

Apprenticeships in

Transport and Logistics

End-point Assessment for

**Supply Chain Operator – Removals Operative
(Level 2)**



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Issue 2

About Pearson

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This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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**Summary of changes to Pearson Apprenticeship
End-point Assessment for
Supply Chain Operator – Removals Operative (Level 2) specification
Issue 2**

Summary of changes made between previous issue and this issue	Page number
<p>The grade boundary for Distinction has been superseded for the practical assessment by more recent guidance from NSAR, which states that:</p> <ol style="list-style-type: none"> 1. Pass level performance in the practical assessment is established when all Pass criteria are demonstrated. 2. Distinction level performance in the practical assessment is established when all Distinction criteria are demonstrated, as well as the Pass criteria. 	5, 10, 37
<p>The wording of the Distinction attributes has been changed very slightly to bring them into line with the latest versions from the NSAR. This does not affect their meaning or how they are interpreted.</p>	23, 24

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 The Supply Chain Operator Apprenticeship

What are Pearson End Point Assessments?

End-point assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway, and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learnt throughout the apprenticeship programme.

The EPA in this specification relates to the Supply Chain Operator apprenticeship.

The Supply Chain Operator apprenticeship has two pathways – Traffic Office and Removals Operative. This specification gives information on the Pearson Apprenticeship End-point Assessment for Supply Chain Operator – Removals Operative. Please refer to the *Pearson Apprenticeship End-point Assessment for Supply Chain Operator – Traffic Office (Level 2) – Specification* document for Traffic Office specific information.

Purpose

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as supply chain operator within the occupational area of removals operative.

Supply chain operators are primarily responsible for managing the movement of goods for a variety of customers across all sectors. Their customer base will range from large global organisations to sole traders and private customers in local areas, depending on their organisation. They may be required to work in shifts, for example overnight or working at weekends, and some (depending on the nature of their organisation) may be required to work internationally in Europe or worldwide.

Occupational area

Removals operative – the preparation for and performance of packing/unpacking and moving household, office and other furniture, goods and equipment into or out of new premises or storage or preparation for transit, both domestically and internationally. Removals operatives often prepare and travel with the removal truck, and long-distance moves may involve nights away from home. Moving furniture involves a lot of walking, bending and lifting and is hard, physical work.

Supply chain operators communicate and come into contact with a wide range of people and customers, and have a passion to meet customers' expectations by providing a high-quality service that encourages repeat business, showing drive and energy even when challenges arise. Individuals in this role are highly competent in using industry-recognised systems and associated services within their industry sector, and are able to work under pressure to tight deadlines, with excellent time-management skills. They are proactive and meet agreed commitments and expectations, taking responsibility for their own actions and doing the right thing.

Industry support and recognition

Pearson has worked in close collaboration with experts from training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process. Training providers that have worked with us include those represented by the National Logistics Academy.

2 Summary of End-point Assessment

EPA Title	Pearson Apprenticeship End-point Assessment for Supply Chain Operator – Removals Operative (Level 2)
First Pearson assessment	01/06/2019
Components	<ul style="list-style-type: none"> • Component 1: Knowledge and Behaviour Test • Component 2: Practical Assessment <p><i>Refer to Section 5 for detailed information about each component.</i></p>
Grading	Pass/Distinction <i>Refer to Section 3 for detailed information.</i>
Duration of apprenticeship programme	The typical duration for this apprenticeship is 12 months but this will depend on the individual apprentice’s previous experience and access to opportunities to gain the full range of competences.
Gateway requirements	<ul style="list-style-type: none"> • Employer confident that the apprentice is ready • Apprentices without Level 1 English and maths will need to achieve this level and take the test for Level 2 English and maths prior to taking the end-point assessment.
Time period for completion of EPA	Approximately three months.
Apprenticeship certification	The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation (EPAO), Pearson will claim certificates on behalf of apprentices.

3 EPA structure

Pearson Apprenticeship End-point Assessment for Supply Chain Operator – Removals Operative (Level 2)

The EPA for the Supply Chain Operator – Removals Operative apprenticeship consists of the following two assessment components:

Component 1: Knowledge and Behaviour Test

Component 2: Practical Assessment.

The table below gives a summary of the structure of the end-point assessment.

End-point assessment components	Duration	Weighting %	Component grading
Component 1: Knowledge and Behaviour Test	1 hour	50%	Pass/Distinction
Component 2: Practical Assessment	1 hour and up to 30 minutes extra time to allow all areas to be evidenced.	50%	Pass/Distinction

EPA Grading

The **overall** apprenticeship is graded as Pass/Distinction, based on the apprentice's combined achievement of the specified grading criteria across the two assessment components.

The table below shows how the grade for the EPA is determined.

End-point assessment grade	Grade requirements
Pass	<p>The apprentice must achieve a minimum of 70% of the available marks in the Knowledge and Behaviour Test and 100% of the available marks in the Practical Assessment. This equates to a minimum of:</p> <ul style="list-style-type: none"> • 21 marks in the Knowledge and Behaviour Test • all Pass performance criteria in the Practical Assessment.
Distinction	<p>The apprentice must achieve:</p> <ul style="list-style-type: none"> • a minimum of 90% of the available marks in the Knowledge and Behaviour test (27 marks) • all Pass performance criteria plus all Distinction performance criteria in the Practical Assessment.

Annexe B provides descriptions of the expectations for the overall grading as detailed in the *Supply Chain Operator Trailblazer Apprenticeship Approach to Assessment*.

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document, titled *Supply Chain Operator Trailblazer Apprenticeship Approach to Assessment*, is available in *Annexe B*.

Language of assessment

Apprentices must use English only during the assessment of this EPA.

An apprentice taking the EPA may be assessed in British Sign Language for the purpose of reasonable adjustment.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

Gateway

Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan, titled *Supply Chain Operator Trailblazer Apprenticeship Approach to Assessment*, in *Annexe B*.

Employers must complete a *Gateway Declaration Form* (see *Annexe A*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

Apprentices must be registered on ACE360 to enable gateway documents to be uploaded and confirmed. The apprentice must have had gateway confirmed to enable them to progress into EPA assessment.

5 End-point Assessment Components

Component 1: Knowledge and Behaviour Test

Structure

The Knowledge and Behaviour Test is a paper-based test that will assess apprentices' knowledge and understanding across specific areas of the learning outcomes, in line with the *Supply Chain Operator Trailblazer Apprenticeship Approach to Assessment* requirements.

Paper-based Test	
Summary	<p>A paper-based test consisting of short-answer questions, worth 1 or 2 marks each.</p> <p>There are two sections in the paper. Section A contains questions that assess the knowledge of the apprentice and are independent of each other, they will not necessarily be sequenced in the order of the learning.</p> <p>Section B contains two scenarios that relate to behaviour in a supply chain operator environment. The questions relate to the given scenarios.</p>
Duration	60 minutes
Number of marks	30 marks
Grading	<p>Pass/Distinction</p> <p>To pass this component, the apprentice must achieve a minimum of 21 marks out of 30 (70% of the available marks). For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>
Preparation	Tutors and apprentices must use the resources published in the <i>EPA Resource Pack</i> to support their preparation. These resources include the full content that needs to be delivered during on-programme.
Delivery and conduct	<p>This test is currently available in a paper-based format. We will discuss the set up and delivery of the tests with the employer/training provider, as part of our planning discussions.</p> <p>Apprentices must be registered on ACE360 to enable gateway documents to be uploaded and confirmed, prior to the test being</p>

Paper-based Test	
	booked. As the test is an EPA component, the apprentice must have had gateway confirmed to enable them to progress into EPA assessment. Registered apprentices will then need to be entered for specific testing sessions. The employer/training provider should ensure that apprentices are adequately prepared before each test attempt. Paper-based assessments must comply with the requirements set out in <i>Pearson EPA Onscreen and Paper-based test delivery requirements</i> document, which will be provided to the employer/training provider alongside this specification.
Sample Assessment Materials	Sample assessment materials (SAMs) are provided for the Knowledge and Behaviour Test. The SAMs provide an example of the actual test in terms of the feel and level of demand. The SAMs show the range of possible question types that may appear and give a good indication of how the test is structured. While SAMs can be used for practise with apprentices, as with any assessment the content covered and specific details of the questions asked will change in each version of the test.

Standards Assessed

The Knowledge and Behaviour Test assesses the following learning outcomes from the apprenticeship standard:

Apprenticeship learning outcomes
Core Knowledge
1. Understand how to communicate effectively with colleagues
2. Understand the structure of the supply chain industry
3. Understand opportunities in relation to their own career aspirations
4. Understand their own organisation
5. Understand the impact of individual performance
6. Understand proposed and actual changes to systems, processes and technology
7. Understand how their role can affect their health
Knowledge
1. Understand how to plan job
2. Understand what to consider when selecting and using packing materials
3. Understand how to prepare and use packing materials efficiently
4. Understand moving, handling and packing processes

Apprenticeship learning outcomes
5. Understand how to use equipment and machinery safely
6. Understand how to prepare documentation for removals jobs
7. Understand processes for loading and unloading
8. Understand how to dismantle and/or reassemble furniture
9. Understand relevant and current regulation and legislation relating to the moving and handling of items
10. Understand the changing consumer landscape
11. Understand basic IT applications and relevant technology and systems
Behaviour
1. Be able to demonstrate integrity, credibility and honesty
2. Be able to strive for the best results in all they do and maintain a positive attitude
3. Be able to show a commitment to achieving all personal and organisational objectives
4. Be able to show a genuine interest in meeting the needs of others

Content to be assessed

The range of content to be assessed in the test can be found in the *EPA Resource Pack*. This document is available from Pearson once an EPA service agreement is in place.

This document details the technical content to be assessed in the paper-based test to demonstrate the required knowledge and understanding related to the Apprenticeship Standard outcomes stated on the previous page. All of the technical content is mandatory for assessment and all the knowledge and behaviour learning outcomes will be sampled in each paper. Therefore, it is essential that the apprentice has full knowledge of this content before progressing to EPA.

All legislation cited in the content is current at time of publication. The paper-based test will use the most recent legislation.

Component 2: Practical Assessment

Structure

The Practical Assessment assesses apprentices' skills from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end point assessor (IEA).

Observation	
Summary	The IEA will observe the apprentice carrying out activities in a real-work environment. There is a question and answer session at the end, which assesses areas that were not covered in the observation. The activities and questions are targeted to elicit the evidence to meet the Pass and Distinction performance requirements given on pages 13-24.
Duration	1 hour and up to 30 minutes extra time to allow all areas to be evidenced.
Grading	<p>Pass/Distinction</p> <p>The IEA will assess the apprentice's performance in the Practical Assessment using Pass and Distinction performance criteria forms, which will be used to record the achievement of skills and answering questions.</p> <p>Within each skill learning outcome, the apprentice must meet all the pass criteria (85 marks) to pass the Practical Assessment component.</p> <p>The apprentice must meet all the pass and all the distinction criteria within each skill learning outcome to receive a Distinction. The apprentice has an opportunity to provide evidence through their performance to achieve a Distinction and by responding to assessor questions correctly.</p> <p>The grading criteria for this component can be found in the assessment plan, titled <i>Supply Chain Operator Trailblazer Apprenticeship Approach to Assessment</i>, in <i>Annexe B</i>.</p>
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation</p> <p>The details of how the observation will be operated will be agreed at the EPA planning meeting.</p>
Delivery and conduct	The observation will take place in the apprentice's normal working environment. Simulation is not permitted.

Observation	
	<p>The IEA will take notes.</p> <p>If the IEA does not observe a particular area then situational 'what-if' questions will be asked as part of the question and answer session. The areas that are permissible to be assessed in this way have been identified in the <i>EPA Resource Pack</i>.</p> <p>The IEA will intervene or stop the observation if they judge that the apprentice or others are at risk.</p> <p>If the presence of the IEA will become obtrusive, then the observation, or part of the observation, can be carried out at a distance. This will need to be discussed and agreed as part of the EPA planning and scheduling process.</p>
Assessment	The IEA observes and asks the apprentice questions and judges their performance against the performance criteria, published in the <i>EPA Resource Pack</i> .

Standards Assessed

The Practical Assessment assesses the following learning outcomes from the apprenticeship standard.

Learning outcome number	Apprenticeship learning outcomes
Core Skill 1	Be able to deliver excellent customer service
Core Skill 2	Be able to communicate effectively with customers and colleagues in line with organisational standards
Core Skill 3	Be able to demonstrate safe moving and handling of different objects
Core Skill 4	Be able to work effectively in a team
Core Skill 5	Be able to adapt to new technology
RO Skill 1	Be able to plan and re-plan for a commercial removal job
RO Skill 2	Be able to select, prepare and use materials efficiently
RO Skill 3	Be able to move and handle items safely
RO Skill 4	Be able to use machinery and equipment safely

Learning outcome number	Apprenticeship learning outcomes
RO Skill 5	Be able to prepare documentation for removals jobs
RO Skill 6	Be able to load and unload items safely and efficiently
RO Skill 7	Be able to dismantle and/or reassemble furniture safely and efficiently
RO Skill 8	Be able to use basic IT systems

Activity 1: Performance requirements

Structure of the Practical Assessment

Core Skills

CS.1: Be able to deliver excellent customer service
The apprentice is observed carrying out the following: <ul style="list-style-type: none">• identifying customer needs• working with colleagues• dealing with problems• interacting with customers in a positive and helpful way.
Performance requirements
1. Delivering excellent customer service using communication skills
Information for the apprentice
The apprentice will be assessed by the IEA on the following Distinction areas.
D1 Go above and beyond what is expected of their role by providing the customer with alternative solutions to meet their needs

CS.2: Be able to communicate effectively with customers and colleagues in line with organisational standards
The apprentice is observed carrying out the following: <ul style="list-style-type: none">• communicating effectively• communicating using verbal and non-verbal communication• maintaining organisational standards.
Performance requirements
1. Communicating effectively with customers and colleagues in line with organisational procedures
D1 Communicate with the customer using effective formal methods, which is completed independently to a level that far exceeds the minimum standard, with few or no errors
D2 Communicate independently and confidently to senior management when relaying information that contains no errors

CS.3: Be able to demonstrate safe moving and handling of different objects

The apprentice is observed carrying out the following:

- ensuring safe handling
- following organisational processes for safe moving and handling
- demonstrating how to lift different items safely.

Performance requirements

1. Moving and handling goods, complying with organisational procedures and operating requirements

D1 Demonstrate an effective application of manual handling processes, showing an increased awareness of manual handling requirements

CS.4: Be able to work effectively in a team

The apprentice is observed carrying out the following:

- working within a team
- working with team members to solve problems
- respecting team members.

Performance requirements

1. Work effectively in a team

D1 Be able to challenge team members where appropriate and identify solutions rather than just problems or issues

D2 Help others to achieve tasks by identifying efficient and new or improved ways of working

CS.5: Be able to adapt to new technology

The apprentice is observed carrying out the following:

- supporting the use of new technology
- helping others adapt to new technology
- showing others how to use technology and systems.

Performance requirements

1. Working with and adapting to technology

D1 Identify ways in which the use of technology has benefited logistics operations in your organisation, and recommend any further potential improvements

D2 Respond to failures in technology when using technology to complete a specific task

Removals Operative Skills

ROS.1: Be able to plan and re-plan for a commercial removal job

The apprentice is observed carrying out the following:

- planning a commercial removal job
- re-planning with given changed requirements
- following organisational procedures.

The planning and re-planning of the removals job can be carried out in the working environment or a realistic working environment.

Simulation scenarios

There may be circumstances where simulation will need to be used if the evidence cannot be collected in the real work environment. The simulation can provide apprentices with the opportunity to:

- re-plan a commercial removal job.

Performance requirements

1. Planning for a job following organisation procedures

D1 Be able to complete tasks independently to a level that far exceeds the minimum standard with few or no errors

ROS.2: Be able to select, prepare and use materials efficiently

Information

This learning outcome must be assessed using a simulation, as access to a customer's property may not be possible in the time of the planned assessment. It may not be possible to use the plan developed in Skill 1 for this skill, as a commercial move involves specific large equipment and items that may not be accessible for the simulated situation. Therefore, apprentices will be given alternative planned resources to use for this learning outcome.

Simulation scenarios

As this skill would normally be performed at a customer's premises, apprentices may not be able to meet it due to accessibility to the actual working environment. Therefore, a real work environment must be simulated for the apprentice in a suitable facility. The simulation can provide apprentices with the opportunity to:

- select materials for a simulated removals job
- prepare materials required for a simulated removals job
- use materials for a simulated removals job.

Performance requirements

1. Select and prepare appropriate materials for items to be moved
2. Use appropriate materials for items to be moved

ROS.3: Be able to move and handle items safely

Information

This learning outcome can be assessed using a simulation, although sometimes removal employers store customer goods, in which case this can be assessed without using a simulation.

The apprentice is observed carrying out the following:

- using relevant equipment and machinery safely and efficiently to move items
- ensuring safe handling of customer items
- using correct manual handling techniques.

Simulation scenarios

As this skill would normally be performed at a customer's premises, apprentices may not be able to meet it due to accessibility to the actual working environment. Therefore, a real work environment must be simulated for the apprentice in a suitable facility. The simulation can provide apprentices with the opportunity to:

- use relevant equipment and machinery safely and efficiently to move items
- ensure safe handling of customer items
- use correct manual handling techniques.

Performance requirements

1. Moving and handling items

D1 Be able to complete tasks independently to a level that far exceeds the minimum standard with few or no errors

ROS.4: Be able to use machinery and equipment safely

Information

This learning outcome can be assessed holistically. This learning outcome can also be assessed using a simulation for the context, but the organisation will provide the actual equipment or machinery used during moves. The assessor will choose what equipment or machinery the apprentice uses during the assessment.

Apprentices can be observed using equipment or machinery; it is not a requirement to cover both.

The apprentice is observed carrying out the following:

- using machinery and/or equipment safely
- carrying out pre-checks on equipment and/or machinery
- using machinery and/or equipment safely following organisational instructions.

Simulation scenarios

As this skill would normally be performed at a customer's premises, apprentices may not be able to meet it due to accessibility to the actual working environment. Therefore, a real work environment must be simulated for the apprentice in a suitable facility. The simulation can provide apprentices with the opportunity to:

- use machinery and/or equipment safely
- carry out pre-checks on equipment and/or machinery
- use machinery and/or equipment safely following organisational instructions.

Performance requirements

1. Select equipment or machinery

2. Check equipment

3. Use equipment or machinery safely

D1 Demonstrate effective application of technical processes when using equipment or machinery

ROS.5: Be able to prepare documentation for removals jobs

Information

This learning outcome can also be assessed using a simulation.

The apprentice is observed carrying out the following:

- preparing documentation for removal jobs.

Simulation scenarios

As this skill would normally be performed at a customer's premises, apprentices may not be able to meet it due to accessibility to the actual working environment. Therefore, a real work environment must be simulated for the apprentice in a suitable facility. The simulation can provide apprentices with the opportunity to prepare documentation for removal jobs.

Performance requirements

1. Preparing documentation

ROS.6: Be able to load and unload items safely and efficiently

Information

This learning outcome can be assessed holistically. This learning outcome can also be assessed using a simulation.

The apprentice is observed carrying out the following:

- loading items correctly
- unloading items correctly.

Simulation scenarios

As this skill would normally be performed at a customer's premises, apprentices may not be able to meet it due to accessibility to the actual working environment. Therefore, a real work environment must be simulated for the apprentice in a suitable facility. The simulation can provide apprentices with the opportunity to:

- load items correctly
- unload items correctly.

The simulation will include the following types of items:

- large item
- small item
- bulky item
- fragile item.

Performance requirements

1. Load items safety and efficiently

2. Unload items safely and efficiently

D1 Go above and beyond what is expected of their role by demonstrating fast or efficient ways of working

D2 Consistently selects and uses appropriate skills and processes to confirm vehicle is loaded correctly, justifying decisions made

ROS.7: Be able to dismantle and/or reassemble furniture safely and efficiently

Information

This learning outcome can be assessed using a simulation.

The apprentice is observed carrying out the following:

- dismantling/reassembling furniture correctly following instructions
- selecting tools and equipment required to safely dismantle/reassemble furniture.

Simulation scenarios

As this skill would normally be performed at a customer's premises, apprentices may not be able to meet it due to accessibility to the actual working environment. Therefore, a real work environment must be simulated for the apprentice in a suitable facility. The simulation can provide apprentices with the opportunity to:

- dismantle/reassemble furniture correctly following instructions
- select tools and equipment required to safely dismantle/reassemble furniture.

The assessor will observe the apprentice assembling and dismantling a piece of furniture, for example a wardrobe or a coffee table.

Performance requirements

1. Risk assessment

2. Preparation for dismantling furniture

3. Dismantle furniture

4. Reassemble furniture

D1 Be able to identify solutions rather than just problems or issues when dismantling and assembling

ROS.8: Be able to use basic IT systems

Information

This learning outcome can be assessed holistically. This learning outcome can also be assessed using a simulation.

The apprentice is observed carrying out the following:

- using IT systems when carrying out a commercial move
- using different types of IT systems used for removals.

Simulation scenarios

As this skill would normally be performed at a customer's premises, apprentices may not be able to meet it due to accessibility to the actual working environment. Therefore, a real work environment must be simulated for the apprentice in a suitable facility. The simulation can provide apprentices with the opportunity to:

- use IT systems when carrying out a commercial move
- use different types of IT systems used for removals.

Performance requirements

1. Select and use IT systems

Activity 2: Distinction attributes and questioning

Distinction attributes	
Information for the apprentice	
The apprentice will be assessed by the IEA on the following Distinction areas during the Practical Assessment.	
1	Go above and beyond what is expected of their role, for example, demonstration of particularly fast, efficient and new ways of working and improved ways of working
2	Demonstrate consistent, effective application of technical processes, resources, techniques and materials, using their own initiative where required
3	Complete tasks independently to a level that far exceeds the minimum standard with few or no errors
4	Select and use appropriate skills and processes, justifying their choices**

**To fully achieve this criterion, the apprentice must respond correctly to the given question.

Questioning

The apprentice will complete a question-and-answer session with the IEA. During, and at the end, of the Practical Assessment, the apprentice will have the opportunity to respond to questions that address the specific gaps they were unable to meet during their practical performance. Only the identified areas of questioning, given below, can be achieved through questioning without practical performance. This means questioning cannot be used to show achievement of the whole skill.

Skill learning outcome	Areas of questioning
CS.1: Be able to deliver excellent customer service	Solving customer problems
CS.5: Be able to adapt to new technology	Keeping up to date
ROS.1: Be able to plan and re-plan for a commercial removal job	Rescheduling jobs
ROS.4: Be able to use machinery and equipment safely	Defect reporting
ROS.5: Be able to prepare documentation for removals jobs	Labelling of items
ROS.6: Be able to load and unload items safely and efficiently	Reporting damages and breakages
ROS.8: Be able to use basic IT systems	Accessing information on organisational systems
ROS.8: Be able to use basic IT systems	Using organisational systems for reporting

Questions to evidence distinction criteria

Assessors will ask specific questions against the distinction attributes below, using activities conducted by the apprentice during the practical performance.

Distinction attributes
1 Go above and beyond what is expected of their role, for example demonstration of particularly fast, efficient and new ways of working and improved ways of working
2 Demonstrate consistent, effective application of technical processes, resources, techniques and materials, using their own initiative where required
3 Select and use appropriate skills and processes, justifying their choices
4 Complete tasks independently to a level that far exceeds the minimum standard with few or no errors
5 Be able to challenge where appropriate and identify solutions rather than just problems or issues

6 Delivery of End-point Assessment

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

All components of the end-point assessment must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

For additional EPA-specific requirements, refer to the assessment plan, titled *Supply Chain Operator Trailblazer Apprenticeship Approach to Assessment*, in *Appendix B*.

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *EPA enquiries and appeals process* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic

all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please [visit www.legislation.gov.uk](http://www.legislation.gov.uk)

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment than this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

8 Further information

We have a dedicated account support team, across the UK, to give you more personalised support and advice. To contact your account specialist:

Email: wblcustomerservices@pearson.com
or use the self-help portal to find help or ask a question
qualifications.pearson.com/en/contact-us/wbl.html

Telephone: 0844 576 0045

Visit our 'Contact us' pages for details of other contacts:

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

Documents that further support the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

9 Glossary

Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on www.gov.uk .
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that end-point assessment organisations must follow when assessing the EPA.
Cut Score	The standard mark set for a multiple-choice test pass/ merit/ distinction that remains in place for a period of time, usually the life of the EPA. These may be stated on the assessment plan or determined internally by Pearson.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Components	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four components that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their end-point assessment. There are requirements for maths and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. 20% of on-programme is required to be off-the-job training.
Retake	An apprentice requires further learning after failing a component before they can be re-entered for it.
Resit	An apprentice fails a component but is able to be re-entered immediately without any further learning.

Trailblazer group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

Annexe A: Gateway Declaration Form

Apprentice name:		
On-programme start date:		
Gateway date:		
Evidence	Y/N	Comments (if applicable)
English and maths certificates (Level 1 or above)		
English and maths attempted (Level 2)		

Employer declaration

I confirm that the apprentice has:

- achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship
- achieved the prerequisites listed above and is ready for their end-point assessment.

Name: _____ Date: _____

Signature: _____

Apprentice declaration

I confirm the gateway evidence is my own and I agree to be put forward for my EPA.

Signature: _____ Date: _____

Annexe B: Supply Chain Operator Trailblazer Apprenticeship Approach to Assessment

Contents

- 1 Introduction and overview
 - 2 Content – **what** will be assessed
 - 3 On programme assessment
 - 4 Gateway for progression to end point assessment
 - 5 End point assessment - **how** the apprentice will be assessed
 - 6 Grading
 - 7 Quality assurance
 - 8 Ensuring independence and impartiality
 - 9 Delivering consistent, reliable judgements
 - 10 Delivering accurate, valid judgements
 - 11 Affordability and sustainability
 - 12 Manageability and feasibility
- Appendix 1 Learning outcomes
- Appendix 2 Roles and responsibilities – **who** will carry out the assessment

1. Introduction and Overview

The apprenticeship standard for Supply Chain Operator was designed by employer representatives of the supply chain and logistics industry, and is suitable for apprentices employed in a wide variety of organisations.

This apprenticeship provides the foundation knowledge, skills and experience for the role of Supply Chain Operator within the occupational areas of traffic office and commercial removals.

Supply Chain Operators are primarily responsible for managing the movement of goods for a variety of customers across all sectors, and as such their customer base will range from large global organisations to sole traders and private customers in local areas, depending on their organisation. They will work in one or more of a variety of subsectors, including: shipping, removals, import/export, freight, hazardous goods, and food.

The actual job roles apprentices may undertake will vary from one employer to another, but generally fit under the following areas:

- **Traffic or Transport Officer:** managing the movement of goods for a variety of customers, either own account or third party, from manufacturer or supplier to final destination or for onward delivery
- **Removals Operative:** the preparation for and performance of packing / unpacking and moving household, office and other furniture, goods and equipment into or out of new premises or storage or preparation for transit, both domestically and internationally. Removals Operatives often prepare and travel with the removal truck, and long-distance moves may involve nights away from home. Moving furniture involves a lot of walking, bending and lifting and is hard, physical work.

Employers likely to use these standards include:

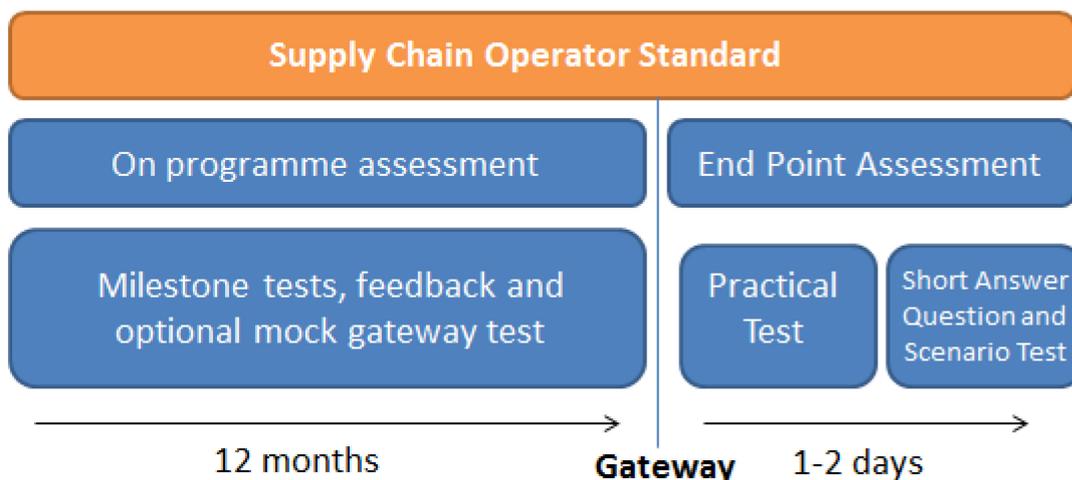
- public, private and voluntary organisations
- the armed forces, which offers apprenticeship programmes in a number of logistic roles
- small to medium-sized specialist supply chain organisations who employ a small number of apprentices as core and/or support staff to provide the skills for growth
- larger specialist supply chain organisations
- small to medium sized non-supply chain organisations, who may employ a small number of apprentices
- larger non-supply chain organisations, who may take on a handful of apprentices.

The approach to assessment has been designed to be appropriate, manageable and valid in a range of contexts while also ensuring consistency.

Employers have adopted the following basic principles to inform the approach:

- The apprenticeship should add real value to the apprentice and the employer, by developing the apprentice to such a point as they're able to start in a career in the industry, not just get a job.
- The apprenticeship should be manageable, cost-effective and appropriate for all employers within the industry regardless of size.
- The assessment process should confirm full competence within the relevant occupation, with differentiation given for those high-performing individuals.
- The apprenticeship should have maximum relevance to the job wherever possible.
- The apprentice is not over-assessed.

Assessment Overview



2. Content - what is being assessed?

The standards for Supply Chain Operator were developed by the trailblazer employer group, made up of around 50 different employers in this sector. The same group produced a list of learning outcomes which represent the higher order skills and knowledge that should be assessed at end point assessment stage (appendix 1). It is these learning outcomes which must be achieved in order for the apprentice to be deemed a competent Supply Chain Operator.

3. On Programme Assessment

The employer and training provider will use the Supply Chain Operator standard and the list of learning outcomes (appendix 1) to develop a training plan.

Apprentices will be required to demonstrate continuous and sustained progress towards the end point assessment, by completing work as set out by their employer, demonstrating the knowledge and skills required in the relevant role. They will also complete Level 1 or Level 2 English and maths if required.

The on programme aspect of the apprenticeship is expected to take a minimum of 12 months to complete, and should include specific milestones to ensure that the apprentice continues to make good progress towards their end point assessment. We recommend quarterly milestone meetings with the training provider, employer and apprentice to check progress against the standard and for everyone to give feedback. The milestone meetings could take the form of an interview or professional conversation to help develop the apprentice's communication and employability skills. Apprentices may also wish to compile a portfolio of evidence or a learner journey log to help them keep a record of their progress.

This period of learning and associated assessments must be complete before the final assessment can take place.

4. Gateway for Progression to End Point Assessment

Quarterly milestone meetings will allow the employer, apprentice and training provider to keep track of progress and will be a good indicator of when the apprentice is ready for their end point assessment. A mock end point test or completed portfolio of evidence may also help.

Apprentices must have completed the relevant English and maths qualifications before attempting the end point assessment.

The decision about whether a learner is ready for progression to end point assessment will be made jointly by the employer and training provider.

5. End Point Assessment

The end point assessment will comprise of the following two methods.

Both elements will be equally weighted at 50% of the overall grade and ideally will take place over a one day period.

i. Knowledge and Behaviours Test

The knowledge test will cover the learning outcomes listed as 'knowledge' in appendix 1. These are higher order learning outcomes taken from the wider Supply Chain Operator standard. The assessment will be externally set and marked by the selected Assessment Organisation and will consist of structured short answer and scenario based questions (SAQs). This test will be taken under exam conditions and assessed by the selected Assessment Organisation.

The knowledge test will include enough questions to assess the apprentice's understanding of all knowledge based learning outcomes, including at least 2 scenario based short answer questions replicating a real situation that the Supply Chain Operator could come up against.

These scenario based questions will assess how an apprentice would deal with a particular situation relevant to their role and should be used to assess the apprentice's ability to demonstrate the learning outcomes grouped under 'behaviours' in appendix 1. The Assessment Organisation will design a suitable and reliable mark scheme to assess these behaviours. The end point assessment organisation may choose to use scenario based questions throughout the knowledge test to assess the knowledge and behaviour outcomes in an integrated way.

The test does not need to be written and has the option to be delivered online so long as the employer or test centre has the appropriate technology and we suggest that video clips might make the scenarios more realistic and perhaps easier to relate to. It is the responsibility of the assessment organisation to design the knowledge test as appropriate including a suitable and reliable mark scheme for assessing behaviours.

To pass this assessment learners will need to demonstrate full competence in the necessary knowledge and behaviours required for a Supply Chain Operator.

Distinction candidates will:

- provide more advanced, sophisticated examples and detailed and relevant responses relating to knowledge of systems and processes
- have a detailed understanding of key concepts and how they interlink
- recognise the varying impact of different strengths and weaknesses to overall outcomes, and explain effective ways to improve the outcomes or processes
- show detailed planning, organisation and investigatory skills in a well-structured and thorough format
- demonstrate the ability to work to tight deadlines and to review plans.

Distinction candidates may also be more likely to evidence exceptional behaviours.

The recommended duration of the knowledge and behaviours test is 1 hour.

ii. Practical Assessment

The practical assessment will cover the learning outcomes listed as 'skills' in appendix 1. These are the higher order skills taken from the wider Supply Chain Operator standard.

For the Traffic/Transport Officer role the assessment will include observation of the candidate by an independent assessor. The candidate will carry out their everyday job role and the assessor will use an observation check list and mark scheme to make sure all learning outcomes have been met. The assessor should be prepared to ask questions or use simulated scenarios to collect any evidence they have not been able to gather over the course of the assessment, so no candidates are disadvantaged by the nuances of their job role. A fully simulated scenario is unlikely to be appropriate for this kind of job role.

For the Removals Operative role, it may be more appropriate to use a simulated situation (depending on the setting) whereby the apprentice is observed by an independent assessor carrying out the required skills for their job role. The apprentice could be presented with a job or task sheet as they would at the start of any given working day and a situation created in either the warehouse or assessment centre, whereby the candidate can demonstrate all required skills of the role. The assessor should have a standardised set of questions or prompts to use with each candidate to make sure they can react to changing or unexpected situations.

The selected Assessment Organisation will produce a test specification and outline the controlled conditions for this practical assessment.

To pass this assessment learners will need to demonstrate full competence in the necessary skills required for a Supply Chain Operator in each of the defined pathways.

Distinction candidates will:

- go above and beyond what is expected of their role, for example, demonstration of particularly fast, efficient and new ways of working and improved ways of working
- demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials
- complete tasks independently to a level that far exceeds the minimum standard with few or no errors
- select and use appropriate skills and processes, justifying their choices
- be able to challenge where appropriate and identify solutions rather than just problems or issues.

Distinction candidates may also be more likely to evidence exceptional behaviours.

The recommended duration of the practical assessment is 1 hour to minimise stress and over assessment for the learner, but if all areas of the standard cannot be evidenced in this time, the assessor and candidate should be prepared that they may need more time.

6. Grading

The apprentice will achieve an overall grade of pass or distinction. The grade will be made up from the two end point assessment methods; the knowledge test and the practical test. Both elements are equally weighted towards the final grade. Grading descriptors will be developed by the Assessment Organisation and standardised by the external quality assurer to outline clearly what a distinction or pass candidate would look like.

A pass candidate will be someone who is fully job ready. They will have met all of the standards for the Supply Chain Operator Trailblazer apprenticeships. They will be able to make their own decisions and complete tasks independently, as a competent member of staff.

A distinction candidate will be someone who goes above and beyond what may be expected of them. A good place to see examples of distinction evidence may be in the behaviours.

We have set the following grade boundaries:

- Distinction – 90+%
- Pass – 70%

These boundaries must be achieved separately in both assessment methods, so a pass mark can only be awarded where the learner has achieved 70% in the knowledge assessment and 70% in the practical assessment.

NB: The above grade boundary for Distinction now applies only to the Knowledge and Behaviour Test.

The above grade boundary for Distinction has been superseded for the Practical Assessment by more recent guidance from NSAR, which states that:

- 1. Pass level performance in the practical assessment is established when all Pass criteria are demonstrated.**
- 2. Distinction level performance in the practical assessment is established when all Distinction criteria are demonstrated, as well as the Pass criteria.**

This means that the stated pass marks (70% and 90%) in the Practical Assessment no longer apply as learners must achieve all criteria.

7. Quality Assurance

Internal – The Assessment Organisation carrying out the end point assessment will be expected to put in place their own quality assurance procedures adhering to best practice and their regulator’s requirements. This will include minimum occupational competence requirements for assessors and markers, annual assessment and standardisation training for markers and assessors and consistency across test conditions.

External – External quality assurance will initially be undertaken by the Institute for Apprenticeships.

National Skills Academy for Rail (NSAR) will take over as EQA provider from 2019.

No profit will be made through conducting this activity.

8. Ensuring Independence and Impartiality

Our approach to delivery and end point assessment demonstrates clear impartiality and independence, with the inclusion of an independent assessor at end point assessment stage. In addition, no single party who has been involved in delivery can make the sole decision on whether the apprentice is competent. The employer and training provider will jointly make the decision about whether the learning is complete and the apprentice is ready for end point assessment and an independent assessor will make the final judgement surrounding competency and grading.

The independent assessor will be recruited and trained by the assessment organisation and participation in standardisation activities as organised by the assessment organisation will be mandatory. The independent assessor will take a holistic view of the apprentice's work, as well as the grade to be awarded, based on the evidence provided in the knowledge and practical tests.

9. Delivering consistent, reliable judgements

The assessment methods used for the Supply Chain Operator trailblazer apprenticeship are designed to produce assessment outcomes consistently and reliably, and when combined with the standards which set out what knowledge, skills and behaviours all apprentices must successfully demonstrate, ensure a true comparison between apprentices regardless of their employer or specific role. Training Providers and Assessment Organisations will appear on the relevant SFA register and should have suitable and current experience in the Supply Chain and Logistics sector. Assessors must have met the criteria for occupational competence as outlined by the Assessment Organisation.

10. Delivering accurate, valid judgements

The assessment methods for the Supply Chain Operator trailblazer standards have been designed by experts with both sector and educational assessment expertise as the most valid methods of determining competence in this role.

Assessment of apprentices will be based on their individual performance and measured against the skills, knowledge and behaviours as set out in the standards. The elements of the end point assessment build a holistic picture of the individual apprentice's development and performance over the apprenticeship, allowing the independent assessor to judge whether or not the apprenticeship has been achieved, and if performance deserving of a distinction has been demonstrated.

We recommend that Assessment Organisations consider using practices such as double or split marking to strengthen the accuracy and reliability of their assessment judgements.

Assessors should meet the minimum requirements for expertise in assessment principles and practices and occupational competence as laid out by the Assessment Organisation. These should include relevant assessor qualifications and industry qualifications at level 3 or above, and relevant and current professional experience in Traffic, Transport or Removals roles.

11. Affordability and Sustainability

We have considered the costs and the most appropriate forms of assessment in great detail to ensure that organisations of all types and size are not excluded from hiring and assessing an apprentice. Resits will be kept to a minimum by the gateway requirements. We have selected only two methods of assessment with one of these including assessment of behaviours in order to minimise stress and over-assessment for the apprentice as well as to keep costs down.

Consultation with awarding organisations and training providers has confirmed the costs so they are a realistic estimation. We estimate that end point assessment will make up 10-15% of the overall cost of the apprenticeship.

Centres will also be able to use the Assessment Organisation's Reasonable Adjustments Policy to give additional assistance to meet evidence requirements as needed.

The costs will provide a high return on investment as successful completion of the Supply Chain Operator standard is expected to fill increasing skills gaps in the sector, with expected volumes of 100-200 starts annually.

12. Manageability and Feasibility

This approach to assessment has been designed to be viable for both large and small employers, with a wide geographical take-up across a number of different settings.

The fact that there are only 2 methods of assessment will make the assessment more manageable for employers, apprentices and end point Assessment Organisations. We also expect that both the practical and knowledge test could be administered on the same day, meaning that the apprentice would be off-site for the least amount of time possible. The knowledge test could be taken on the employer's premises if it is under exam conditions with an invigilator and as the practical test can take place in a simulated environment this should also make the assessment more manageable for employers and for the Assessment Organisation, without taking away from its validity.

Appendix 1: Learning Outcomes

	Learning Outcome	Assessed by
Core knowledge	Understand how to communicate effectively with colleagues	Short Answer Question (SAQ) Test
	Understand the structure of the supply chain industry	Short Answer Question (SAQ) Test
	Understand opportunities in relation to their own career aspirations	Short Answer Question (SAQ) Test
	Understand their own organisation	Short Answer Question (SAQ) Test
	Understand the impact of individual performance	Short Answer Question (SAQ) Test
	Understand proposed and actual changes to systems, processes and technology	Short Answer Question (SAQ) Test
	Understand how their role can affect their health	Short Answer Question (SAQ) Test
Core Skills	Be able to deliver excellent customer service	Scenario based SAQ and/or Practical Assessment
	Be able to communicate effectively with customers and colleagues in line with organisational standards	Scenario based SAQ and/or Practical Assessment
	Be able to demonstrate safe moving and handling of different objects	Practical Assessment
	Be able to work effectively in a team	Scenario based SAQ and/or Practical Assessment
	Be able to adapt to new technology	Scenario based SAQ and/or Practical Assessment

Core Behaviours	Be able to demonstrate integrity, credibility and honesty	Scenario based SAQ and/or Practical Assessment
	Be able to strive for the best results in all they do and maintain a positive attitude	Scenario based SAQ and/or Practical Assessment
	Be able to show a commitment to achieving all personal and organisational objectives	Scenario based SAQ and/or Practical Assessment
	Be able to show a genuine interest in meeting the needs of others	Scenario based SAQ and/or Practical Assessment
Removals Operative Knowledge	Understand how to plan job	Short Answer Question (SAQ) Test
	Understand what to consider when selecting and using packing materials	Short Answer Question (SAQ) Test
	Understand how to prepare and use packing materials efficiently	Short Answer Question (SAQ) Test
	Understand moving, handling and packing processes	Short Answer Question (SAQ) Test
	Understand how to use equipment and machinery safely	Short Answer Question (SAQ) Test
	Understand how to prepare documentation for removals jobs	Short Answer Question (SAQ) Test
	Understand processes for loading and unloading	Short Answer Question (SAQ) Test
	Understand how to dismantle and /or reassemble furniture	Short Answer Question (SAQ) Test
	Understand relevant and current regulation and legislation relating to the moving and handling of items	Short Answer Question (SAQ) Test
	Understand the changing consumer landscape	Short Answer Question (SAQ) Test
Understand basic IT applications and relevant technology and systems	Short Answer Question (SAQ) Test	

Removals Operative Skills	Be able to plan and re-plan for a commercial removal job	Practical Assessment
	Be able to select, prepare and use materials efficiently	Practical Assessment
	Be able to move and handle items safely	Practical Assessment
	Be able to use of machinery and equipment safely	Practical Assessment
	Be able to prepare documentation for removals jobs	Practical Assessment
	Be able to load and unload items safely and efficiently	Practical Assessment
	Be able to dismantle and/or reassemble furniture safely and efficiently	Practical Assessment
	Be able to use basic IT systems	Practical Assessment
Traffic Office Knowledge	Understand relevant and current regulation and legislation	Short Answer Question (SAQ) Test
	Understand how to plan routes and jobs	Short Answer Question (SAQ) Test
	Understand appropriate equipment/vehicle types	Short Answer Question (SAQ) Test
	Understand how to use the Transport Management System (TMS) and other relevant IT systems	Short Answer Question (SAQ) Test
	Understand safe use of equipment and machinery in order to provide briefs to colleagues	Short Answer Question (SAQ) Test
	Understand how to process goods when returned to base	Short Answer Question (SAQ) Test
	Understand the process for arranging vehicle maintenance and dealing with any related issues	Short Answer Question (SAQ) Test

Traffic Office Skills	Be able to demonstrate compliance with current appropriate rules and regulation	Practical Assessment
	Be able to prepare the delivery of products safely and efficiently	Practical Assessment
	Be able to use Transport Management Systems (TMS)	Practical Assessment
	Be able to plan and provide briefs to other operators on safe use of equipment and machinery	Practical Assessment
	Be able to process goods when returned to base	Practical Assessment
	Be able to debrief drivers on their return to base	Practical Assessment
	Be able to follow instructions for maintaining equipment and machinery	Practical Assessment
	Be able to schedule vehicle maintenance	Practical Assessment

Appendix 2: Roles and responsibilities

<p>Training Provider</p>	<ul style="list-style-type: none"> • Works with employer to develop a training plan tailored to the apprentice to cover the knowledge, skills and behaviours outlined in the standards. • Participates in some milestone meetings over the course of the on programme delivery and provides constructive feedback to the apprentice and employer. • Works with the employer to decide when the apprentice is ready for end point assessment. • Supports the apprentice throughout the learning journey. • Helps the employer to find a suitable end point Assessment Organisation.
<p>Assessment Organisation</p>	<ul style="list-style-type: none"> • Develops the test specification for each method of assessment. • Develops the grading descriptors. • Works with occupationally competent writers to design and develop valid assessments. • Employs occupationally competent assessors and ideally has geographical coverage across England. • Provides the option for apprentices to sit their knowledge test in a test centre if the employer doesn't have the facilities to run it on-site. • Provides and requires CPD for assessors.
<p>Independent Assessor</p>	<ul style="list-style-type: none"> • Attends the practical test to make the assessment judgement about the apprentice's competence. • Marks the knowledge test to make the assessment judgement about the apprentice's competence.
<p>Employer</p>	<ul style="list-style-type: none"> • Creates opportunities for learners to achieve all standards and go above and beyond. • Decides jointly on readiness for end point assessment. • Commits to continuous review with the training provider.
<p>Professional Body</p>	<ul style="list-style-type: none"> • Carries out the external quality assurance function to ensure consistency, accuracy and independence across end point Assessment Organisations and assessment conditions.

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