

Apprenticeships in

Transport and Logistics

End-point Assessment for
Warehouse Operative (Level 2)



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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 Warehouse 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The grade boundary for Distinction has been superseded for the practical assessment by more recent guidance from NSAR, which states that: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.	4, 9, 29

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 Warehouse Operative 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 Warehouse Operative apprenticeship.

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 warehouse operative.

The apprenticeship is at Level 2 and is for apprentices working in the role of a warehouse operative. The apprenticeship gives apprentices the foundation knowledge, skills and experience for the role of warehouse operative.

Warehouse operatives communicate with a wide range of people and customers. They should have a passion to meet customer expectations, providing a high-quality service that encourages repeat business. Individuals in this role are highly competent in using industry-recognised systems and associated services, for example traffic/warehouse management systems, and will be able to work under pressure to tight deadlines. A warehouse operative is often required to be flexible and work shifts, including 'four-on-four-off', days, nights, evenings and weekends.

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 Warehouse Operative (Level 2)
First Pearson assessment	01/01/2019
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	<p>Pass/Distinction</p> <p><i>Refer to Section 3 for detailed information.</i></p>
Duration of apprenticeship programme	The typical duration for this apprenticeship is a minimum of 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 Warehouse Operative (Level 2)

The EPA for the Warehouse 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 30 minutes	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 end-point assessment 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 *Warehouse Operative 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 *Warehouse Operative 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 *Warehouse Operative 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 *Warehouse Operative Trailblazer Apprenticeship Approach to Assessment* requirements.

Paper-based Test	
Summary	<p>A paper-based test consisting of 24 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 and will not necessarily be sequenced in the order of the learning.</p> <p>Section B contains two scenarios that relate to behaviour in a warehouse environment. The questions relate to the given scenario.</p>
Duration	60 minutes
Number of marks	30 marks.
Grading	<p>Pass/Distinction</p> <p>To pass this component, the apprentice must achieve 21 marks out of 30 (70% of the available marks). For information on the overall grading of the end-point assessment, please refer to the grading information in <i>Section 3</i>.</p> <p>The Knowledge and Behaviour Test contributes 50 per cent to the overall end-point assessment grade.</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	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.

Paper-based Test	
	Apprentices must be registered on ACE360 to enable gateway documents to be uploaded and confirmed, prior to the test being 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	<p>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.</p> <p>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.</p>

Standards Assessed

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

Apprenticeship standard learning outcomes
Knowledge
1. Safe and controlled driving and/or operating techniques relating to materials handling equipment
2. The environmental impact of the industry and how it can be minimised
3. Safe use of equipment and machinery
4. How to use warehouse systems and processes relating to packaging, moving and receiving stock
5. How to use relevant IT, technology and systems
6. Relevant regulation and legislation governing the supply chain industry
7. The structure of the industry

8. The importance of delivering excellent customer service
9. The vision, objectives and brand of the organisation
10. Proposed and actual changes to systems, processes and technology
Behaviour
1. Communicate effectively with customers and colleagues
2. Work effectively in a warehousing team
3. Demonstrate integrity, credibility, positivity and honesty

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 directly 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 learning outcomes stated above. 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 apprentices have full knowledge of this content before progressing to end-point assessment.

All legislation cited in the content is current at the 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 Apprenticeship Approach to Assessment requirements. It is assessed by a Pearson independent end point assessor (IEA).

Practical Assessment	
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 12-16.
Duration	1 hour and 30 minutes maximum
Grading	<p>Pass/Distinction</p> <p>The Practical Assessment has been broken down into three activities, which includes questioning during and after the Practical Assessment.</p> <p>The IEA will assess apprentices' performance in the Practical Assessment using Pass and Distinction performance criteria forms, which will assess the achievement of three activities and questioning.</p> <p>Within each skill learning outcome, the apprentice must meet all the pass criteria (47 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. Apprentices have 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>Warehouse Operative 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 Practical Assessment will be operated will be agreed at the EPA planning meeting.</p>

Practical Assessment	
Delivery and conduct	<p>The Practical Assessment will take place in the apprentice's normal working environment. Simulation is not permitted.</p> <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 Practical Assessment if they judge that the apprentice or others are at risk.</p> <p>If the presence of the end-point assessor 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 end-point assessment planning and scheduling process.</p>
Assessment	<p>The IEA observes and asks the apprentice questions and judges their performance against the performance criteria, published in the <i>EPA Resource Pack</i>.</p>

Standards Assessed

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

Learning outcome number	Apprenticeship standard learning outcomes
Skill 1	Operate at least one vehicle safely and efficiently ^{*1}
Skill 2	Use and position vehicle fitted equipment ^{*2}
Skill 3	Safely and efficiently move, handle, pack and unpack different items
Skill 4	Manage waste effectively
Skill 5	Safely and efficiently load and unload items
Skill 6	Select, prepare and use most appropriate packaging materials
Skill 7	Use correct equipment and procedures to record receiving or stowing goods
Skill 8	Use IT systems and other relevant technology and systems

*1. 'Vehicle' for the purposes of the end-point assessment can cover the range of (mechanical/material handling equipment (MHE) in the warehouse from pump trolleys, powered pallet trucks, scissor lifts and forklift trucks and more.

*2. 'Vehicle fitted equipment' relates to the equipment attached to the MHE and not just to the lorry delivering the goods. For warehouse operatives who do have the opportunity to interact with the lorry or van and unload as loads are delivered, evidence of safe operation, position and use of loading equipment attached to the lorry or van itself will also meet the performance outcomes. This may include forklift and lorry-mounted forklift, safe use, securing and positioning of the vehicle tail lift, roller doors and also movable platforms not specifically attached to the LGV, but which meet the vehicle to unload and move into the warehouse.

Structure of the Practical Assessment

Activity 1: Operating vehicles and positioning vehicle fitted equipment

Skill 1: Operate at least one vehicle safely and efficiently
Performance requirements
Carry out preoperative checks on vehicles in line with organisational requirements
Operate the vehicle controls in a way that maintains the safety and security of yourself, the goods vehicle, the load and other colleagues, complying with organisational procedures and operating requirements

Skill 2: Use and position vehicle fitted equipment
Performance requirements
Safe use of equipment

Distinction attributes for Activity 1
Information for apprentices
Apprentices will be assessed by the IEA on the following Distinction areas.
Demonstrate advanced driving skills and techniques in relation to relevant vehicles
Go above and beyond what is expected of the role through demonstration of good spatial awareness
Select and use appropriate skills and processes, justifying their choices*
Complete tasks independently to a level that far exceeds the minimum standard, with few or no errors

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

Activity 2a: Performance of warehouse operations for goods

Skill 3: Safely and efficiently move, handle, pack and unpack different items
Skill 4: Manage waste effectively
Skill 5: Safely and efficiently load and unload items
Skill 6: Select, prepare and use most appropriate packaging materials
Skill 7: Use correct equipment and procedures to record receiving or stowing goods
Performance requirements
Select and use correct equipment for the task
Receive goods following organisational procedures**
Unload goods following organisational operating and safety requirements
Moving and handling goods, complying with organisational procedures and operating requirements
Unpack different goods and manage waste disposal, complying with organisational procedures for unpacking
Stow goods following organisational requirements**
Retrieve goods for packing goods, complying with organisational procedures, operating requirements and storage requirements
Prepare the work area for packing
Packaging goods according to organisational packaging requirements, minimising waste during the task
Load goods safely and efficiently

**Please note: apprentices must achieve either Skill 7.2 *Receiving goods following organisational procedures* or Skill 7.3 *Stowing goods following organisational requirements* to achieve pass.

Activity 2b: Distinction requirements

Information for apprentices
Apprentices will be assessed by the IEA on the following Distinction areas during the Practical Assessment.
Go above and beyond what is expected of the role through application of health and safety skills
Go above and beyond what is expected of the role through new and improved ways of working
Effective application of technical processes, resources, techniques and materials
Complete independently to a level that far exceeds the minimum standard with few or no errors

Activity 3: Using IT systems and other relevant technology and systems

Skill 8: Use IT systems and other relevant technology and systems
<p>Information</p> <p>There will be opportunities when apprentices perform tasks where they may use IT systems and other relevant technology and systems, rather than paper-based recording. They may also use the system to check or track goods. The evidence can, therefore, be recognised under this skill.</p>
Performance requirements
Selects appropriate IT systems and technology for the task

Questioning

Apprentices will complete a question-and-answer session with the IEA. During and at the end of the Practical Assessment, apprentices will have the opportunity to respond to specific questions to address specific gaps they were unable to meet during their practical performance. Only the identified areas of questioning, 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
Skill 1: Operate at least one vehicle safely and efficiently	Defect reporting
Skills 4: Manage waste effectively	Managing waste procedures
Skill 5: Safely and efficiently load and unload items	Safety and efficiency
Skill 7: Use correct equipment and procedures to record receiving or stowing goods	Adjusting equipment

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
Goes above and beyond what is expected of their role by dealing with more complex situations.
Justifies choices when selecting and using appropriate skills and processes.

Apprentices have a second opportunity to meet the distinction attribute, if they were unsuccessful in demonstrating it during their practical performance.

Distinction attribute
Efficient and new ways of working with suggestions for improvement where appropriate.

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 *Warehouse Operative 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 then 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)		

<p>Employer declaration</p> <p>I confirm that the apprentice has:</p> <ul style="list-style-type: none"> • 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. <p>Name: _____ Date: _____</p> <p>Signature: _____</p>
<p>Apprentice declaration</p> <p>I confirm the gateway evidence is my own and I agree to be put forward for my EPA.</p> <p>Signature: _____ Date: _____</p>

Annexe B: Warehouse Operative Trailblazer Apprenticeship Approach to Assessment

Contents

- 1 Introduction and overview
- 2 Content – **what** will be assessed
- 3 On programme assessment
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- 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 Warehouse Operative 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 Warehouse Operative.

Warehouse Operatives communicate with a wide range of people and customers. They have a passion to meet customers' expectations by providing a quality service that encourages repeat business. Individuals in this role are highly competent in using industry-recognised systems and associated services (eg Traffic/Warehouse Management Systems) and will be able to work under pressure to tight deadlines. A Warehouse Operative will often be required to be flexible and work shifts including 4-on-4-off, days, nights, evenings and weekends.

Employers likely to use these standards include:

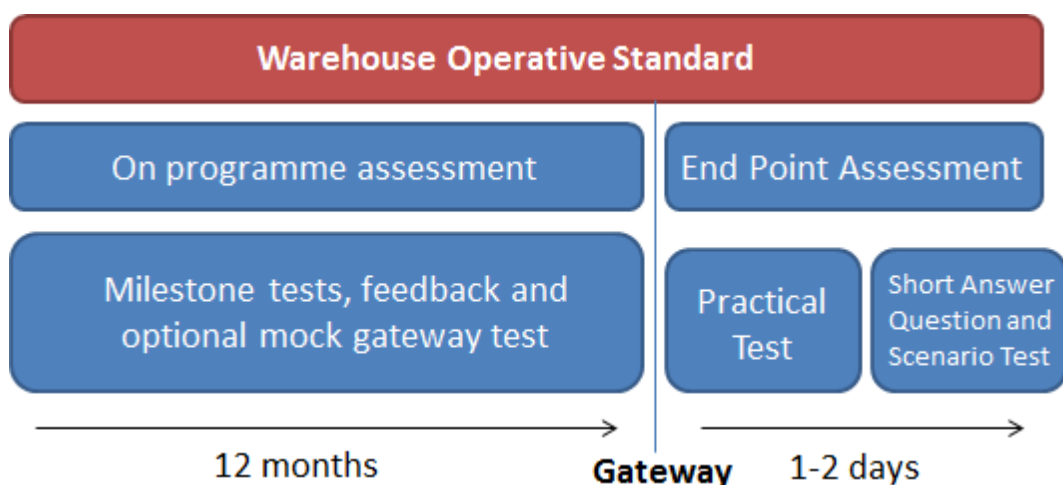
- public, private and voluntary organisations
- the armed forces, which offers apprenticeship programmes in a number of logistic roles
- small to medium-sized specialist supply chain organisations who employ a small number of apprentices as core and/or support staff to provide the skills for growth
-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

3. On Programme Assessment

The employer and training provider will use the Warehouse Operative 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, and may achieve nationally-recognised vendor or other qualifications if the employer chooses such as Fork Lift Truck qualifications.

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 to help them keep a record of their progress.

Training providers and employers may find that the following qualification is useful to support delivery of this standard: Level 2 Certificate in Warehousing and Storage.

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. If apprentices are completing the Level 2 Certificate in Warehousing and Storage, successful completion of this qualification will be an indicator of readiness for end point assessment.

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

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.

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 Warehouse Operative 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 Warehouse Operative 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 Warehouse Operative.

Distinction candidates will:

- provide more advanced, sophisticated examples and more detailed and relevant responses relating to warehousing systems and processes
- have a detailed understanding of key concepts in warehousing and in their specific role 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 should cover the learning outcomes listed as 'skills' in appendix 1. These are the higher order skills taken from the wider Warehouse Operative standard. The practical assessment will be observed by an independent assessor who will make a judgement on whether the apprentice is competent to carry out the practical aspects of their job role.

Where appropriate, the apprentices should be observed by an independent assessor carrying out their everyday tasks. 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.

In some settings a simulated scenario may be more appropriate. In this situation the candidate should be given a task or job sheet as they would on a normal given day and a situation created in either the warehouse or assessment centre, whereby the learner can demonstrate all required skills of the role. The assessor should have a standardised set of questions or prompts to use with each learner to make sure the learner 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 Warehouse Operative.

Distinction candidates will:

- go above and beyond what is expected of their role, for example increased awareness and application of health and safety skills, dealing with more complex situations, spatial awareness and demonstration of particularly fast, efficient and new ways of working and improved ways of working
- demonstrate advanced driving skills and techniques in relation to relevant vehicles
- demonstrate a keen interest in the sector and in the job and in keeping up to date with industry changes
- 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.

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 Warehouse Operative Trailblazer apprenticeship. 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, 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 Warehouse Operative 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 Warehouse Operative 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 practices 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 Warehousing 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 Warehouse Operative 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
Knowledge	1. Safe and controlled driving and/or operating techniques relating to materials handling equipment	Short Answer Question (SAQ) Test
	2. The environmental impact of the industry and how it can be minimised	Short Answer Question (SAQ) Test
	3. Safe use of equipment and machinery	Short Answer Question (SAQ) Test
	4. How to use warehouse systems and processes relating to packaging, moving and receiving stock	Short Answer Question (SAQ) Test
	5. How to use relevant IT, technology and systems	Short Answer Question (SAQ) Test
	6. Relevant regulation and legislation governing the Supply Chain Industry	Short Answer Question (SAQ) Test
	7. The structure of the industry	Short Answer Question (SAQ) Test
	8. The importance of delivering excellent customer service	Short Answer Question (SAQ) Test
	9. The vision, objectives and brand of the organisation	Short Answer Question (SAQ) Test
	10. Proposed and actual changes to systems, processes and technology	Short Answer Question (SAQ) Test

	Learning Outcome	Assessed by
Skills	1. Operate at least one vehicle safely and efficiently	Practical Assessment
	2. Use and position vehicle fitted equipment	Practical Assessment
	3. Safely and efficiently move, handle, pack and unpack different items	Practical Assessment
	4. Manage waste effectively	Practical Assessment
	5. Safely and efficiently load and unload items	Practical Assessment
	6. Select, prepare and use most appropriate packaging materials	Practical Assessment
	7. Use correct equipment and procedures to record receiving or stowing goods	Practical Assessment
	8. Use IT systems and other relevant technology and systems	Practical Assessment
Behaviours	1. Communicate effectively with customers and colleagues	Scenario based element of SAQ
	2. Work effectively in a warehousing team	Scenario based element of SAQ
	3. Demonstrate integrity, credibility, positivity and honesty	Scenario based element of SA

Appendix 2: Roles and Responsibilities

Training Provider	<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.
Assessment Organisation	<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.
Independent Assessor	<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.
Employer	<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.

Professional Body	<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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