve performance.

### Who this standard is for

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

You will be able to:	You will know and understand:
1 Identify the availability and demand for logistics <b>resources</b> in the organisation.	(a) Types of <b>resources</b> used in specific logistics operations.
2 Identify the level and type of <b>resources</b> used for the logistics operations.	(b) The factors that could affect the use of <b>resources</b> .
3 Identify factors which could affect the use of logistics <b>resources</b> .	(c) Methods for optimising <b>resources</b>
4 Determine how the logistics <b>resources</b> could be used more effectively and efficiently.	(d) The types of problem associate with the use of different types of <b>resources</b> .
5 Plan the use of logistics <b>resources</b> to achieve a suitable balance of usage and performance.	(e) Legislation and regulations relating to health, safety, and logistics operations.
6 Monitor the use of logistics <b>resources</b> to identify any positive or negative effects on the environment.	(f) Sources of information on legislation and regulations.
7 Identify ways of improving or developing the used logistics <b>resources</b> .	(g) Regulatory bodies and their compliance requirements.
8 Record work according to organisational procedures.	(h) Roles, responsibilities, and management systems.
9 Comply with the and all relevant <b>legal, safety and operating requirements</b> relating to the use of logistics resources.	(i) Working practices, operating procedures, guidelines, and codes of practice.
	(j) Information systems and communication methods used by the organisation.
	(k) What the relevant <b>legal, safety and operating requirements</b> relating to the use of logistics resources.

**Glossary/examples**

**Resources:** stock control systems, warehouse management systems, documentation, transport types, manpower, lifting and handling equipment, route planning tools, computer software.

**Legal, safety and operating requirements** safety regulations, codes of practice, load restrictions, working time directive, transport regulations.

## F347 04 Apply Technology in Logistics Operations

### What this standard is about

This standard is about using technology effectively and efficiently. It includes checking that colleagues know how to use technology and identifying possible improvements in the use of technology.

### Who this standard is for

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

You will be able to:	You will know and understand:
1 Ensure that <b>technology</b> is applied efficiently and effectively during logistics operations.	(a) Equipment and systems that are available.
2 Follow specified maintenance schedules according to manufacturers' and organisational procedures.	(b) Latest technological advances.
3 Check that <b>colleagues</b> using the <b>technology</b> understand its use and are competent in its operation.	(c) Implications of changes in <b>technology</b> .
4 Monitor colleagues to ensure that the <b>technology</b> is used safely in a way that is approved by the organisation.	(d) Legislation and regulations relating to health, safety, and logistics operations.
5 Identify and respond to any training needs associated with the use of the <b>technology</b> .	(e) Sources of information on legislation and regulations.
6 Identify ways in which the technology has improved logistics operations, and recommend any further potential improvements.	(f) Regulatory bodies and their compliance requirements.
7 Devise effective ways of responding to failures in the <b>technology</b> .	(g) Roles, responsibilities, and management systems.
8 Identify any <b>issues</b> arising from the use of the <b>technology</b> and take the appropriate action to respond to them.	(h) Working practices, operating procedures, guidelines, and codes of practice.
9 Record work according to organisational procedures.	(i) Information systems and communication methods used by the organisation.
	(j) What the relevant <b>legal, safety and operating requirements</b> when applying technology.

<b>You will be able to:</b>	<b>You will know and understand:</b>
10 Comply with the organisation's procedures and all relevant <b>legal, safety and operating requirements</b> when applying technology.	

**Glossary/examples**

**Technology:** stock control systems, warehouse management systems, lifting and handling equipment, route planning tools, computer software.

**Issues:** lack of training, malfunction, repair programs.

**Colleagues:** permanent, temporary, agency staff.

**Legal, safety and operating requirements** safety regulations, codes of practice, load restrictions, working time directive, transport regulations.

## H0A6 04 Minimise the Environmental Impact of Logistics Operations

You will be able to:	You will know and understand:
1 Implement and promote the organisation's environmental policy.	(a) Environmental protection measures used in organisations.
2 Monitor the use of energy and materials to deliver logistics operations.	(b) Systems to assess environmental impact.
3 Identify the effects on the <b>environment</b> of logistics operations.	(c) Environmental issues affecting the logistics industry.
4 Assess the environmental risks of specific logistics operations before they are undertaken.	(d) Organisation's environmental policy.
5 Identify ways to reduce any adverse effects on the <b>environment</b> .	(e) Recycling and disposal of surplus materials.
6 Identify ways to use energy and material more effectively and efficiently.	(f) Legislation and regulations applying to the disposal of surplus materials.
7 Dispose of or recycle surplus materials according to organisational procedures.	(g) Legislation and regulations relating to health, safety, and logistics operations.
8 Brief visitors and subcontractors of their environmental responsibilities when dealing with the organisation.	(h) Sources of information on legislation and regulations.
9 Suggest ways to minimise the <b>environmental impact</b> of logistics operations.	(i) Regulatory bodies and their compliance requirements.
10 Record work according to organisational procedures.	(j) Roles, responsibilities, and management systems.
11 Comply with the organisation's procedures and all relevant <b>legal, safety and operating requirements</b> when monitoring the environmental impact of operations.	(k) Working practices, operating procedures, guidelines, and codes of practice.
	(l) Information systems and communication methods used by the organisation.
	(m) What the relevant <b>legal, safety and operating requirements</b> when monitoring the environmental impact of operations.

**Glossary/examples**

**Environment:** the natural environment, ie land, air and water.

**Environmental impact:** any change to the environment resulting from an organisation's activities, products or services.

**Legal, safety and operating requirements** safety regulations, codes of practice, load restrictions, working time directive, transport regulations.

## **FA0R 04 Maintain Personal Hygiene for Food Safety in a Logistics Environment.**

### **1 Keep your hair, skin and nails in a suitable condition for working with food.**

Assessor — observe/record that the candidate's:

- ◆ Hair is clean, groomed and if long it is tied back or covered.
- ◆ Their hands and arms are clean and free from stains, dirt, hand lotions or skin disorders.
- ◆ If they have any facial hair (eg a beard) they are wearing a disposable beard mask.
- ◆ Their nails are short, clean and free from nail polish and false nails.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Company's set safety checklist.
- ◆ Company's COSHH and Health and Safety Regulations.
- ◆ Confirmation that the company's procedures have been followed.
- ◆ A statement from the assessor visually assessing.

### **2 Follow organisational procedures on what jewellery and accessories can be worn.**

Assessor — observe/record the candidate.

- ◆ Ensuring that they are not wearing jewellery which could cause a health and safety risk, such as jewellery that is loose or could come apart (eg necklaces, bangles, rings, watches, pins, etc).
- ◆ Ensuring that no items are worn or brought into food handling areas that could get into the food and pose a threat to the safety and quality of the food.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Confirmation that the company's procedures have been followed.
- ◆ A statement from the assessor visually assessing.



### **3 Wash your hands at the right times using the correct methods.**

Assessor — observe/record the candidate.

- ◆ Washing their hands after using the toilet, handling different types of food produce (cooked/raw meat) using soap and flowing water.
- ◆ Washing their hands after handling/touching or coming into contact with money, soiled aprons, soiled uniform/clothes, outdoor/indoor shoes, items that have fallen on the floor, floor cleaning/spillages, soiled cleaning tools (mops, brooms, buckets, bins), hair, skin, before handling ready-to-eat food (particularly wet, ready-to-eat food such as lettuce).
- ◆ Washing hands with soap and flowing water to reduce the risk from pathogenic microorganisms.
- ◆ Ensuring that employees who handle food have access to an appropriate cleaning compound/sanitiser and that they wash their hands and exposed parts of their arms by vigorously rubbing their lathered hands and arms together for at least 20 seconds then thoroughly rinsing with clean water.
- ◆ Ensuring employees pay particular attention to the areas underneath the finger nails and between the fingers.
- ◆ Demonstrating awareness of various contaminates (eg bases of boxes could be contaminated by meat/poultry juices) and washing/sanitising hands immediately if contact is made with any contaminate.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Confirmation that the company's procedures have been followed.
- ◆ A statement from the assessor visually assessing.

### **4 Wear clean clothes, including any protective clothing the organisation provides.**

Assessor — observe/record the candidate.

- ◆ Ensuring that protective clothing is used and it is in a clean/ laundered condition.
- ◆ Ensuring that a disposable beard mask is worn to cover any facial hair.
- ◆ Ensuring that long or unkempt hair is covered, if required.
- ◆ Ensuring that over sleeve protectors are used when required.
- ◆ Ensuring that aprons or tabards are used when required.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Confirmation that the company's procedures have been followed.
- ◆ A statement from the assessor visually assessing.

**5 Avoid unsafe behaviour that could contaminate the food you are working with.**

Assessor — observe/record the candidate.

- ◆ Ensuring that behaviour that may compromise the safety of food is avoided, such as: touching the face, nose, mouth or hair, smoking, chewing gum, eating, drinking, scratching, coughing, sneezing, spitting, handling money, etc.
- ◆ Ensuring that material which is unfit for human consumption is segregated.
- ◆ Disposing of any rejected material in a hygienic manner.
- ◆ Protecting food and food ingredients from contamination by pests, chemical, physical or microbiological contaminants or other objectionable substances during handling, storage and transport.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Confirmation that the company's procedures have been followed.
- ◆ Safety check list.
- ◆ A statement from the assessor visually assessing.

**6 Report any open wounds, skin infections and infectious illnesses promptly to the appropriate person.**

Assessor — observe/record the candidate.

- ◆ Reporting to company nurse/doctor, foreperson, supervisor, manager.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Confirmation that the company's procedures have been followed.
- ◆ Safety check list.
- ◆ A statement from the assessor visually assessing.

**7 Make sure that any open wounds and skin infections are treated and covered with a suitable dressing.**

Assessor — observe/record the candidate.

- ◆ Ensuring that cuts and wounds, where personnel are permitted to continue working, are covered by suitable waterproof dressings.
- ◆ The dressing is high visibility (normally blue).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ A statement from the assessor visually assessing.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

**(a) How clean hair, skin, nails and clothing contribute to food safety.**

- ◆ Promoted good hygiene practices.
- ◆ Complies with the regulations of the UK Food Safety Act.
- ◆ Prevents known causes of food poisoning.
- ◆ Prevents food contamination.
- ◆ Removes the risk from pathogenic micro organisms.
- ◆ Helps to prevent microbiological cross contamination.
- ◆ Helps to prevent physical and chemical contamination.
- ◆ Helps to prevent cross contamination caused by the transfer of harmful bacteria between foods by direct contact (eg the juices of raw meat being transferred to cooked meat).
- ◆ Helps to prevent cross contamination caused by the indirect contact via hands, clothing, cloths, equipment or other surfaces.

**(b) How jewellery and other accessories can put food safety at risk.**

- ◆ Increases the risk from pathogenic microorganisms.
- ◆ Can cause physical and chemical contamination.
- ◆ Can cause microbiological cross contamination.
- ◆ If found in food can act as a sign of more widespread problems with hygiene.

**(c) The types of protective clothing you must wear at work.**

Company clothing provided for food safety reasons, which could include:

- ◆ Trousers — light coloured
- ◆ Tops such as jackets or tabards
- ◆ Coats — light coloured
- ◆ Disposable gloves
- ◆ Disposable headgear such as caps, hairnets, beard masks

**(d) The right times to wash your hands, and how to wash your hands effectively.**

- ◆ Wash hands after using the toilet, handling different types of food produce (cooked/raw meat) using soap and flowing water.
- ◆ Wash hands after handling/touching or coming into contact with money, soiled aprons, soiled uniform/clothes, outdoor/indoor shoes, items that have fallen on the floor, floor cleaning/spillages, soiled cleaning tools (mops, brooms, buckets, bins), hair, skin, before handling ready-to-eat food (particularly wet, ready-to-eat food such as lettuce).
- ◆ Wash hands with soap and flowing water to reduce the risk from pathogenic microorganisms.
- ◆ Use an appropriate cleaning compound/sanitiser and wash hands and exposed parts of arms by vigorously rubbing lathered hands and arms together for at least 20 seconds then thoroughly rinsing with clean water.
- ◆ Paying particular attention to the areas underneath the finger nails and between the fingers.
- ◆ After touching contaminants (eg bases of boxes that could be contaminated by meat/poultry juices).

**(e) Why you must avoid unsafe behaviour when you are working with or near food.**

- ◆ It can make food unsafe for consumers.
- ◆ Touching the face, nose, mouth or hair, smoking, chewing gum, eating, drinking, scratching, coughing, sneezing, spitting and handling money can all cause microbiological, physical and chemical transfer and cross contamination of harmful bacteria.
- ◆ Segregating material which is unfit for human consumption ensures that microbiological, physical and chemical cross contamination of food is avoided.
- ◆ Disposing of any rejected material in a hygienic manner helps to prevent the spread of infection.
- ◆ Protects food and food ingredients from contamination by pests, or by chemical, physical or microbiological contaminants or other objectionable substances during handling, storage and transport.

**(f) Why you must report any open wounds, skin infections and infectious illnesses, and who is the appropriate person to report them to.**

- ◆ Can cause physical and chemical contamination.
- ◆ Can cause microbiological cross contamination.
- ◆ Reporting to company nurse/doctor, foreperson, supervisor or manager complies with health and safety regulations.

**(g) What infectious illnesses should be reported?**

- ◆ Colds/Flu
- ◆ Persistent cough
- ◆ HIV/sexually transmitted disorders
- ◆ Jaundice
- ◆ Diarrhoea
- ◆ Vomiting
- ◆ Fever
- ◆ Sore throat with fever
- ◆ Visibly infected skin lesions (boils, cuts, etc)
- ◆ Discharges from the ear, eye or nose

**(h) Why it is important to have open wounds and skin infections treated.**

- ◆ Can cause physical and chemical contamination.
- ◆ Can cause microbiological cross contamination.
- ◆ People who handle food can carry communicable diseases, especially if they themselves have been infected.
- ◆ Some food poisoning bacteria are commonly found on open wounds or cuts.
- ◆ Illnesses may be spread to consumers if food handlers suffering from illnesses or with open wounds are allowed to continue working with food.

## **FA0V 04 Maintain Food Safety During Loading and Unloading.**

### **1 Check that food and/or its wrapping/packaging is undamaged, is at the correct temperature, and within its use by date on arrival and dispatch.**

Assessor — observe/record the candidate.

- ◆ Checking that the food and packaging is undamaged and at the correct temperature.
- ◆ Ensuring that there is no damaged packaging.
- ◆ Ensuring that there is no spillage into another food.
- ◆ Ensuring that there is no out-of-date stock.
- ◆ Ensuring that food is not stored where it could become contaminated.
- ◆ Ensuring that storage facilities and/or any vehicles which are not operating at the right temperature are rectified promptly.
- ◆ Ensuring that any food use by dates meet the customer requirements.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedure.
- ◆ A statement from the assessor visually assessing.
- ◆ Copy of a report to supervisor/manager.
- ◆ Default sheets/inspection sheets.

### **2 Look at and record any important information on the labelling.**

Assessor — observe/record the candidate.

- ◆ Checking or noting the COSHH and Health and Safety Regulations.
- ◆ Checking or noting the temperature control instruments.
- ◆ Identifying the priorities in relation to the task (times, deadlines, handling, special instructions and Customs and Excise certification/requirements).
- ◆ Identifying the legal, safety and operating requirements for the load.
- ◆ Checking or noting the customer instructions.
- ◆ Checking or noting the delivery schedules, customer requests for specific times, etc
- ◆ Special handling requirements (eg this way up, with care, hazard if leaks, fragile, feed/water/clean as per schedule, etc).
- ◆ Ensuring the goods comply with the dispatch manifest.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ A statement from the assessor visually assessing.
- ◆ Copy of the customer's instructions.
- ◆ Copy of the special handling requirements.
- ◆ Default sheets/inspection sheet.

### **3 Prepare food for storage and put it in the correct location as quickly as is necessary to maintain its safety.**

Assessor — observe/record the candidate.

- ◆ Ensuring that the doors of cleaned vehicles and containers are closed until loading takes place to minimise the opportunities for contamination.
- ◆ Ensuring that the temperature is appropriate for any chilled produce being transported.
- ◆ Checking the height and width of the supports if carrying carcasses to ensure that the carcass cannot touch the floor or sides of the vehicle while in transit.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Tanker seals/number certification.
- ◆ Wash certificates or tags and bills of lading.
- ◆ Temperature control data from the vehicle.
- ◆ A statement from the assessor visually assessing.

### **4 Avoid the risk of cross-contamination.**

Assessor — observe/record the candidate.

- ◆ Checking that any packaging is undamaged and/or packaged meat is not leaking.
- ◆ Checking that frozen foods have not been thawed prior to loading.
- ◆ Ensuring that the risk of cross contamination is prevented.
- ◆ Checking that there is appropriately placed polythene covering to prevent airborne cross contamination.
- ◆ Ensuring load segregation as per company procedures.
- ◆ Checking the height and width of the supports if carrying carcasses to ensure that the carcass cannot touch the floor or sides of the vehicle while in transit.



The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedure.
- ◆ Written reports to dispatch/supervisor re condition of load.
- ◆ A statement from the assessor visually assessing.

**5 Deal with any spillages or damages in an appropriate manner in accordance with food safety management procedures.**

Assessor — observe/record the candidate.

- ◆ Ensuring that contamination is minimised by cleaning and disinfecting as appropriate.
- ◆ Providing adequate drainage and waste disposal systems and facilities.
- ◆ Carrying out cleaning procedures by the separate or combined use of physical methods, such as; heat, scrubbing, turbulent flow, vacuum cleaning or other methods that avoid the use of water, in addition to chemical methods using detergents, alkalis or acids.
- ◆ Ensuring that all debris has been removed from surfaces.
- ◆ Applying a detergent solution to loosen soiled and bacterial film.
- ◆ Rinsing with water to remove loosened soil and residues of any detergent, ensuring that cross contaminations does not occur.
- ◆ Dry cleaning or other appropriate methods for removing and collecting residues and debris.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ A statement from the assessor visually assessing.
- ◆ Copy of the vehicle cleaning certificate.

**6 Keep necessary records up-to-date.**

Assessor — observe/record the candidate.

- ◆ Ensuring that all records are kept in line with the company procedures.
- ◆ Ensuring that all records are returned to dispatch/traffic office on completion of job.
- ◆ Recording all details accurately.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ A statement from the assessor visually assessing.
- ◆ Copy of the company record keeping/documentation.

## **7 Handle food in a way that ensures that food safety is maintained.**

Assessor — observe/record the candidate.

- ◆ Wearing protective clothing that is in a clean, laundered condition.
- ◆ Wearing a disposable beard mask if necessary.
- ◆ Tying back and/or covering their hair if required.
- ◆ Using over sleeve protectors when required.
- ◆ Using an apron or tabard when required.
- ◆ Ensuring that they are not wearing jewellery which could cause a health and safety risk, such as jewellery that is loose or could come apart (eg necklaces, bangles, rings, watches, pins, etc).
- ◆ Ensuring that no items are worn or brought into food handling areas that could get into the food and pose a threat to the safety and quality of the food.
- ◆ Washing their hands after using the toilet, handling different types of food produce (cooked/raw meat), or touching bottoms of boxes that could be contaminated by meat/poultry juices on the floor of the delivery vehicle; using soap and flowing water.
- ◆ Securing the vehicle after loading; eg by affixing tamper-evident security seals to any access ports.
- ◆ Recording seal numbers on the bill of lading or other appropriate document.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Company's safety checklist.
- ◆ Confirmation that company procedures have been followed.
- ◆ A statement from the assessor visually assessing.

**8 Deal promptly and appropriately with indicators of potential food safety hazards when you have the authority to do so.**

Assessor — observe/record the candidate.

- ◆ Ensuring that all spillages are cleaned promptly and in accordance with company procedures.
- ◆ Promptly segregating split packaging/wrapping.
- ◆ Parking away from direct sunlight if the cooling facility on the vehicle fails.
- ◆ Contacting the required contracted engineers to promptly repair the cooling facility of the vehicle.
- ◆ Keeping accurate records of down time when the food is subjected to temperature change.
- ◆ Making route changes to avoid delays in delivery, especially for fresh produce.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Reports carried out by the driver to supervisor/manager.
- ◆ A statement from the assessor visually assessing.

**9 Where you do not have the authority to deal with indicators of potential food safety hazards yourself, report promptly to the appropriate person.**

Assessor — observe/record the candidate.

- ◆ Following company procedures and reporting to the supervisor/manager/dispatch.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ A statement from the assessor visually assessing.

## **10 Before loading check the vehicle is clean and at the correct temperature.**

Assessor — observe/record the candidate.

- ◆ Ensuring that company vehicles and food containers have been cleaned according to company procedures/checklists.
- ◆ If appropriate, confirming that access points were sealed at the wash station with numbered, tamper-evident seals (including the dome cover, tank outlet, vent cap, pump inlet, pump outlet, and hose tube covers).
- ◆ Ensuring that all soiled materials such as wood from pallets, nails, dust, cardboard, old packaging, spillages, leakages, general dirt, damaged food items, plastic or metal from containers, leaves and any other waste is effectively removed.
- ◆ Ensuring that the doors of cleaned vehicles and containers are closed until loading takes place to minimise the opportunities for contamination.
- ◆ Ensuring that the temperature is appropriate for any chilled produce being transported.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Tanker seals/number certification.
- ◆ Wash certificates or tags and bills of lading.
- ◆ Temperature control data from the vehicle.
- ◆ A statement from the assessor visually assessing.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

### **(a) Why it is important to make sure food deliveries are undamaged, at the correct temperature and within their 'use-by date' and how to do this**

- ◆ Packages that are undamaged will not pose a health risk to the end user.
- ◆ Packaging design and materials should provide adequate protection to minimise contamination and prevent damage of the product, as well as accommodating proper labelling.
- ◆ Where appropriate, reusable packaging should be suitably durable, easy to clean and, if necessary, disinfect.

**(b) Why it is important to prepare food for storage — for example by removing and disposing of outer packaging (while retaining any important information on the wrapping, eg instructions for use, information on allergens).**

- ◆ To ensure that the storage area is free from contamination and prevent cross contamination from incoming packages.
- ◆ Outer packaging will have been subjected to various handling systems that means the health security cannot be guaranteed.
- ◆ Lot identification is essential in product recall and also helps effective stock rotation.
- ◆ All food products should be accompanied by or bear adequate information to enable the next person in the chain to handle, display, store, prepare and use the product safely and correctly.
- ◆ Pre-packaged foods should be labelled with clear instructions to enable the next person in the chain to handle, display, store and use the product safely.

**(c) Why food must be put in the correct storage area and the temperatures that different foods should be stored at.**

- ◆ Packaging materials or gases where used must be non-toxic and not pose a threat to the safety and suitability of food under the specified conditions of storage and use.
- ◆ All food products should be accompanied by or bear adequate information to enable the next person in the chain to handle, display, store, prepare and use the product safely and correctly.
- ◆ To prevent cross contamination.
- ◆ Different types of food stuffs require different temperatures.
- ◆ The relationship between time/temperature control and food borne illness are related.

**(d) Why it is important that storage areas are clean and tidy and what to do if they are not.**

- ◆ Packaging will have been subjected to various handling systems which means the health security cannot be guaranteed.
- ◆ To prevent cross-contamination from other food.
- ◆ Raw food can contain parasites, undesirable micro-organisms and pesticides which can cause cross infection of other goods.
- ◆ Where appropriate, specifications for raw materials should be identified and applied.
- ◆ Stocks of raw materials and ingredients should be subject to effective stock rotation.
- ◆ Promptly removing debris from surfaces.
- ◆ Applying a detergent solution to loosen soil and bacterial film.
- ◆ Rinsing with water to remove loosened soil and residues of any detergent, ensuring that cross contaminations does not occur.

**(e) Why it is important to store food at the correct temperatures, and how to achieve this.**

- ◆ To prevent rapid deterioration of the food stuffs.
- ◆ Freezing to 0°C inactivates any microbes, bacteria, yeasts and moulds present in food.
- ◆ Raw meat can contain bacteria, such as e. coli, salmonella, listeria, or parasites and can become contaminated if it is not handled and stored at the correct temperature.
- ◆ Poultry can contain harmful bacteria such as salmonella, listeria, and campylobacter which can increase if not stored at the correct temperature.
- ◆ Seafood, like raw meat, may contain bacteria that can multiply unless kept at the correct temperature.
- ◆ Trichina and other parasites can be destroyed by sub-zero freezing temperatures.
- ◆ Once thawed, microbes can become active again, multiplying under the right conditions to levels that can lead to food borne illness.

## **FA0X 04 Maintain Food Safety During Delivery**

### **1 Check that the correct records are ready for the recipient of the food items to verify.**

Assessor — observe/record the candidate.

- ◆ Checking the company documents and load manifest.
- ◆ Checking the correct bar/identification codes.
- ◆ Checking customer address and any special requirements (time, gate number, individual, etc).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Completed company checklist.
- ◆ Confirmation that company procedures have been followed.
- ◆ A statement from the assessor visually assessing.

### **2 Ensure that items due for delivery have not been damaged during transit.**

Assessor — observe/record the candidate.

- ◆ Following company procedures for the delivery of the goods.
- ◆ Checking the goods for damage and confirming undamaged.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Completed company checklist.
- ◆ Confirmation that company procedures have been followed.
- ◆ A statement from the assessor visually assessing.

### **3 Ensure action is taken to maintain the required environmental conditions of the vehicle load area during unloading.**

Assessor — observe/record the candidate.

- ◆ Following company procedures for the delivery of the goods.
- ◆ Ensuring that the cold chamber of the vehicle is open for the shortest time possible during unloading.
- ◆ Dressing in accordance with company procedure for the load.
- ◆ Ensuring the load is not left in direct sunlight for long periods of time.
- ◆ Ensuring that the goods are correctly covered to prevent infestation, or cross contamination during delivery (eg from hands, clothing, cloths, equipment or other surfaces).

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Completed company safety checklists.
- ◆ Confirmation that company procedures have been followed.
- ◆ A statement from the assessor visually assessing.

**4 Unload food items to a location agreed with the client and which maintains the safety of the food items.**

Assessor — observe/record the candidate.

- ◆ Checking the suitability of the location to meet the delivery quantity and health safety.
- ◆ Offering advice to the client regarding the suitability of the location.
- ◆ Agreeing the delivery location with the client prior to unloading.
- ◆ Checking the suitability of the location to meet the delivery quantity and health safety requirements.
- ◆ Checking deviations in the temperature of the location and the food.
- ◆ Prevention of undesirable introduction of microbes, dust, moisture, or other physical contamination with the location.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Details of the delivery location.
- ◆ Records of checks on temperature change between the vehicle and the location agreed.
- ◆ Confirmation that company procedures have been followed.
- ◆ A statement from the assessor visually assessing.

**5 Take the appropriate action to ensure that risks are minimised when clients refuse to accept food items due to concerns regarding its safety, or for any other reasons.**

Assessor — observe/record the candidate.

- ◆ Following company procedures for the delivery of the goods.
- ◆ Returning the goods to the vehicle and ensuring load separation to prevent any possible cross contamination.
- ◆ Contacting dispatch and informing them of the problem and action taken.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Completed company returns checklist/documentation.



- ◆ Copy of the reason for return and possible cause.
- ◆ Confirmation that company procedures have been followed.
- ◆ A statement from the assessor visually assessing.

**6 Check and agree with the client that the correct food items have been delivered.**

Assessor — observe/record the candidate.

- ◆ Confirming with the client that the delivery items match the order.
- ◆ Establishing agreement with the client that the ordered items are correct with regard to the type and make.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Video recording of the candidate carrying out procedures.
- ◆ Completed company load manifest and customers agreed signature.
- ◆ Confirmation that company procedures have been followed.
- ◆ A statement from the assessor visually assessing.

**7 Obtain the relevant paperwork from the client as a record and confirmation of delivery.**

Assessor — observe/record the candidate.

- ◆ Ensuring that the company's load manifest is completed and the customer's signature is there.

The candidate should be able to add to his/her evidence some of the following, to support your observation:

- ◆ Completed company load manifest and customers agreed signature.

**Most candidates will, for the following questions, give an answer relative to the work operation that they are involved in and/or vehicle that they drive and the load type.**

They will know and understand:

**(a) Why it is important to keep the vehicle clean and hygienic.**

- ◆ During transportation food may be exposed to microbiological and physical hazards from the environment.
- ◆ Cross-contamination from other food.
- ◆ The same hazards can apply to animals.
- ◆ Poor cleaning or maintenance of transportation vehicles may also give rise to chemical hazards.

- ◆ Procedures are needed to prevent or minimise the risk of such hazards causing illness or injury to consumers.

**(b) The temperature levels that apply to the various categories of temperature controlled food items carried.**

- ◆ In general chilled produce should be carried at less than 8°C. The following are examples of recommended transportation temperatures for meat:
  - 1°C to 7°C for red meat and game
  - 1°C to 4°C for poultry
  - 1°C to 3°C for offal
  - +1°C to 4°C for cooked meats
- ◆ An Official Veterinarian (OV) may authorise an exception to be made to temperature requirements for the transportation of warm carcasses, within two hours of slaughter, to a specified premises.

**(c) Why it is important to maintain the required temperature of the load area of the vehicle.**

- ◆ To maintain the food at its optimum for the end user.
- ◆ To prevent the load thawing out.
- ◆ To prevent freezer burn on the goods.
- ◆ To help prevent microbiological contamination (for example, bacteria, moulds, viruses).

**(d) The role that temperature control plays in maintaining food safety.**

- ◆ It reduces the risk of microbiological bacteria, moulds, viruses developing rapidly.
- ◆ It can maintain the freshness of the product for long periods of time.
- ◆ It allows the transportation of chilled produce at the appropriate temperature.

**(e) The hazards that may lead to a delivery area being viewed as being unsafe.**

- ◆ Microbiological (for example, bacteria, moulds, viruses).
- ◆ Chemical (for example, pesticides used on fruit and vegetables, chemicals used in cleaning or for pest control).
- ◆ Physical (for example, insects, parasites, glass, dirt, dust, water, vermin, fumes, gas).
- ◆ Risk of cross contamination.
- ◆ Leakage from the goods.
- ◆ Smell due to food waste waiting to be disposed.
- ◆ Warehouse operators with dirty cloths, unkempt hair, dirty hands/nails.