# Qualification Manual

EAL Level 3 Certificate in Logistics Operations (QCF)

QUALIFICATION CODE: 501/1709/9

ISSUE: 1

# Contents

EAL-QLOM3-QM-ISSUE 1-0810

# 1.0 About EAL

Since 1964, **EAL (EMTA Awards Limited)** has been awarding superior vocational qualifications and apprenticeship components for engineering, building services and related sectors.

Developed to the highest technical standard, our qualifications are regularly updated to reflect regulatory and technical changes.  We support the providers of our qualifications with an unparalleled level of service to ensure that learners are well prepared for the roles they plan to take on.

EAL recognise the value of skills in the work environment as one of the 5 key drivers of productivity; essential for economic growth and bringing a number of wider social benefits.  Through its programme of continuous improvement EAL strives to meet the demand from employers for high performing, high quality products.

For further information please contact EAL Customer Services +44(0)870 240 6889 or visit www.eal.org.uk.

# 2.0 Introduction to the Qualification

**What is this qualification?**

This qualification is a National Vocational qualification (NVQ).  It involves the skills and knowledge needed to do the job, ability to organise work and identify and prevent problems.  NVQs are based on national occupational standards, which the learner must meet to be competent in a particular task. The achievement of NVQs will encourage an employee to value their contribution to the workplace, and it will develop their skills and potential.

**Who is this qualification for?**

- Individuals who work at a supervisory or team-leading level of responsibility in logistics organisations.  They could, for example, be working in warehousing and storage, transport, or freight forwarding.  The qualification is particularly relevant to those who already have basic experience and an understanding of the logistics industry.
- Learner's undertaking Skills for Logistics apprenticeship frameworks.

**What does this qualification cover?**

The skills and knowledge in one or more of a wide variety of logistics activities including:

- Schedule logistics operations to meet customer requirements
- Optimise the use of logistics resources
- Develop contingency plans for logistics operations
- Utilise transport modes in logistics operations
- Apply technology in logistics operations
- Develop relationships with logistics customers
- Improve the quality of logistics operations
- Respond to contingencies during logistics operations
- Monitor the environmental impact of logistics operations
- Arrange the transportation of goods using multiple transport modes
- Organise the preparation of documentation for the transportation of goods
- Manage the receipt, storage, or dispatch of goods
- Audit stock levels and stock records
- Provide leadership for your team
- Allocate and check work in your team

The units are listed in Section 3 of this manual.


## 2.1 Accreditation & Industry Support for this Qualification

This qualification:

- Is accredited by Ofqual at level three.
- Forms part of Skills for Logistics apprenticeship frameworks.

## 2.2 Achievement of the Qualification & 'Stand Alone Units'

This qualification is gained when all the necessary units have been achieved. The centre will then be able to apply for the learner's Certificate. The learner will also receive a Certificate of Unit Credit, listing all the units they have achieved.

However if they don't manage to complete the full qualification learners can still claim a Certificate of Unit Credit for the units achieved therefore, they still have proof of their ability and could complete the qualification at a later date.

Units can also be taken individually (stand alone). This manual *must be* used in conjunction with the delivery and assessment of any individual units to ensure that assessment requirements and methodologies are consistently applied.

## 2.3 Relation to Other Qualifications

This qualification relates to the following:
- EAL Qualifications in Key Skills, Functional Skills and Essential Skills Wales,
- EAL Level 2 Certificate in Warehousing and Storage

Details on these can be obtained from the EAL Website or alternatively contact:
- EAL Customer Services
  Tel: +44 (0)870 240 6889
  Email: customercare@eal.org.uk

## 2.4 Qualification Support Materials

The following materials are available for this qualification:

- **Units:**
  These are nationally recognised units.  These documents allow both the learner and the assessor to record the progress through the qualification.  The units contain the performance to be assessed, the knowledge to be assessed and the evidence required from the learner to demonstrate their competence. Completed exemplars are provided in the EAL Guide to Assessment (ABG/101).
- **Learner Book:**
  This book explains to the learner how they will be assessed, and also gives ideas for evidence.  It can be given to the learner during induction to ensure they understand the qualification and assessment requirements.
- **Performance Assessment Plan and Evidence Record (X200):**
  This allows effective assessment planning and cross tracking.  Completed exemplars are provided in the EAL Guide to Assessment (ABG/101) (see bellow).

EAL have also provided for centres:

- EAL Guide to Assessment (ABG/101)
- EAL Guide to Internal Verification (ABG/102)
- EAL Centre Operations Manuals - This sets out the requirements for EAL Centres, contains all necessary documentation and also contains helpful teaching and delivery advice.

All these materials can be accessed from the EAL Website www.eal.org.uk.

## 2.5 Funding for this Qualification

The following bodies will be able to assist you with your funding queries.

**For England:**
- Skills Funding Agency.
  http://skillsfundingagency.bis.gov.uk/

Also, search the Learning Aims Database (LAD) for the qualification code given on the front page of this Manual; this will give an indication of the funding status.

**For Wales:**
- Contact the
  Welsh Assembly Government
  http://wales.gov.uk/topics/educationandskills/?lang=en

**For Northern Ireland:**
- Contact the
  Department for Employment and Learning
  http://www.delni.gov.uk/

**For all Nations and further guidance:**
- Contact Semta
  14 Upton Road
  Watford
  WD18 0JT
  Tel: 01923 238441

## 2.6 Employer Training Resource for this Qualification

If you are an employer and you require details of training for this qualification contact the National Skills Academy for Manufacturing, which exists to provide the sector with the training it needs to stay world-class.

The Skills Academy has approved a range of high quality training products and services designed to deliver bottom line business benefits to employers.  These are delivered via a network of providers who have themselves been approved, undergoing rigorous ongoing checks and continued professional development against the Skills Academy standard.  Learn more about the Skills Academy's training products and services by clicking onto: http://www.nsa-m.co.uk/products_and_services.aspx

# 3.0 Rule of Combination (Qualification Structure)

The learner is required to complete **all three** mandatory units, plus **one** unit from Group A, **one** unit from Group B, **one** unit from Group C and **one** unit from Group D.

## EAL Level 3 Certificate in Logistics Operations

### Mandatory Units: *All units must be completed:*

| EAL Code | Unit Title | Level | Credit | Guided Learning Hours | Ofqual Code |
|---|---|---|---|---|---|
| QWAS2/001 | Health, Safety and Security at Work | 2 | 3 | 20 | K/502/1072 |
| QWAS2/025 | Make an effective contribution to a business in logistics operations | 2 | 3 | 10 | Y/601/9456 |
| QLOM3/001 | Optimise the use of logistics resources | 3 | 3 | 15 | M/601/7597 |

### Group A: Optional Units: *Select one of the following Units:*

| EAL Code | Unit Title | Level | Credit | Guided Learning Hours | Ofqual Code |
|---|---|---|---|---|---|
| QLOM3/002 | Improve performance in logistics operations | 3 | 4 | 20 | H/601/7600 |
| QLOM3/003 | Provide leadership for your team in logistics operations | 3 | 4 | 20 | T/601/7603 |
| QLOM3/004 | Allocate and check work in your team in logistics operations | 3 | 3 | 12 | R/601/7611 |

### Group B: Optional Units: *Select one of the following units:*

| EAL Code | Unit Title | Level | Credit | Guided Learning Hours | Ofqual Code |
|---|---|---|---|---|---|
| QLOM3/005 | Maintain the safety and security of hazardous goods and materials in logistics operations | 3 | 6 | 30 | J/601/7928 |
| QLOM3/006 | Supervise the receipt, storage or dispatch of goods | 3 | 6 | 20 | Y/601/7934 |
| QLOM3/007 | Minimise the environmental impact of logistics operations | 3 | 3 | 15 | K/601/7601 |

### Group C: Optional Units: *Select one of the following units:*

| EAL Code | Unit Title | Level | Credit | Guided Learning Hours | Ofqual Code |
|---|---|---|---|---|---|
| QLOM3/008 | Arrange the transportation of goods using multiple transport modes | 3 | 3 | 26 | Y/600/7646 |
| QLOM3/009 | Schedule logistics operations to meet customers requirements | 3 | 4 | 18 | K/601/7596 |
| QLOM4/001 | International road transport operations | 3 | 5 | 25 | K/601/7176 |

## Group D: Optional Units: *Select one of the following units:*

| | | | | | |
|---|---|---|---|---|---|
| QWAS2/023 | Contribute to the provision of customer service in logistics operations | 3 | 3 | 18 | Y/601/7920 |
| QLOM3/010 | Ensure compliance with Legal, regulatory, ethical and social requirements in logistics operations | 3 | 3 | 15 | M/601/7602 |
| QLOM3/011 | Respond to problems in logistics operations | 3 | 3 | 15 | T/601/7598 |
| QLOM3/012 | Apply technology in logistics operations | 3 | 4 | 18 | A/601/7599 |

# 4.0 Centre & Qualification Approval

Centres wishing to run the qualification will need to comply with this Qualification Manual and EAL's centre approval criteria for this qualification. Centres must also put in place the appropriate physical and human resources and administration systems to effectively run the qualification.

Note: For centres that already have the NQF qualification on their centre remit they will automatically have approval to deliver this QCF qualification.

**For *existing* EAL Centres to put the qualification on your centre remit:**

- The approval from can be downloaded from the centre area of the EAL Website or alternatively obtained from the EAL Centre Operations Manual.  Please contact you EV, or EAL Customer Services (see bellow) if you need any assistance.

**For *non* EAL Centres to gain centre approval to run the qualification:**

- Please contact the EAL Customer Services Department who will be delighted to hear from you:
Tel: +44 (0)870 240 6889
Fax: +44 (0)870 240 6890
Email: customercare@eal.org.uk

# 5.0 Profiles & Requirements

The centre personnel involved in this qualification must meet the requirements in this section.

## 5.1 Assessors

Assessment must be carried out by competent Assessors who hold, or are working towards, the nationally recognised Assessor units A1 and/or A2 as appropriate to the assessment being carried out. Assessors that hold units D32 and/or D33 must demonstrate that they are applying the assessment principles and practices set down in A1 and/or A2 as appropriate to the assessment being carried out.

### Assessor Technical Requirements

Assessors must be able to demonstrate that they have verifiable, relevant and sufficient technical competence to evaluate and judge performance and knowledge evidence requirements as set out in the relevant QCF unit learning outcomes and associated assessment criteria.

This will be demonstrated either by holding a relevant technical qualification or by proven industrial experience of the technical areas to be assessed.  The assessor's competence must, at the very least, be at the same level as that required of the learner(s) in the units being assessed.

### Assessors must also be:
Fully conversant with EAL's assessment recording documentation used for the QCF NVQ units against which the assessments and verification are to be carried out and other relevant documentation and systems and procedures to support the QA process.

## 5.2 Internal Verifiers

Internal verifiers must hold, or be working towards, the nationally recognised Internal Verifier unit V1 and would be expected to be familiar with, and preferably hold, the nationally recognised Assessor units.  Internal Verifiers that hold unit D34 must demonstrate that they are applying the verification principles and practices set down in V1.

Internal verifiers will also be expected to be fully conversant with the terminology used in the QCF NVQ units against which the assessments and verification are to be carried out, the appropriate Regulatory Body's systems and procedures and EAL's documentation, systems and procedures within which the assessment and verification is taking place.

### Specific Technical Requirements for Internal Verifiers

Internal verifiers of this qualification must be able to demonstrate that have verifiable, sufficient and relevant industrial experience, and must have a working knowledge of the processes, techniques and procedures that are used in the relevant sector/occupation.  The following table shows the recommended levels of technical competence for assessors and internal verifiers.

# Technical Requirements for Assessors and Verifiers

| Position | Prime Activity Requirements | Support Activity Requirements | Technical Requirements (see notes) |
|---|---|---|---|
| Assessor | Assessment Skills | IV Systems | Technical competence in the areas covered by the units being assessed |
| Internal Verifier | Verification Skills | Assessment Knowledge | Technical understanding of the areas covered by the qualifications |

**Notes:**

1. Technical *competence* is defined here as a combination of practical skills, knowledge, and the ability to apply both of these, in familiar and new situations, within a real working environment.

2. Technical *understanding* is defined here as having a good understanding of the technical activities being assessed, together with knowledge of relevant Health & Safety implications and requirements of the assessments.

3. Technical *awareness* is defined here as a general overview of the subject area, sufficient to ensure that assessment and portfolio evidence are reliable, and that relevant Health and Safety requirements have been complied with.

4. The competence required by the assessor and internal verifier in the occupational area being assessed, is likely to exist at two levels as indicated in the following table.

| Technical Competence Required by: | An ability to *discuss* the general principles of the competences being assessed | An ability to *describe* the practical aspects of the competence being assessed | An ability to *demonstrate* the practical competences being assessed |
|---|---|---|---|
| Assessor | ✔ | ✔ | ✔ |
| Internal Verifier | ✔ | ✔ | |

## 5.3 Learners

There are no entry qualifications or age limits required by learners to undertake the NVQ units unless this is a legal requirement of the process or the environment.  Assessment is open to any learner who has the potential to achieve the assessment criteria set out in the units.

Aids or appliances, which are designed to alleviate disability, may be used during assessment, providing they do not compromise the standard required.

# 6.0 Assessment

For general guidance on assessment refer to the EAL Guide to Assessment (ABG/101) and for internal verification refer to the EAL Guide to Internal Verification (ABG/102).

## 6.1 Carrying Out Assessment

EAL strongly recommends that the majority of assessment evidence for the mandatory units is gathered during the performance of the optional units. Evidence should be obtained as a whole, where practically possible, since competent performance in the optional units is often dependent on competence in the mandatory units. Although it is possible to achieve this qualification with the minimum number of optional units, organisations may wish their learners to be assessed for more than this.

The NVQ Units were developed to cover a wide range of activities. The evidence produced for this qualification will, therefore, depend on the learner's choice of 'scope items' listed in the assessment criteria.

Where the assessment criteria gives a choice of bulleted items (for example 'any three from five'), assessors should note that learners do not need to provide evidence of the other items to complete the unit (in this example, two) items, particularly where these additional items may relate to other activities or methods that are not part of the learners normal workplace activity or area of expertise.

## 6.2 Minimum Performance Evidence Requirements

Performance evidence must be the main form of evidence gathered. In order to demonstrate consistent, competent performance for an unit, **a minimum of 3 different examples** of performance must be provided, and must be sufficient to show that the assessment criteria have been achieved to the prescribed standards. It is possible that some of the bulleted items in the assessment criteria may be covered more than once. The assessor and learner need to devise an assessment plan to ensure that performance evidence is sufficient to cover all the specified assessment criteria and which maximises the opportunities to gather evidence. Where applicable, performance evidence maybe used for more than one unit.

The most effective way of assessing competence, is through direct observation of the learner. Assessors must make sure that the evidence provided reflects the learner's competence and not just the achievement of a training programme.

Evidence that has been produced from team activities, for example, maintenance or installation activities is only valid when it clearly relates to the learners specific and individual contribution to the activity, and not to the general outcome(s).

Each example of performance evidence will often contain features that apply to more than one unit, and can be used as evidence in any unit where appropriate.

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Performance evidence must be a combination of:

- outputs of the learner's work, such as items that have been manufactured, installed, maintained, designed, planned or quality assured, and documents produced as part of a work activity

  together with:

- evidence of the way the learner carried out the activities such as witness testimonies, assessor observations or authenticated learner reports, records or photographs of the work/activity carried out, etc.

Competent performance is more than just carrying out a series of individual set tasks. Many of the units contain statements that require the learner to provide evidence that proves they are capable of combining the various features and techniques.  Where this is the case, separate fragments of evidence would not provide this combination of features and techniques and will not, therefore, be acceptable as demonstrating competent performance.

If there is any doubt as to what constitutes valid, authentic and reliable evidence, the internal and/or external verifier should be consulted.

## 6.3 Assessing Knowledge & Understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide enough evidence in this area.  Where the learner's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

Knowledge and understanding can be demonstrated in a number of different ways.  EAL expects oral questioning and practical demonstrations to be used, as these are considered the most appropriate for these units.  Assessors should ask enough questions to make sure that the learner has an appropriate level of knowledge and understanding, as required by the unit.  Evidence of knowledge and understanding will **not** be required for those bulleted items in the assessment criteria that have not been selected by the learner.

The achievement of the specific knowledge and understanding requirements of the units cannot simply be inferred by the results of tests or assignments from other units, qualifications or training programmes.  Where evidence is submitted from these sources, the assessor must, as with any assessment, make sure the evidence is valid, reliable, authentic, directly attributable to the learner, and meets the full knowledge and understanding requirements of the unit.

Where oral questioning is used the assessor must retain a record of the questions asked, together with the learner's answers.

## 6.4 Witness Testimony

Where 'observation is used to obtain performance evidence, this must be carried out against the unit assessment criteria. Best practice would require that such observation is carried out by a qualified Assessor. If this is not practicable, then alternative sources of evidence may be used.

For example, the observation may be carried out against the assessment criteria by someone else that is in close contact with the learner. This could be a team leader, supervisor, mentor or line manager who may be regarded as a suitable witness to the learner's competency. However, the witness must be technically competent in the process or skills that they are providing testimony for, to at least the same level of expertise as that required of the learner. It will be the responsibility of the assessor to make sure that any witness testimonies accepted as evidence of the learner's competency are reliable, auditable and technically valid.

## 6.5 Quality Control of Assessment

### General

There are two major points where EAL interacts with the Centre in relation to the External Quality Control of Assessment for a qualification and these are:
- Approval: When a Centre take on new qualifications, the EAL External Verifier (EV) ensures that the Centre is suitably equipped and prepared to deliver the new qualification.
- Monitoring: Throughout the ongoing delivery of the qualification EAL, through EV monitoring and other mechanisms will maintain the quality and consistency of the assessment of the qualification.

### Approval

In granting approval, EAL, normally through its External Verifiers (EVs) will ensure that the prospective Centre:
- meets any procedural requirements specified by the Awarding Organisation,
- has sufficient and appropriate physical and staff resources,
- meets relevant health and safety and/or equality and access requirements,
- has a robust plan for the delivery, assessment and QA for the qualifications.

EAL may decide to visit the Centre to view the evidence provided. The Awarding Organisation must have a clear rationale for the method(s) deployed.

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## Monitoring

EAL, through EV monitoring and other mechanisms will ensure:

- that a strategy is developed and deployed for the ongoing monitoring of the Centre. This strategy is based on an active risk assessment of the Centre. In particular the strategy will identify the learner, assessor and IV sampling strategy to be deployed and the rationale behind this,
- that the Centre's internal quality assurance processes are effective in learner assessment,
- that sanctions are applied to a Centre where necessary and that corrective actions are taken by the Centre and monitored by the EV,
- that reviews of EAL's external auditing arrangements are undertaken.

# 7.0 About the Qualification Units

This qualification is made up of a number of nationally recognised units which EAL term 'units'. These documents allow both the learner and the assessor to record the progress through the qualification. The units contain the performance to be assessed, the knowledge to be assessed and the evidence required from the learner to demonstrate their competence.

All units in this qualification contain the following information:
- Qualification & unit title
- Unit level on the QCF
- Credit value
- Guided learning hours (GLH)
- Unit summary
- Performance to be assessed and evidenced (assessment criteria)
- Knowledge to be assessed and evidenced (knowledge requirements).

## 7.1 Learner's Portfolio Building and Referencing

For guidance to assessment and exemplars on completing documentation including completed units, and assessment planning documentation refer to Appendices of the EAL Guide to Assessment (ABG/101)

# Appendix 1: Qualification & Credit Framework (QCF)

This is the framework for creating and accrediting qualifications in England, Wales and Northern Ireland.  Units within this qualification have a level and credit.  The level is indicative of the challenge. The credit value specifies the number of credits that will be awarded to a learner who successfully achieves the unit.  One credit is equal to 10 hours of learning time.  Learning time is defined as the total time taken by the average learner at this level to fully complete the learning outcomes and assessment requirements of a unit.  This includes the guided learning hours (GLH) in the classroom/workshop as well as any direct study, homework, practice, preparation and assessment.

## QCF Requirements for Centres

The QCF has requirements for centres in relation to the information provided to the relevant funding bodies.  Centres will need to:

- Register the centre with the UK Register of Learning Providers (UKRLP) to obtain a UK Provider Reference Number (UKPRN)
- Become a Learner Registering Body (LRB). This will ensure that every individual 'centre reference number' or UKPRN will be identifiable on one system which is the UKRLP.
- Obtain or confirm Unique Learner Numbers (ULNs) for Learners through the Learner Registration Service (LRS).

The ULN will be issued from and held on the Learner Registration Service (LRS). This number will enable credit accumulation and transfer of learner achievement, and will create a Learner Record. The use of the ULN is mandated by government funding bodies. The ULN may not be applicable for all learners, for example if the learner is not a UK national. The ULN relates to England, Wales and Northern Ireland only. Scotland has a similar number, the Scottish Candidate Number (SCN).

Further details of the ULN and LRS can be obtained from the Learner Records Service

If you have any further queries or concerns please visit the EAL Website www.eal.org.uk. or contact our Customer Services department who can assist you.

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# Appendix 2: Functional Skills & Essential Skills Wales

## Essential Skills Wales (ESW)

Essential skills Wales are a suite of qualifications to replace Key Skills in Wales.  There are currently three ESW qualifications:

- Application of number (Aon),
- Communication,
- Information communication technology (ICT).

EAL offer these qualifications at levels one to three.  These qualifications are 'stand alone' and are portfolio based; however these can be embedded into other qualifications but must remain a transferable skill.  DCELLS are currently reviewing Working with Others; Improving Ones own Learning and Problem Solving which will become part of a suite of six qualifications along with Application of Number, Communication and Information Communication Technology.  These qualifications will available from September 2010.  Currently the wider Key Skills are available until September 2012.

## Functional skills

From September 2010, Functional Skills qualifications in English, ICT and Mathematics will be available for registrations in England to learners of all ages.

If individuals don't achieve a level two functionality while at school; they will have other opportunities to do so at college, within an apprenticeship, or in an adult course on day release from work, whatever their age.

Functional Skills qualifications will replace existing Key Skills qualifications (When they close for registrations on 31st August 2010).

Functional Skills qualifications will be:

- a constituent of new Diplomas at every level,
- a replacement for Communication, AoN and ICT Key Skills qualifications part of Apprenticeship Frameworks (from September 2010)
- part of Foundation Learning.

Each qualification is separate and assessed independently.  The qualifications have been designed so that, at level two, learners are able to apply their skills confidently in a range of different contexts. Functional Skills are already part of the Qualifications and Credit Framework (QCF) and have been allocated a credit value of five at the two Levels. They will be accredited onto the National Qualifications Framework (NQF) for full rollout from September 2010.  The existing Wider Key Skills qualifications – Improving own Learning and Performance, Working with Others, and Problem Solving will still be available for new registrations until August 2012 and will be awarded until 2014.

# Appendix 3: Learner Registration & Certification

Learners must be registered with EAL on a code which relates to the qualification -this **must be** completed prior to assessment.  Both learner registration and certification can be completed on line at the EAL Website www.eal.org.uk.  For paper based registration and certification use forms CRF1, and CRF1A.  These are located in the centre operations manual.

## To Register the Learner on the Chosen Qualification/Pathway:

| Qualification Title | Code |
| --- | --- |
| Level 3 Certificate in Logistics Operations | 501/1709/9 |

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