

# Highfield Level 2 End-Point Assessment for ST0103 Express Delivery Operative

End-Point Assessment Kit



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EPA-Kit

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# How to Use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Express Delivery Operative.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Express Delivery Operative Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

## Key facts

<b>Apprenticeship standard:</b>	Express Delivery Operative
<b>Level:</b>	2
<b>On Programme Duration:</b>	Minimum of 12 months
<b>End-Point Assessment Window:</b>	3 months
<b>Grading:</b>	Pass/distinction
<b>End-Point Assessment methods:</b>	Multiple choice test Role simulation Professional discussion

**In this kit, you will find:**

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

# Introduction

## Standard overview

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The dramatic growth of internet shopping and the use of portable ICT devices have transformed the occupations involved in express delivery services. Using world class equipment and software to provide timed deliveries and collections to homes and businesses; postal workers, couriers and express delivery drivers have a high level of individual responsibility for their working day and delivery route. They may be on foot using trolleys or required to use a vehicle such as a pedal cycle, motorbike, van or lorry. They are an ambassador for the industry, their brand and the goods they carry. They provide a high level of customer service which may include real time tracking of deliveries or the installation of electrical and other goods. They maintain excellent communication throughout the delivery chain from collection to delivery point and dealing correctly with failed deliveries and returns.

On completion, express delivery service apprentices may progress to more senior duties. These may involve supervising, team leading, training or mentoring colleagues or to senior express delivery management roles through further apprenticeships or degree apprenticeships. They may also become self-employed courier drivers which may lead them to create and manage a business and employ others or may move into operational and management roles related to the manual or automated sortation of goods and packages.

## On-programme requirements

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Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Express Delivery Operative Apprenticeship Standard.

The on-programme assessment approach will be agreed between the training organisation and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training organisation will need to prepare the apprentice for the end-point assessment.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment.

The Express Delivery Operative Standard does not include acquisition of a Driving Licence for any class of vehicle. Where it is appropriate to the job role, employers are able to provide licence acquisition training and testing alongside the apprenticeship but this does not form part of the assessment requirements and as stated in the Standard, driving licence acquisition is not co-funded by government as part of the apprenticeship.

The training aspect of this apprenticeship will take a minimum of 12 months to complete. It is recommended that there are quarterly meetings between the employer, apprentice and training organisation to assess the apprentice's development of competency and performance in the workplace. These will inform the decision to enter the apprentice for their end-point assessment.

## **Use of Artificial Intelligence (AI) in the EPA**

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## **Readiness for end-point assessment**

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In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 1 English and maths
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

## Order of end-point assessments

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The recommended order of end-point assessment is the multiple choice test; the role simulation; then the professional discussion. The professional discussion will need to be assessed last due to the potential carry over of criteria from the role simulation.

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# The Highfield Approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## Documents used in developing this end-point assessment

Standard (2020)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/express-delivery-operative/>

End-point assessment plan (2018 ST0103/AP01)

[https://www.instituteforapprenticeships.org/media/1776/st0103\\_express-delivery-operative\\_l2\\_assessment-plan-for-publication\\_may-2018.pdf](https://www.instituteforapprenticeships.org/media/1776/st0103_express-delivery-operative_l2_assessment-plan-for-publication_may-2018.pdf)

## Specific considerations

Some of the evidence criteria used within the end-point assessment have been written by Highfield and are based on the Express Delivery Operative Apprenticeship Standard and assessment plan.

The apprentice will be assessed against the assessment criteria in each assessment method. The pass criteria have also been included in this EPA kit as an example of what the apprentice should expect to achieve in order to pass.

The role simulation scenario and the criteria this covers will be chosen based on the appropriateness to the apprentice's job role. Only criteria associated with the role simulation scenario the apprentice has been allocated will be carried over to the professional discussion if the assessor was unable to observe these during the role simulation.

There will be a 30-minute Q&A session at the end of the role simulation. This will give the assessor chance to ask the apprentice questions to cover any assessment criteria that they were unable to observe in the 40-minute role simulation.

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# Gateway

## How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved Level 1 English
- achieved Level 1 maths

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

### ID requirements

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving license
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

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## Express Delivery Operative Apprenticeship Standard

The following pages contain the express delivery operative apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Technical Operations		
Knowledge	Skills	Behaviours
<b>TO1</b> Range of express delivery services offered to <b>domestic and business customers</b> ; concept of <b>'the last mile'</b> , deliveries of all types of goods, care of <b>perishable items</b> , collections and returns across multiple brands, services, concept of <b>reverse logistics</b>	<b>TO11</b> Deliver goods to customer premises; load and unload goods in a safe way that ensures the safety and condition of the goods and correctly relates to the delivery schedule	<b>TO22</b> Acts as a <b>company ambassador</b>
<b>TO2</b> Learn and maintain UK geographic and local road network knowledge to plan and check routes. Road map reading, use of satellite navigation and postcodes to locate addresses	<b>TO12</b> Plan and track progress against a schedule, using equipment where required (e.g. scheduling software, satellite navigation)	<b>TO23</b> Shows pride in work: integrity, aims for excellence, time management
<b>TO3</b> Brand presentation related to delivery transport, uniform and sender especially where multiple brands are carried	<b>TO13</b> Interpret delivery/collection schedules; follow route instructions and company policies and instructions related to collections, deliveries, failed deliveries and returns	<b>TO24</b> Engages positively with colleagues and clients

<b>TO4</b> Operating policies and instructions relating to click and collect drop points, collections and returns. The principles of customer service and service delivery	<b>TO14</b> Consistently meet customer expectations, respond to customer's needs and identify ways to improve customer service	<b>TO25</b> Strives to improve service quality
<b>TO5</b> Hardware and software used to plan and manage deliveries and collection including hand-held devices to verify and record deliveries and provide real time tracking	<b>TO15</b> Verify delivery or collection of goods. Use manual and ICT systems to confirm delivery and collection and to authorise or make payments for goods where required	<b>TO26</b> Is proactive in working with colleagues to resolve problems which might affect deliveries and collections
<b>TO6</b> Numeracy required to calculate load weights, dimensions, pricing schedules, assessing the dimensions of internet-generated returns	<b>TO16</b> Comply with the law and with contracts to provide express delivery, postal and courier services	<b>TO27</b> Takes personal responsibility for the environmental impacts of express delivery, postal and courier services and strives to reduce those impacts
<b>TO7</b> Principles of commercial and common contract law as applied to express delivery businesses. Principles and laws relating to self-employment in express delivery services	<b>TO17</b> Work safely in accordance with employment law and traffic law. Where required, operate vehicles to DVSA standards to ensure safety of others and a <b>green environmental impact</b> , minimising fuel use, noise and congestion	<b>TO28</b> Is mindful of the needs of pedestrians and other road users
<b>TO8</b> The Laws and Regulations applying to traffic transport operations, and to specific goods (e.g. <b>hazardous goods</b> )	<b>TO18</b> Operate equipment provided to move, collect and deliver goods and when required use any systems and in compliance with company instructions	<b>TO29</b> Adopts a healthy lifestyle, eats an appropriate, balanced diet and takes regular exercise to ensure and enhance own health and fitness to work

<b>TO9</b> How personal health and lifestyle impacts on ability to work safely and efficiently. The elements of an appropriate, balanced diet and the range of exercises and fitness regimes or techniques that will ensure and maintain fitness for work	<b>TO19</b> Comply with legal and regulatory requirements relating to express delivery services and where required, with a contract from a client company	
<b>TO10</b> Legal and safe procedures, including the manufacturers' instructions for installing electrical and other goods when these are part of delivery services	<b>TO20</b> Uses diet, exercise and fitness techniques appropriate to job role	
	<b>TO21</b> Where required to carry out basic installation of goods, use correct manual handling techniques and use correct tools and equipment in compliance with manufacturer's installation instructions	
<b>Multiple choice test</b>		
<b>Criteria covered in multiple choice test</b>		
<b>TO1</b>	<b>Range of express delivery services offered to domestic and business customers; concept of 'the last mile', deliveries of all types of goods, care of perishable items, collections and returns across multiple brands, services, concept of reverse logistics</b>	
<b>TO1.1</b> State a range of express delivery services offered to domestic and business customers		
<b>TO1.2</b> Explain the concept of 'the last mile'		
<b>TO1.3</b> Describe deliveries of all types of goods, care of <b>perishable items</b> , collections and returns across multiple brands and services		
<b>TO1.4</b> Explain the concept of <b>reverse logistics</b>		
<b>TO2</b>	<b>Learn and maintain UK geographic and local road network knowledge to plan and check routes. Road map reading, use of satellite navigation and postcodes to locate addresses</b>	

<b>TO2.1</b> Learn and maintain UK geographic and local road network knowledge to plan and check routes	
<b>TO2.2</b> Use road map reading, satellite navigation and postcodes to locate addresses	
<b>TO3</b>	<b>Brand presentation related to delivery transport, uniform and sender especially where multiple brands are carried</b>
<b>TO3.1</b> Outline brand presentation related to delivery transport, uniform and sender especially where multiple brands are carried	
<b>TO4</b>	<b>Operating policies and instructions relating to click and collect drop points, collections and returns. The principles of customer service and service delivery</b>
<b>TO4.1</b> State the operating policies and instructions relating to click and collect drop points, collections and returns.	
<b>TO4.2</b> State the principles of customer service and service delivery	
<b>TO5</b>	<b>Hardware and software used to plan and manage deliveries and collection including hand-held devices to verify and record deliveries and provide real time tracking</b>
<b>TO5.1</b> Outline the hardware and software used to plan and manage deliveries and collections including hand-held devices	
<b>TO6</b>	<b>Numeracy required to calculate load weights, dimensions, pricing schedules, assessing the dimensions of internet-generated returns</b>
<b>TO6.1</b> Show numerical skills required to calculate: <ul style="list-style-type: none"> <li>• load weights</li> <li>• dimensions</li> <li>• pricing schedules</li> </ul>	
<b>TO6.2</b> Assess the dimensions of internet-generated returns	
<b>TO7</b>	<b>Principles of commercial and common contract law as applied to express delivery businesses. Principles and laws relating to self-employment in express delivery services</b>
<b>TO7.1</b> State the principles of commercial and common contract law as applied to express delivery businesses	
<b>TO7.2</b> State the principles and laws relating to self-employment in express delivery service	
<b>TO8</b>	<b>The Laws and Regulations applying to traffic transport operations, and to specific goods (e.g. hazardous goods)</b>
<b>TO8.1</b> Outline the law and regulations applying to: <ul style="list-style-type: none"> <li>• traffic</li> </ul>	

	<ul style="list-style-type: none"> <li>• transport operations</li> <li>• specific goods (e.g. <b>hazardous goods</b>)</li> </ul>	
<b>TO10</b>	<b>Legal and safe procedures, including the manufacturers' instructions for installing electrical and other goods when these are part of delivery services</b>	
<b>TO10.1</b> State the legal and safe procedures, including the manufacturers' instructions for installing electrical and other goods where appropriate		
<b>Role Simulation</b>		
<b>Criteria covered in role simulation</b>		
<b>TO11</b>	<b>Deliver goods to customer premises; load and unload goods in a safe way that ensures the safety and condition of the goods and correctly relates to the delivery schedule</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO11.1</b> Deliver goods to customer premises	Show goods loaded and unloaded safely and deliver without damage and on schedule	<b><i>TO11.5</i></b> Achieve the delivery ahead of schedule
<b>TO11.2</b> Load and unload goods in a safe way		
<b>TO11.3</b> Load and unload maintaining condition of goods		
<b>TO11.4</b> Maintain delivery schedule to customer premises		
<b>TO12</b>	<b>Plan and track progress against a schedule, using equipment where required e.g. scheduling software, satellite navigation</b>	
	<b>Role Simulation Scenarios: 1</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>

<b>TO12.1</b> Plan a schedule of collections and deliveries	Plan a schedule and track the progress for collection and deliveries	<b>TO12.5</b> <i>Show the use of route planning software and sat navigation where available</i>
<b>TO12.2</b> Track progress of collections and deliveries	Use sat navigation where available	
<b>TO12.3</b> Use software packages for scheduling routes		
<b>TO12.4</b> Use equipment for locations, sat nav if available		
<b>TO13</b>	<b>Interpret delivery/collection schedules; follow route instructions and company policies and instructions related to collections, deliveries, failed deliveries and returns</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO13.1</b> Understand collection and delivery schedules	Understand a schedule or route for collection and delivery and deal with a failed delivery and a return	<b>TO13.4</b> <i>Show recognition of improvement in the route schedule</i>
<b>TO13.2</b> Understand route instructions for collections and deliveries		
<b>TO13.3</b> Deal with failed delivery and returns within schedule and policy		
<b>TO14</b>	<b>Consistently meet customer expectations, respond to customer's needs and identify ways to improve customer service</b>	
	<b>Role Simulation Scenarios: 1</b>	



Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<b>TO14.1</b> Achieve timed delivery and collection within the schedule  <b>TO14.2</b> Review schedule to client change – re-delivery	Achieve a timed delivery to schedule and respond to a customer need for re-delivery	<b>TO14.3</b> Explain advice to the customer of the schedule for re-delivery
<b>TO15</b> Verify delivery or collection of goods. Use manual and ICT systems to confirm delivery and collection and to authorise or make payments for goods where required Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7		
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<b>TO15.1</b> Getting proof of collection or delivery, use paper or ICT  <b>TO15.2</b> Deal with payment transactions for collection and deliveries	Verify proof for collection or delivery of goods and the payment made to collect such goods where appropriate	<b>TO15.3</b> Gain both a signature and print for clarity
<b>TO18</b> Operate equipment provided to move, collect and deliver goods and when required use any systems and ancillary equipment in compliance with company instructions Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7		
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<b>TO18.1</b> Identify goods that need equipment to move  <b>TO18.2</b> Use such equipment correctly and within company instructions	Identify goods that need equipment to move and use that equipment correctly and within company instructions	<b>TO18.3</b> Identify a group of goods that could be moved together using equipment

<b>TO19</b>	<b>Comply with legal and regulatory requirements relating to express delivery services and where required, with a contract from a client company</b>		
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>		
<b>Assessment Criteria</b>		<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>TO19.1</b> Recognise law and regulations such as safeguarding and protect		Understand the law and regulations relating to express delivery such as the rules for dealing with hazardous goods and clients own regulations for goods	<b>TO19.4</b> <i>Detailed knowledge, able to name four <b>hazardous goods</b> likely to be found in express deliveries</i>
<b>TO19.2</b> Recognise law and regulations for the movement of goods such as hazards			
<b>TO19.3</b> Recognise client regulations for their goods			
<b>TO21</b>	<b>Where required to carry out basic installation of goods, use correct manual handling techniques and use correct tools and equipment in compliance with manufacturers installation instructions</b>		
	<b>Role Simulation Scenarios: 3</b>		
<b>Assessment Criteria</b>		<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>TO21.1</b> Where required, correctly build or install delivered goods		Build and install goods where required, using safe manual handling with the correct tools to the guidance of manufacturer's instructions	<b>TO21.4</b> <i>Connect goods where required and appropriate and check they are working</i>
<b>TO21.2</b> Use correct manual handling for such build or installation of goods			

<b>TO21.3</b> Build or install goods within the manufacturer's instructions		
<b>TO22</b>	<b>Acts as a company ambassador</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO22.1</b> Life in the brand, logo, paperwork	Show ethos of life in the brand of an express operator	<b>TO22.4</b> Show a mission statement or sales document of the brand
<b>TO22.2</b> Uniform/clothing as part of the job – cleaning it etc.	Identify the logo and brand most appropriate on clothing or equipment	
<b>TO22.3</b> Ambassador from bag to vehicle, cleaning it	Identify appropriate equipment from a choice of clean and dirty	
<b>TO23</b>	<b>Shows pride in work: integrity, aims for excellence, time management</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO23.1</b> Pride in work and positive attitude	Show pride in express delivery, able to identify a positive mission statement, then identify the most appropriate service (client asks for a cost efficient delivery that is not urgent)	<b>TO23.3</b> Show integrity, identifying constraint of a package not appropriate for a service. (This package has been identified as hazardous so cannot go on a 9am next day letter etc.)
<b>TO23.2</b> Integrity in work	Show the best choice on a service option card	
<b>Professional Discussion</b>		

<b>Criteria covered in professional discussion</b>		
<b>TO9</b>	<b>How personal health and lifestyle impacts on ability to work safely and efficiently. The elements of an appropriate, balanced diet and the range of exercises and fitness regimes or techniques that will ensure and maintain fitness for work</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO9.1</b> Personal health and working safely, clean air and low emission zones  <b>TO9.2</b> Lifestyle impacts on personal health, shift patterns  <b>TO9.3</b> Ability to work safely and efficiently while maintaining personal health	State the contents of a balanced diet  Identify a range of exercises and fitness regimes  Identify shift pattern impact on lifestyle	<b><i>TO9.4</i></b> Explain the impact of a balanced diet on more than one work styles, walking, bike or van delivery operative
<b>TO12</b>	<b>Plan and track progress against a schedule, using equipment where required e.g. scheduling software, satellite navigation</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO12.1</b> Plan a schedule of collections and deliveries  <b>TO12.2</b> Track progress of collections and deliveries  <b>TO12.3</b> Use software packages for scheduling routes <b>TO12.4</b> Use equipment for locations, sat nav if available	Plan a schedule and track the progress for collection and deliveries  Use sat navigation where available	<b><i>TO12.5</i></b> Show the use of route planning software and sat navigation where available
<b>TO14</b>	<b>Consistently meet customer expectations, respond to customer's needs and identify ways to improve customer service</b>	

Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<p><b>TO14.1</b> Achieve timed delivery and collection within the schedule</p> <p><b>TO14.2</b> Review schedule to client change – re-delivery</p>	Achieve a timed delivery to schedule and respond to a customer need for re-delivery	<b>TO14.3</b> Explain advice to the customer of the schedule for re-delivery
<b>TO16</b>	<b>Comply with the law and with contracts to provide express delivery, postal and courier services</b>	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<p><b>TO16.1</b> Understand law of employment in contract with operator</p> <p><b>TO16.2</b> Understand common law for working practices</p>	Identify the contract or engagement services with the employer or operator	<b>TO16.3</b> Explain the sector platform variations of self-employment and PAYE
<b>TO17</b>	<b>Work safely in accordance with employment law and traffic law. Where required, operate vehicles to DVSA standards to ensure safety of others and a green environmental impact, minimising fuel use, noise and congestion</b>	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<p><b>TO17.1</b> Understand match between employment law and traffic law</p> <p><b>TO17.2</b> Operate bicycle, trolley or vehicle safely withing traffic law</p> <p><b>TO17.3</b> Operate such vehicle in an environmentally friendly way</p>	State <b>match between employment law and traffic law</b> and understand the safety and environmental impact of operating a bicycle, trolley or vehicle	<p><b>TO17.4</b> Explain the measures in environmental operation such as safe and fuel efficient driving</p> <p><b>TO17.5</b> Recognise wins for cycle and zero emission deliveries</p>

<b>TO20</b>	<b>Uses diet, exercise and fitness techniques appropriate to job role</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO20.1</b> Apply an appropriate balanced diet to the demands of the job  <b>TO20.2</b> Use a range of exercise and fitness regimes appropriate to job	Identify a diet and exercise appropriate to the job role and detail the most appropriate fitness regime	<b><i>TO20.3</i></b> Describe the implications of diet, exercise and fitness regimes in other express roles from walking post to heavy vehicle driver
<b>TO21</b>	<b>Where required to carry out basic installation of goods, use correct manual handling techniques and use correct tools and equipment in compliance with manufacturers installation instructions</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO21.1</b> Where required, correctly build or install delivered goods  <b>TO21.2</b> Use correct manual handling for such build or installation of goods  <b>TO21.3</b> Build or install goods within the manufacturer's instructions	Build and install goods where required, using safe manual handling with the correct tools to the guidance of manufacturer's instructions	<b><i>TO21.4</i></b> Connect goods where required and appropriate and check they are working
<b>TO24</b>	<b>Engages positively with colleagues and clients</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO24.1</b> Works well and interacts with work colleagues  <b>TO24.2</b> Works well with clients	Explain the importance of engagement with colleagues and clients – use communication on delivery times as an example	<b><i>TO24.3</i></b> Describe communication to clients with an example of delivery time advice

		'This package on this service is likely to arrive between the hours of...'	
<b>TO25</b>	<b>Strives to improve service quality</b>		
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>		<b>To gain a distinction, the following must be evidenced.</b>
<b>TO25.1</b> Understand service quality in express delivery  <b>TO25.2</b> Improvement opportunities in service quality such as other services more appropriate (next day, before and after mid-day, Sunday, etc.)	State service quality, on time deliveries and other services available such as time slot or next day before and after mid-day or Sunday deliveries		<b>TO25.3</b> Describe constraints of service time deliveries over distance such as Scottish Highlands not same day
<b>TO26</b>	<b>Is proactive in working with colleagues to resolve problems which might affect deliveries and collections</b>		
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>		<b>To gain a distinction, the following must be evidenced.</b>
<b>TO26.1</b> Delivery and collection problems such as distance too far for service provision (Scottish Highlands same day etc.)  <b>TO26.2</b> Delivery and collection problems from external events such as weather, accident or road closure  <b>TO26.3</b> Communication of problems effecting collection or delivery to colleagues	Describe delivery and collection problems in the time and distance relationship to the journey of the packets and goods  Explain external problems such as an accident or road closure  Explain weather constraints such as rain, sleet and snow delays		<b>TO26.4</b> State one constraint from the below: <ul style="list-style-type: none"> <li>• The problem of overweight packages for services, 25kg box booked on a cycle delivery needs a van to resolve the problem of collection</li> <li>• Poor weather conditions for a package not waterproof, fragile needs care. Explain to colleagues or stamp or mark fragile etc.</li> </ul>

		Explain communicating such problems to colleagues such as road closure advice for key routes	
<b>TO27</b>	<b>Takes personal responsibility for the environmental impacts of express delivery, postal and courier services and strives to reduce those impacts</b>		
<b>Assessment Criteria</b>		<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO27.1</b>	Environmental impact of express delivery	Explain the environmental impact of express delivery, clean air and vehicle pollution	<b><i>TO27.5</i></b> <i>Identify ultra-low emission vehicles and zero emission vehicles for inner city delivery</i>
<b>TO27.2</b>	Clean air, pollution from vehicles	Explain alternative power vehicles	
<b>TO27.3</b>	Alternative fuel vehicles, ultra-low emission and zero emission deliveries	Explain congestion and clean air access zones for inner cities	
<b>TO27.4</b>	Congestion zone and clean air zone access in inner cities		
<b>TO28</b>	<b>Is mindful of the needs of pedestrians and other road users</b>		
<b>Assessment Criteria</b>		<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO28.1</b>	Operating or driving a delivery vehicle in a <b>defensive</b> manner	State the implications to others when operating or driving delivery equipment or a vehicle on a road or pavement	<b><i>TO28.3</i></b> <i>Explain the impact of parking delivery equipment or a vehicle restricting access on a pavement or road</i>
<b>TO28.2</b>	Parking delivery equipment or vehicle to make a collection or delivery	Explain the needs of access by others such as all access agents at a delivery point	



TO29	<b>Adopts a healthy lifestyle, eats an appropriate, balanced diet and takes regular exercise to ensure and enhance own health and fitness to work</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO29.1</b> Lives a healthy personal lifestyle  <b>TO29.2</b> Eats a balanced and healthy diet  <b>TO29.3</b> Lifestyle match to job role with regular exercise	State a healthy lifestyle with an appropriate diet and exercise in express role  Explain the difference of lifestyles between walking post and light van driver in terms of healthy diet and appropriate exercise	<b><i>TO29.4</i></b> Explain how a shift pattern impacts on sleep for express roles at early or late hours of shifts

<b>Amplification and Guidance</b>
<ul style="list-style-type: none"> <li>• <b>Domestic and business customers</b>  Domestic customers - UK-based or household, non-contracted customers, door-to-door, localised teams for full domestic reach, one-off deliveries  Business customers - multiple or contracted deliveries, deliveries for (customers') business needs</li> <li>• <b>'the last mile'</b>  The movement of goods from a transportation hub to its final destination</li> <li>• <b>Perishable items</b>  E.g. food items, time-sensitive or temperature-monitored goods</li> <li>• <b>Reverse logistics</b>  The movement of goods back to the seller</li> <li>• <b>Company ambassador</b></li> </ul>

A person who represents and promotes the company in a positive way

- **Green environmental impact**

Reduced emissions, vehicle serviced (exhaust function) and tyres checked, efficient logistical planning, keeping a constant steady speed, monitor fuel consumption, consider noise pollution, keeping to speed limits

- **Ancillary equipment**

Mechanical or technical additions to main pieces of equipment such as pipes and fittings

- **Hazardous goods**

Paints, solvents, pesticides, cleaning chemical, explosives, flammables

Must hold an ADR certificate to transport

- **Defensive driving**

Safe driving strategies that allow the driver to assess risks and respond in a timely manner

- **Match between employment law and traffic law**

Employment laws regarding working times and driver hours and how this can be impacted due to traffic laws such as speed limits

## Financial

Knowledge	Skills	Behaviours
<b>FT1</b> The <b>business models</b> for express delivery services; employed and self-employed couriers, types of contract and payment processes used by companies	<b>FT3</b> Works in a way that minimises business costs while meeting customer requirements	<b>FT4</b> Acts with integrity and honesty in all financial dealings, astute in work activities and acts credibly

FT2 Where costs occur in the business process		
<b>Multiple Choice Test</b>		
<b>Criteria covered in multiple choice test</b>		
FT1	<b>The business models for express delivery services; employed and self-employed couriers, types of contract and payment processes used by companies</b>	
FT1.1 Describe the <b>business models</b> for express delivery services: employed and self-employed couriers FT1.2 Outline the different types of contract and payment processes used by companies		
<b>Role Simulation</b>		
<b>Criteria covered in role simulation</b>		
FT3	<b>Work in a way that minimises business costs while meeting customer requirements</b>	
	<b>Role Simulation Scenarios: 4</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>FT3.1</b> Show ability to minimise business cost of deliveries (time and route)  <b>FT3.2</b> Optimise customer offer to cost (time and value for same/ next day etc.)  <b>FT3.3</b> Minimise business cost of delivery failure and returns	Identify the cost of different services to customers from same and next day rate cards, etc.  Show an understanding and explain the cost of delivery failure to the operator	<b><i>FT3.4</i></b> Identify three service variations of same day, next day and multi day delivery schedules from rate cards or sales material
<b>Professional Discussion</b>		

Criteria covered in professional discussion		
<b>FT2</b>	<b>Where costs occur in the business process</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>FT2.1</b> Costs in the express process for mail failure, returns and not at this address	Identify returns and failed deliveries that create cost	<b><i>FT2.3</i></b> Explain that returned delivery costs are the most expensive part of a client chain
<b>FT2.2</b> Costs in operations equipment, from bag to trolley, walking to wheels and operational equipment	Identify operational equipment costs and state that the loss or damage of equipment creates more costs	
<b>FT3</b>	<b>Work in a way that minimises business costs while meeting customer requirements</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>FT3.1</b> Show ability to minimise business cost of deliveries (time and route)	Identify the cost of different services to customers from same and next day rate cards, etc.	<b><i>FT3.4</i></b> Identify three service variations of same day, next day and multi day delivery schedules from rate cards or sales material
<b>FT3.2</b> Optimise customer offer to cost (time and value for same/ next day etc.)	Show an understanding and explain the cost of delivery failure to the operator	
<b>FT3.3</b> Minimise business cost of delivery failure and returns		
<b>FT4</b>	<b>Acts with integrity and honesty in all financial dealings, astute in work activities and acts credibly</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>

<b>FT4.1</b> Lives integrity and honesty in all personal financial dealings (Tax NIS Self-employment)	State a life value of integrity and honesty in dealing with pay and fees, packages and financial dealings with express delivery services	<b>FT4.3</b> Explain the future <b>customer value</b> from an action of integrity and honesty
<b>FT4.2</b> Lives integrity and honesty goods (security of packages)		
<b>FT4.3</b> Lives integrity and honesty in commercial dealings (quotes and payments for deliveries)		

Amplification and Guidance
<ul style="list-style-type: none"> <li>• <b>Business models</b> A company's strategy for earning profit over time</li> <li>• <b>Customer value</b> The level of satisfaction a customer experiences when compared to the product, goods or services received</li> </ul>

Safety		
Knowledge	Skills	Behaviours
<b>SF1</b> Health and safety and specific security regulations related to goods carried and how these impact on duties	<b>SF5</b> Comply with rules and regulations relating to the movement and handling of items, handling goods correctly using lifting and other equipment where appropriate	<b>SF9</b> Shows concern about the safety of self, customers and the wider public

<b>SF2</b> The principles of safe manual handling and the correct use of trollies and lifting equipment	<b>SF6</b> Apply safeguarding policy whenever deliveries involve young persons or vulnerable adults	<b>SF10</b> Follows organisations security policies during deliveries
<b>SF3</b> The potential environmental and air pollution hazards associated with express delivery, postal and courier services in urban and rural environments	<b>SF7</b> Maintain the health, safety and security of self, colleagues and customers during deliveries	<b>SF11</b> Follows safeguarding policies during deliveries to young persons or vulnerable adults
<b>SF4</b> National legislation and own organisations policy with regard to safeguarding young people and vulnerable adults	<b>SF8</b> Carry out appropriate daily equipment or vehicle checks and rectify or report faults	<b>SF12</b> When riding or driving vehicles, adopts a <b>defensive driving approach</b>
<b>Multiple Choice Test</b>		
<b>Criteria covered in multiple choice test</b>		
<b>SF1</b>	<b>Health and safety and specific security regulations related to goods carried and how these impact on duties</b>	
	<b>SF1.1</b> State the health and safety and specific regulations related to goods carried <b>SF1.2</b> Describe how health and safety regulations impact on your duties	
<b>SF2</b>	<b>The principles of safe manual handling and the correct use of trollies and lifting equipment</b>	
	<b>SF2.1</b> State the principles of safe manual handling <b>SF2.2</b> Outline the correct use of trollies and lifting equipment	
<b>SF3</b>	<b>The potential environmental and air pollution hazards associated with express delivery, postal and courier services in urban and rural environments</b>	

<b>SF3.1</b> State the potential environmental and air pollution hazards associated with express delivery, postal and courier services in urban and rural environments		
<b>Role Simulation</b>		
<b>Criteria covered in role simulation</b>		
<b>SF5</b>	<b>Comply with rules and regulations relating to the movement and handling of items, handling goods correctly using lifting and other equipment where appropriate</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>SF5.1</b> Understand rules and regulations and show where to find them  <b>SF5.2</b> Show good handling of goods  <b>SF5.3</b> Show lifting of goods and use of equipment where appropriate	Handle and move goods correctly within the rules and regulations, use equipment where appropriate, such as heavy goods	<b><i>SF5.4</i></b> Identify two more types of goods where regulations may be found for their movement
<b>SF6</b>	<b>Apply safeguarding policy whenever deliveries involve young persons or vulnerable adults</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>SF6.1</b> Identify young or vulnerable people at collection or delivery point  <b>SF6.2</b> Apply safeguarding policy where identified appropriate	Challenge the age and vulnerability of a person at the delivery or collection, use the safeguarding policy correctly	<b><i>SF6.3</i></b> Identify goods that are likely to conflict with a collection or delivery such as age related DVDs, alcohol, etc.

<b>SF7</b>	<b>Maintain the health, safety and security of self, colleagues and customers during deliveries</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>SF7.1</b> Identify dangers to self, colleagues, and customers  <b>SF7.2</b> Identify delivery zones prone to animal attack  <b>SF7.3</b> Maintain health, safety and security	Recognise a danger at the delivery or collection point, act to maintain health, safety and security	<b>SF7.4</b> Having identified a danger zone, explain the option to leave the delivery at a neighbouring property
<b>SF8</b>	<b>Carry out appropriate daily equipment or vehicle checks and rectify or report faults</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>SF8.1</b> Understand daily equipment and vehicle checks  <b>SF8.2</b> Carry out such checks, rectify where appropriate or report	Show an understanding of the equipment checks and carry out those checks	<b>SF8.3</b> Rectify equipment where the check has identified a fault, (such as tyre inflation)
<b>SF9</b>	<b>Shows concern about the safety of self, customers and the wider public</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>SF9.1</b> Living inside a safe and healthy environment	Identify danger from labels or signs such as 'beware of the dog', 'hazardous goods' and 'sharp objects in package'	<b>SF9.4</b> Able to grade danger, placing signs or labels in order of gravity of danger,



<b>SF9.2</b> Health and safety of customers	Place such labels in order of danger to self, the customer or the wider public	<i>such as 'wet paint on gate' and 'beware of guard dog'</i>
<b>SF9.3</b> Health and safety of the wider public		
<b>SF10</b>	<b>Follows organisations security policies during deliveries</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>SF10.1</b> Show the actions for security policy during delivery such as collecting proof of delivery by electronic or signature	Show the actions for security policy during delivery, collecting proof of delivery by electronic or signature	<b><i>SF10.3</i></b> Show the action taken when a customer is absent such as leave with a neighbour or at a secure drop location and take a photo
<b>SF10.2</b> Challenge when a customer may be young, and the goods are over 18 such as alcohol	Challenge when a customer may be young, and the goods are over 18 such as alcohol	
<b>SF11</b>	<b>Follows safeguarding policies during deliveries to young persons or vulnerable adults</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>SF11.1</b> Challenge to identify a young or vulnerable adult	Challenge to identify a young or vulnerable adult, show delivery actions within the safeguarding policy when delivering	<i>No distinction grade</i>
<b>SF11.2</b> Show delivery actions within the safeguarding policy when delivering.		
<b>Professional Discussion</b>		
<b>Criteria covered in professional discussion</b>		
<b>SF4</b>	<b>National legislations and own organisations policy with regard to safeguarding young people and vulnerable adults</b>	

Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<b>SF4.1</b> Working in vulnerable environments impacting on personal safety  <b>SF4.2</b> Guidance with regards to safeguarding  <b>SF4.3</b> Policy on young people and vulnerable adults	State the <b>national policy on safeguarding</b> . Identify vulnerable individuals and the environments they may be found in	<b>SF4.4</b> Explain the parcels that may be related to vulnerable individuals such as alcohol and over 18 items
<b>SF12</b>	<b>When riding or driving vehicles, adopts a defensive driving approach</b>	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<b>SF12.1</b> Explain the benefits of <b>defensive driving</b> to the safety of self and others	<b>Pass only where specific role is appropriate to a vehicle</b>  Explain the benefits of <b>defensive driving</b> to the safety of self and others	No distinction grade
<b>Amplification and Guidance</b>		
<ul style="list-style-type: none"> <li>• <b>Defensive driving approach</b> Safe driving strategies that allow the driver to assess risks and respond in a timely manner</li> <li>• <b>Hazardous goods</b> Paints, solvents, pesticides, cleaning chemical, explosives, flammables Must hold an ADR certificate to transport</li> <li>• <b>National policy on safeguarding</b> National legislations and your own company's policies with regard to safeguarding young people and vulnerable adults and how these apply to your day to day work role</li> </ul>		

<b>Contingencies</b>		
Knowledge	Skills	Behaviours
<b>CT1</b> Principles of initial risk assessment of load prior to commencing duties. <b>Dynamic risk assessment</b> during deliveries	<b>CT2</b> Apply <b>dynamic risk assessment</b> principles to plan and respond to changing (e.g. footpath closures, road diversions, incidents and accidents)	<b>CT3</b> Is calm under pressure and focused on solutions not problems
<b>Multiple Choice Test</b>		
Criteria covered in multiple choice test		
<b>CT1</b>	<b>Principles of initial risk assessment of load prior to commencing duties. Dynamic risk assessment during deliveries</b>	
<b>CT1.1</b> State the principles of initial risk assessment of load prior to commencing duties <b>CT1.2</b> Outline <b>dynamic risk assessment</b> during deliveries		
<b>Role Simulation</b>		
Criteria covered in role simulation		
<b>CT2</b>	<b>Apply dynamic risk assessment principles to plan and respond to changing circumstances e.g. footpath closures, road diversions, incidents and accidents</b>	
	<b>Role Simulation Scenarios: 1</b>	
Assessment Criteria	To pass, the following must be evidenced.	<i>To gain a distinction, the following must be evidenced.</i>
<b>CT2.1</b> Show <b>dynamic risk assessment</b> to footpath closures	Adapt the delivery route when faced with road or footpath closure advice	<b>CT2.4</b> <i>Explain the communication procedure for when there is a footpath closure, a road closure or an incident or accident occurred on route</i>

<p><b>CT2.2</b> Show <b>dynamic risk assessment</b> to road diversions (new routes)</p> <p><b>CT2.3</b> Show <b>dynamic assessment</b> to incidents and accidents on route</p>	<p>Explain a dynamic assessment when dealing with an incident or accident on a delivery or collection route</p>	
<p><b>CT3</b></p>	<p><b>Is calm under pressure and focused on solutions not problems</b></p> <p><b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b></p>	
<p><b>Assessment Criteria</b></p>	<p><b>To pass, the following must be evidenced.</b></p>	<p><i>To gain a distinction, the following must be evidenced.</i></p>
<p><b>CT3.1</b> Living and working in a calm manner</p> <p><b>CT3.2</b> Coping with time and value in express deliveries</p>	<p>Show a professional manner when given a timed delivery action</p> <p>Show calm when same delivery action is interrupted with a delay such as using the stairs as the lift is no longer working or finding a letter that has become mixed into many in a delivery bag</p>	<p><b>CT3.3</b> Show <i>positive communication</i> when making a delivery action to explain the delay</p>
<p><b>Professional Discussion</b></p>		
<p><b>Criteria covered in role simulation</b></p>		
<p><b>CT2</b></p>	<p><b>Apply dynamic risk assessment principles to plan and respond to changing circumstances e.g. footpath closures, road diversions, incidents and accidents</b></p>	
<p><b>Assessment Criteria</b></p>	<p><b>To pass, the following must be evidenced.</b></p>	<p><i>To gain a distinction, the following must be evidenced.</i></p>

<b>CT2.1</b> Show <b>dynamic risk assessment</b> to footpath closures	Adapt the delivery route when faced with road or footpath closure advice	<b>CT2.4</b> <i>Explain the communication procedure for when there is a footpath closure, a road closure or an incident or accident occurred on route</i>
<b>CT2.2</b> Show <b>dynamic risk assessment</b> to road diversions (new routes)	Explain a dynamic assessment when dealing with an incident or accident on a delivery or collection route	
<b>CT2.3</b> Show <b>dynamic assessment</b> to incidents and accidents on route		
<b>Amplification and Guidance</b>		
<ul style="list-style-type: none"> <li>• <b>Dynamic risk assessment</b> Continually assessing the risk of a situation or event and adapting to that situation appropriately by removing identified risks</li> <li>• <b>Positive communication</b> Can build trust, resolve issues, provide clarification, improve productivity, etc. Open body language, empathy, politeness, avoid and/or mitigate the likelihood of conflict</li> </ul>		

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# Assessment Summary

The end-point assessment for the Express Delivery Operative Apprenticeship Standard is made up of 3 components:

1. Multiple choice test consisting of 25 multiple-choice questions of 45-minutes duration
2. Role simulation of approximately 40-minutes duration (with a time tolerance of ten percent), followed by a 30-minute Q&A session
3. Professional discussion of approximately 40-minutes duration (with a time tolerance of ten percent)

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit and a mark allocated. The grade will be determined using the combined mark.

## Multiple choice test

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Total marks available are 25.

- To achieve a **pass**, apprentices will score at least 15 out of 25
- To achieve a **distinction**, apprentices will score at least 20 out of 25
- **Unsuccessful** apprentices will have scored 14 or below

The test will be delivered onscreen. It should be away from the day to day pressures of work and in a 'controlled' environment, which may be on or off the employer's premises.

## Role Simulation

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To achieve a pass in the role simulation:

- all pass criteria must be covered

To achieve a distinction in the role simulation:

- all pass and all distinction criteria must be covered

The simulation should take place in a relevant office or depot environment.

## Professional discussion

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To achieve a pass in the professional discussion:

- all pass criteria must be covered

To achieve a distinction in the professional discussion:

- all pass and all distinction criteria must be covered

The professional discussion must be conducted in a 'controlled' environment. It may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

## Grading

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The apprenticeship includes pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

In order to pass the apprentice is required to pass each of the three assessments.

In order to achieve a distinction, the apprentice must gain a distinction in all three of the assessments.

The overall grade for the apprentice is determined using the matrix below.

<b>Multiple choice test</b>	<b>Role Simulation</b>	<b>Professional Discussion</b>	<b>Overall grade awarded</b>
Fail any of the three assessment activities			<b>Fail</b>
Pass	Pass	Pass	<b>Pass</b>
Distinction	Pass	Pass	<b>Pass</b>
Pass	Distinction	Pass	<b>Pass</b>
Pass	Pass	Distinction	<b>Pass</b>
Distinction	Distinction	Pass	<b>Pass</b>
Distinction	Pass	Distinction	<b>Pass</b>
Pass	Distinction	Distinction	<b>Pass</b>
Distinction	Distinction	Distinction	<b>Distinction</b>

## Re-take and Resit information

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Should an apprentice fail one or more of the assessment activities on the first attempt, a re-sit should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit does not require further learning whereas a retake does.

The re-sit is normally expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice. A re-sit can only be taken within a minimum of 30 working days and a maximum of 90 working days following their first attempt at the EPA.

If an apprentice fails to meet the overall pass grade after a re-sit, their employer and training provider must review the apprentice's EPA performance and decide whether or not they require further learning and training before attempting to re-take. The employer should then notify Highfield when they feel the apprentice will be ready to attempt the EPA.

Re-sit/retakes will not be offered to apprentices wishing to move from pass to distinction. The maximum grade awarded for a re-sit or re-take will be capped at a pass grade unless exceptional circumstances are identified accounting for the original fail.

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## Assessing the Multiple Choice Test

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The following knowledge areas of the Express Delivery Operative Apprenticeship Standard will be assessed by a 45 minutes multiple choice test consisting of 25 multiple-choice questions with a pass mark of 15 out of 25. It consists of 20 multiple choice questions to test knowledge and 5 questions based on role scenarios.

The topics covered within the test are listed below:

- Technical Operations
- Financial
- Safety
- Contingencies

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

The multiple choice test will test knowledge across all elements of knowledge in the standard; it may therefore involve knowledge or a workplace scenario that is not directly applicable to the apprentice's current job role.

### Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test
- in readiness for end-point assessment, set the apprentice a mock multiple choice test. The mock tests are available on the mock e-assessment system.

## Multiple Choice Test Criteria

Technical Operations	
<p><b>TO1 Range of express delivery services offered to domestic and business customers; concept of ‘the last mile’, deliveries of all types of goods, care of perishable items, collections and returns across multiple brands, services, concept of reverse logistics</b></p>	<p><b>TO1.1</b> State a range of express delivery services offered to domestic and business customers</p> <p><b>TO1.2</b> Explain the concept of ‘<b>the last mile</b>’</p> <p><b>TO1.3</b> Describe deliveries of all types of goods, care of <b>perishable items</b>, collections and returns across multiple brands and services</p> <p><b>TO1.4</b> Explain the concept of <b>reverse logistics</b></p>
<p><b>TO2 Learn and maintain UK geographic and local road network knowledge to plan and check routes. Road map reading, use of satellite navigation and postcodes to locate addresses</b></p>	<p><b>TO2.1</b> Learn and maintain UK geographic and local road network knowledge to plan and check routes</p> <p><b>TO2.2</b> Use road map reading, satellite navigation and postcodes to locate addresses</p>
<p><b>TO3 Brand presentation related to delivery transport, uniform and sender especially where multiple brands are carried</b></p>	<p><b>TO3.1</b> Outline brand presentation related to delivery transport, uniform and sender especially where multiple brands are carried</p>
<p><b>TO4 Operating policies and instructions relating to click and collect drop points, collections and returns. The principles of customer service and service delivery</b></p>	<p><b>TO4.1</b> State the operating policies and instructions relating to click and collect drop points, collections and returns</p> <p><b>TO4.2</b> State the principles of customer service and service delivery</p>
<p><b>TO5 Hardware and software used to plan and manage deliveries and collections</b></p>	<p><b>TO5.1</b> Outline the hardware and software used to plan and manage deliveries and collections including hand-held devices</p>

Technical Operations	
including hand-held devices to verify and record deliveries and provide real time tracking	
<b>TO6 Numeracy required to calculate load weights, dimensions, pricing schedules, assessing the dimensions of internet-generated returns</b>	<p><b>TO6.1</b> Show numerical skills required to calculate:</p> <ul style="list-style-type: none"> <li>• load weights</li> <li>• dimensions</li> <li>• pricing schedules</li> </ul> <p><b>TO6.2</b> Assess the dimensions of internet-generated returns</p>
<b>TO7 Principles of commercial and common contract law as applied to express delivery businesses. Principles and laws relating to self-employment in express delivery service</b>	<p><b>TO7.1</b> State the principles of commercial and common contract law as applied to express delivery businesses</p> <p><b>TO7.2</b> State the principles and laws relating to self-employment in express delivery service</p>
<b>TO8 The Laws and Regulations applying to traffic, transport operations, and to specific goods e.g. hazardous goods</b>	<p><b>TO8.1</b> Outline the laws and regulations applying to:</p> <ul style="list-style-type: none"> <li>• traffic</li> <li>• transport operations</li> <li>• specific goods (e.g. <b>hazardous goods</b>)</li> </ul>
<b>TO10 Legal and safe procedures, including the manufacturers' instructions for installing electrical and other goods when these are part of delivery services</b>	<p><b>TO10.1</b> State the legal and safe procedures, including the manufacturers' instructions for installing electrical and other goods where appropriate</p>

Financial	
<b>FT1 The business models for express delivery services; employed and self-employed couriers, types of contract and payment processes used by companies</b>	<b>FT1.1</b> Describe the <b>business models</b> for express delivery services: employed and self-employed couriers <b>FT1.2</b> Outline different types of contract and payment processes used by companies

Safety	
<b>SF1 Health and safety and specific regulations related to goods carried and how these impact on duties</b>	<b>SF1.1</b> State the health and safety and specific regulations related to goods carried <b>SF1.2</b> Describe how health and safety regulations impact on your duties
<b>SF2 The principles of safe manual handling and the correct use of trollies and lifting equipment</b>	<b>SF2.1</b> State the principles of safe manual handling <b>SF2.2</b> Outline the correct use of trollies and lifting equipment
<b>SF3 The potential environmental and air pollution hazards associated with express delivery, postal and courier services in urban and rural environments</b>	<b>SF3.1</b> State the potential environmental and air pollution hazards associated with express delivery, postal and courier services in urban and rural environments

Contingencies	
<b>CT1 Principles of initial risk assessment of load prior to commencing duties. Dynamic risk assessment during deliveries</b>	<b>CT1.1</b> State the principles of initial risk assessment of load prior to commencing duties <b>CT1.2</b> Outline <b>dynamic risk assessment</b> during deliveries

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## Assessing the Role Simulation

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The end-point assessment plan states that apprentices are required to carry out the duty in the role simulation while being observed and assessed by an independent assessor. Each role simulation is a simulation of a typical operational duty in Express Delivery and relates to specific training that will have been undertaken during the apprenticeship training programme prior to assessment. The role simulation will allow the apprentice to demonstrate skills and behaviours within the job role.

One simulation will be selected from the seven that are available. Highfield will choose (post-gateway) which one of the seven role simulations listed below that the apprentice will carry out during their EPA. In selecting the role simulation, the end-point assessor and the employer must ensure that all skills elements which will be assessed in the simulation are appropriate to the individual apprentice.

The duties covered by role simulation are:

- Scenario 1: Route planning for an urgent delivery
- Scenario 2: Deliveries using a bag, trolley or cycle
- Scenario 3: Deliveries involving installation
- Scenario 4: Collection of consignments on an express route
- Scenario 5: Deliveries of non-perishable goods using a van or lorry
- Scenario 6: Deliveries of perishable goods using a van or lorry
- Scenario 7: Delivery of heavy or large goods using a van or lorry

Highfield would encourage the employer/training provider and the apprentice to plan for the role simulation by familiarising themselves with the criteria that will be assessed and reflect on their experience in an express delivery operative role.

Not every aspect of the assessment criteria can be tested in each individual role simulation scenario. Some assessment criteria can therefore be carried over in the professional discussion, depending on the scenario the apprentice has been allocated, to ensure fair opportunity. Only criteria associated with the role simulation scenario the apprentice has been allocated will be carried over to the professional discussion.

The role simulation will last 40 minutes (with a time tolerance of ten percent) with a 5-minute briefing beforehand. There will be a 30-minute Q&A session following the role simulation in which the assessor can ask the apprentice questions based on any criteria that they were not able to observe during their role simulation.

### **Before the assessment:**

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment

- ensure the apprentice knows which express delivery operative criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Role Simulation Mock Assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock role simulation in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock role simulation should take place in a relevant office or depot environment
- a 40-minute (with a time tolerance of ten percent) time slot should be available for the role simulation, if it is intended to be a complete mock observation covering all relevant standards, allowing five minutes beforehand to brief the apprentice about the task
- a 30-minute time slot should be available after the role simulation to allow for a Q&A session to cover any criteria that could not be observed in the 40-minute simulation
- consider a video or audio recording of the mock role simulation and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock role simulation with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

The seven role simulation scenarios are as follows:

- Scenario 1: Route planning for an urgent delivery
  - Based on a given urgent, rush customer requirement, use postcodes and maps or software to plan a collection/ delivery route, identifying route restrictions and timings to achieve best delivery time
  - Apply safeguarding policies during deliveries

- Complete documentation (ICT or paper-based), unloading or loading goods
- Follow correct organisation procedures for proof of delivery and inform customer and own organisation of such urgent delivery time
- Scenario 2: Deliveries using a bag, trolley or cycle
  - Pre-duty checks including checking a mail delivery bag, trolley or cycle and preparing letters and packages for delivery
  - Dealing with incorrectly labelled items, make deliveries
  - Respond to a dog attack
  - Apply safeguarding policies during deliveries
  - Complete documentation (ICT or paper-based), unloading or loading goods
  - Follow correct organisation procedures to document delivery failure and inform customer and own organisation.
  - Select correct action for re-delivery or collection by customer.
- Scenario 3: Deliveries involving installation
  - Pre-duty checks
  - Deliver and install white goods or electronic equipment into a commercial or domestic environment.
  - Complete documentation (ICT or paper-based).
  - Apply safeguarding policies during deliveries.
  - Follow correct organisation procedures to document delivery failure and inform customer and own organisation.
  - Select correct action for re-delivery or collection by customer.
- Scenario 4: Collection of consignments on an express route
  - Confirm service offer to client
  - Check documentation (ICT or paper-based), check packaging and labelling, re-package a badly packaged item.
  - Follow correct organisation procedures to document collection failure and inform customer and own organisation.
  - Apply safeguarding policies during deliveries.
  - Select correct action for re-collection.
- Scenario 5: Deliveries of non-perishable goods using a van or lorry
  - Pre-duty vehicle checks, loading parcels or other non-perishable goods into the delivery vehicle and interacting with a business or domestic customer
  - Apply safeguarding policies during deliveries
  - Respond to a dog attack
  - Complete documentation (ICT or paper-based), unloading or loading goods



- Follow correct organisation procedures to document delivery failure and inform customer and own organisation
- Select correct action for re-delivery or collection by customer
- Scenario 6: Deliveries of perishable goods using a van or lorry
  - Pre-duty checks, loading foodstuffs or other perishable goods into the delivery vehicle, maintain conditions of goods and interacting with a business or domestic customer
  - Complete documentation (ICT or paper-based), unloading or loading goods.
  - Follow correct organisation procedures to document delivery failure and inform customer and own organisation.
  - Select correct action for re-delivery or collection by customer
- Scenario 7: Delivery of heavy or large goods using a van or lorry
  - Pre-duty vehicle checks, loading heavy (more than 5kg) or large (more than 1 cubic foot), non-uniform goods onto delivery vehicle and interacting with a business or domestic customer
  - Complete documentation (ICT or paper-based), unloading or loading goods
  - Follow correct organisational procedures to document delivery failure and inform customer and own organisation
  - Select correct action for re-delivery or collection by customer

## Role Simulation Criteria

Throughout the 40-minute role simulation the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the role simulation by considering how the criteria can be met.

Technical Operations		
<b>TO11</b>	<b>Deliver goods to customer premises; load and unload goods in a safe way that ensures the safety and condition of the goods and correctly relates to the delivery schedule</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO11.1</b> Deliver goods to customer premises	Show goods loaded and unloaded safely and deliver without damage and on schedule	<b><i>TO11.5</i></b> Achieve the delivery ahead of schedule
<b>TO11.2</b> Load and unload goods in a safe way		
<b>TO11.3</b> Load and unload maintaining condition of goods		
<b>TO11.4</b> Maintain delivery schedule to customer premises		
<b>TO12</b>	<b>Plan and track progress against a schedule, using equipment where required e.g. scheduling software, satellite navigation</b>	
	<b>Role Simulation Scenarios: 1</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO12.1</b> Plan a schedule of collections and deliveries	Plan a schedule and track the progress for collection and deliveries	<b><i>TO12.5</i></b> Show the use of route planning software and sat navigation where available

Technical Operations		
<b>TO12.2</b> Track progress of collections and deliveries  <b>TO12.3</b> Use software packages for scheduling routes  <b>TO12.4</b> Use equipment for locations, sat nav if available	Use sat navigation where available	
<b>TO13</b>	<b>Interpret delivery/collection schedules; follow route instructions and company policies and instructions related to collections, deliveries, failed deliveries and returns</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO13.1</b> Understand collection and delivery schedules  <b>TO13.2</b> Understand route instructions for collections and deliveries  <b>TO13.3</b> Deal with failed delivery and returns within schedule and policy	Understand a schedule or route for collection and delivery and deal with a failed delivery and a return	<b><i>TO13.4</i></b> Show recognition of improvement in the route schedule
<b>TO14</b>	<b>Consistently meet customer expectations, respond to customer's needs and identify ways to improve customer service</b>	
	<b>Role Simulation Scenarios: 1</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO14.1</b> Achieve timed delivery and collection within the schedule	Achieve a timed delivery to schedule and respond to a customer need for re-delivery	<b><i>TO14.3</i></b> Explain advice to the customer of the schedule for re-delivery

Technical Operations		
TO14.2	Review schedule to client change – re-delivery	
TO15	Verify delivery or collection of goods. Use manual and ICT systems to confirm delivery and collection and to authorise or make payments for goods where required	
	Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7	
Assessment Criteria		To pass, the following must be evidenced.
TO15.1	Getting proof of collection or delivery, use paper or ICT	Verify proof for collection or delivery of goods and the payment made to collect such goods where appropriate
TO15.2	Deal with payment transactions for collection and deliveries	
<i>To gain a distinction, the following must be evidenced.</i>		
		TO15.3 Gain both a signature and print for clarity
TO18	Operate equipment provided to move, collect and deliver goods and when required use any systems and ancillary equipment in compliance with company instructions	
	Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7	
Assessment Criteria		To pass, the following must be evidenced.
TO18.1	Identify goods that need equipment to move	Identify goods that need equipment to move and use that equipment correctly and within company instructions
TO18.2	Use such equipment correctly and within company instructions	
<i>To gain a distinction, the following must be evidenced.</i>		
		TO18.3 Identify a group of goods that could be moved together using equipment
TO19	Comply with legal and regulatory requirements relating to express delivery services and where required, with a contract from a client company	
	Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7	
Assessment Criteria		To pass, the following must be evidenced.
		<i>To gain a distinction, the following must be evidenced.</i>

Technical Operations		
<p><b>TO19.1</b> Recognise law and regulations such as safeguarding and protect</p> <p><b>TO19.2</b> Recognise law and regulations for the movement of goods such as hazards</p> <p><b>TO19.3</b> Recognise client regulations for their goods</p>	<p>Understand the law and regulations relating to express delivery such as the rules for dealing with hazardous goods and clients own regulations for goods</p>	<p><b>TO19.4</b> <i>Detailed knowledge, able to name four <b>hazardous goods</b> likely to be found in express deliveries</i></p>
<b>TO21</b>	<p><b>Where required to carry out basic installation of goods, use correct manual handling techniques and use correct tools and equipment in compliance with manufacturers installation instructions</b></p> <p><b>Role Simulation Scenarios: 3</b></p>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<p><b>TO21.1</b> Where required, correctly build or install delivered goods</p> <p><b>TO21.2</b> Use correct manual handling for such build or installation of goods</p> <p><b>TO21.3</b> Build or install goods within the manufacturer's instructions</p>	<p>Build and install goods where required, using safe manual handling with the correct tools to the guidance of manufacturer's instructions</p>	<p><b>TO21.4</b> <i>Connect goods where required and appropriate and check they are working</i></p>
<b>TO22</b>	<p><b>Acts as a company ambassador</b></p> <p><b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b></p>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>

Technical Operations		
<b>TO22.1</b> Life in the brand, logo, paperwork	Show ethos of life in the brand of an express operator	<b>TO22.4</b> Show a mission statement or sales document of the brand
<b>TO22.2</b> Uniform/clothing as part of the job – cleaning it etc.	Identify the logo and brand most appropriate on clothing or equipment	
<b>TO22.3</b> Ambassador from bag to vehicle, cleaning it	Identify appropriate equipment from a choice of clean and dirty	
<b>TO23</b>	<b>Shows pride in work: integrity, aims for excellence, time management</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>TO23.1</b> Pride in work and positive attitude	Show pride in express delivery, able to identify a positive mission statement, then identify the most appropriate service (client asks for a cost efficient delivery that is not urgent) Show the best choice on a service option card	<b>TO23.3</b> Show integrity, identifying constraint of a package not appropriate for a service. (This package has been identified as hazardous so cannot go on a 9am next day letter etc.)
<b>TO23.2</b> Integrity in work		

Financial		
<b>FT3</b>	<b>Work in a way that minimises business costs while meeting customer requirements</b>	
	<b>Role Simulation Scenarios: 4</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>

<b>FT3.1</b> Show ability to minimise business cost of deliveries (time and route)	Identify the cost of different services to customers from same and next day rate cards, etc.  Show an understanding and explain the cost of delivery failure to the operator	<b>FT3.4</b> <i>Identify three service variations of same day, next day and multi day delivery schedules from rate cards or sales material</i>
<b>FT3.2</b> Optimise customer offer to cost (time and value for same/ next day etc.)		
<b>FT3.3</b> Minimise business cost of delivery failure and returns		

Safety		
<b>SF5</b>	<b>Comply with rules and regulations relating to the movement and handling of items, handling goods correctly using lifting and other equipment where appropriate</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>SF5.1</b> Understand rules and regulations and show where to find them	Handle and move goods correctly within the rules and regulations, use equipment where appropriate, such as heavy goods	<b>SF5.4</b> <i>Identify two more types of goods where regulations may be found for their movement</i>
<b>SF5.2</b> Show good handling of goods		
<b>SF5.3</b> Show lifting of goods and use of equipment where appropriate		
<b>SF6</b>	<b>Apply safeguarding policy whenever deliveries involve young persons or vulnerable adults</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>

Safety		
<p><b>SF6.1</b> Identify young or vulnerable people at collection or delivery point</p> <p><b>SF6.2</b> Apply safeguarding policy where identified appropriate</p>	<p>Challenge the age and vulnerability of a person at the delivery or collection, use the safeguarding policy correctly</p>	<p><b>SF6.3</b> Identify goods that are likely to conflict with a collection or delivery such as age related DVDs, alcohol, etc.</p>
<b>SF7</b>	<p><b>Maintain the health, safety and security of self, colleagues and customers during deliveries</b></p> <p><b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b></p>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<p><b>SF7.1</b> Identify dangers to self, colleagues, and customers</p> <p><b>SF7.2</b> Identify delivery zones prone to animal attack</p> <p><b>SF7.3</b> Maintain health, safety and security</p>	<p>Recognise a danger at the delivery or collection point, act to maintain health, safety and security</p>	<p><b>SF7.4</b> Having identified a danger zone, explain the option to leave the delivery at a neighbouring property</p>
<b>SF8</b>	<p><b>Carry out appropriate daily equipment or vehicle checks and rectify or report faults</b></p> <p><b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b></p>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<p><b>SF8.1</b> Understand daily equipment and vehicle checks</p> <p><b>SF8.2</b> Carry out such checks, rectify where appropriate or report</p>	<p>Show an understanding of the equipment checks and carry out those checks</p>	<p><b>SF8.3</b> Rectify equipment where the check has identified a fault, (such as tyre inflation)</p>
<b>SF9</b>	<p><b>Shows concern about the safety of self, customers and the wider public</b></p> <p><b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b></p>	



Safety		
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<b>SF9.1</b> Living inside a safe and healthy environment  <b>SF9.2</b> Health and safety of customers  <b>SF9.3</b> Health and safety of the wider public	Identify danger from labels or signs such as 'beware of the dog', 'hazardous goods' and 'sharp objects in package'  Place such labels in order of danger to self, the customer or the wider public	<b>SF9.4</b> Able to grade danger, placing signs or labels in order of gravity of danger, such as 'wet paint on gate' and 'beware of guard dog'
<b>SF10</b>	<b>Follows organisations security policies during deliveries</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<b>SF10.1</b> Show the actions for security policy during delivery such as collecting proof of delivery by electronic or signature  <b>SF10.2</b> Challenge when a customer may be young, and the goods are over 18 such as alcohol	Show the actions for security policy during delivery, collecting proof of delivery by electronic or signature  Challenge when a customer may be young, and the goods are over 18 such as alcohol	<b>SF10.3</b> Show the action taken when a customer is absent such as leave with a neighbour or at a secure drop location and take a photo
<b>SF11</b>	<b>Follows safeguarding policies during deliveries to young persons or vulnerable adults</b>	
	<b>Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7</b>	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<b>SF11.1</b> Challenge to identify a young or vulnerable adult	Challenge to identify a young or vulnerable adult, show delivery actions within the safeguarding policy when delivering	No distinction grade

Safety		
SF11.2 Show delivery actions withing the safeguarding policy when delivering		

Contingencies		
CT2	Apply dynamic risk assessment principles to plan and respond to changing circumstances e.g. footpath closures, road diversions, incidents and accidents	
	Role Simulation Scenarios: 1	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
CT2.1 Show <b>dynamic risk assessment</b> to footpath closures	Adapt the delivery route when faced with road or footpath closure advice Explain a dynamic assessment when dealing with an incident or accident on a delivery or collection route	<b>CT2.4</b> Explain the communication procedure for when there is a footpath closure, a road closure or an incident or accident occurred on route
CT2.2 Show <b>dynamic risk assessment</b> to road diversions (new routes)		
CT2.3 Show <b>dynamic assessment</b> to incidents and accidents on route		
CT3	Is calm under pressure and focused on solutions not problems	
	Role Simulation Scenarios: 1, 2, 3, 4, 5, 6, 7	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
CT3.1 Living and working in a calm manner	Show a professional manner when given a timed delivery action	<b>CT3.3</b> Show <b>positive communication</b> when making a delivery action to explain the delay
CT3.2 Coping with time and value in express deliveries		

Contingencies		
	Show calm when same delivery action is interrupted with a delay such as using the stairs as the lift is no longer working or finding a letter that has become mixed into many in a delivery bag	

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## Assessing the Professional Discussion

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The professional discussion is a structured discussion between the apprentice and their end-point assessor. It allows the independent end-point assessor to ask the apprentice questions in relation to:

- Their understanding of their job role, duties and responsibilities
- Specific parts of the training they have received
- Personal development and reflection on the training they have received
- Discuss and reflect on their behaviours in their job role
- Cover any criteria not assessed in the role simulation (only criteria associated with the role simulation scenario the apprentice has been allocated will be covered)

The end-point assessor will follow a template provided by Highfield.

The professional discussion must be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work, however, in some cases, Highfield may choose to carry out the professional discussion via video conference.

The professional discussion will last 40 minutes (with a time tolerance of ten percent) and the end-point assessor will make the final decision as to the outcome of the professional discussion. The template will record the full details of the outcome.

### **Before the assessment:**

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure that the apprentice has been informed about the purpose and format of the professional discussion
- the apprentice must be informed at least 10 working days prior to the discussion
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Professional Discussion Mock Assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a 40-minute time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
  - You have arrived at the delivery address with a valuable package and the door is not answered, tell me what you would do and why?
  - You are loading your trolley or vehicle with packages. What do you need to look out for and take into account as you load it?
  - You've returned to base earlier than normal and you've been asked to do additional deliveries and collect a return package. What information will you need in order to be sure you can carry this out?

## Professional Discussion Criteria

Throughout the 40-minute (with a time tolerance of ten percent) professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Technical Operations		
<b>TO9</b>	<b>How personal health and lifestyle impacts on ability to work safely and efficiently. The elements of an appropriate, balanced diet and the range of exercises and fitness regimes or techniques that will ensure and maintain fitness for work</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>TO9.1</b> Personal health and working safely, clean air and low emission zones  <b>TO9.2</b> Lifestyle impacts on personal health, shift patterns  <b>TO9.3</b> Ability to work safely and efficiently while maintaining personal health	State the contents of a balanced diet  Identify a range of exercises and fitness regimes  Identify shift pattern impact on lifestyle	<b>TO9.4</b> Explain the impact of a balanced diet on more than one work styles, walking, bike or van delivery operative
<b>TO12</b>	<b>Plan and track progress against a schedule, using equipment where required e.g. scheduling software, satellite navigation</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>TO12.1</b> Plan a schedule of collections and deliveries	Plan a schedule and track the progress for collection and deliveries  Use sat navigation where available	<b>TO12.5</b> Show the use of route planning software and sat navigation where available

Technical Operations		
<p><b>TO12.2</b> Track progress of collections and deliveries</p> <p><b>TO12.3</b> Use software packages for scheduling routes</p> <p><b>TO12.4</b> Use equipment for locations, sat nav if available</p>		
<b>TO14</b>	<b>Consistently meet customer expectations, respond to customer's needs and identify ways to improve customer service</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<p><b>TO14.1</b> Achieve timed delivery and collection within the schedule</p> <p><b>TO14.2</b> Review schedule to client change – re-delivery</p>	<p>Achieve a timed delivery to schedule and respond to a customer need for re-delivery</p>	<p><b>TO14.3</b> <i>Explain advice to the customer of the schedule for re-delivery</i></p>
<b>TO16</b>	<b>Comply with the law and with contracts to provide express delivery, postal and courier services</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<p><b>TO16.1</b> Understand law of employment in contract with operator</p> <p><b>TO16.2</b> Understand common law for working practices</p>	<p>Identify the contract or engagement services with the employer or operator</p>	<p><b>TO16.3</b> <i>Explain the sector platform variations of self-employment and PAYE</i></p>
<b>TO17</b>	<b>Work safely in accordance with employment law and traffic law. Where required, operate vehicles to DVSA standards to ensure safety of others and a green environmental impact, minimising fuel use, noise and congestion</b>	

Technical Operations		
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<p><b>TO17.1</b> Understand match between employment law and traffic law</p> <p><b>TO17.2</b> Operate bicycle, trolley or vehicle safely withing traffic law</p> <p><b>TO17.3</b> Operate such vehicle in an environmentally friendly way</p>	<p>State <b>match between employment law and traffic law</b> and understand the safety and environmental impact of operating a bicycle, trolley or vehicle</p>	<p><b>TO17.4</b> Explain the measures in environmental operation such as safe and fuel efficient driving</p> <p><b>TO17.5</b> Recognise wins for cycle and zero emission deliveries</p>
<b>TO20</b>	<b>Uses diet, exercise and fitness techniques appropriate to job role</b>	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<p><b>TO20.1</b> Apply an appropriate balanced diet to the demands of the job</p> <p><b>TO20.2</b> Use a range of exercise and fitness regimes appropriate to job</p>	<p>Identify a diet and exercise appropriate to the job role and detail the most appropriate fitness regime</p>	<p><b>TO20.3</b> Describe the implications of diet, exercise and fitness regimes in other express roles from walking post to heavy vehicle driver</p>
<b>TO21</b>	<b>Where required to carry out basic installation of goods, use correct manual handling techniques and use correct tools and equipment in compliance with manufacturers installation instructions</b>	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<p><b>TO21.1</b> Where required, correctly build or install delivered goods</p>	<p>Build and install goods where required, using safe manual handling with the correct tools to the guidance of manufacturer's instructions</p>	<p><b>TO21.4</b> Connect goods where required and appropriate and check they are working</p>



Technical Operations		
<b>TO21.2</b> Use correct manual handling for such build or installation of goods		
<b>TO21.3</b> Build or install goods within the manufacturer's instructions		
<b>TO24</b>	<b>Engages positively with colleagues and clients</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>TO24.1</b> Works well and interacts with work colleagues	Explain the importance of engagement with colleagues and clients – use communication on delivery times as an example 'This package on this service is likely to arrive between the hours of...'	<b>TO24.3</b> Describe communication to clients with an example of delivery time advice
<b>TO24.2</b> Works well with clients		
<b>TO25</b>	<b>Strives to improve service quality</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>TO25.1</b> Understand service quality in express delivery	State service quality, on time deliveries and other services available such as time slot or next day before and after mid-day or Sunday deliveries	<b>TO25.3</b> Describe constraints of service time deliveries over distance such as Scottish Highlands not same day
<b>TO25.2</b> Improvement opportunities in service quality such as other services more appropriate (next day, before and after mid-day, Sunday, etc.)		
<b>TO26</b>	<b>Is proactive in working with colleagues to resolve problems which might affect deliveries and collections</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>

Technical Operations		
<p><b>TO26.1</b> Delivery and collection problems such as distance too far for service provision (Scottish Highlands same day etc.)</p> <p><b>TO26.2</b> Delivery and collection problems from external events such as weather, accident or road closure</p> <p><b>TO26.3</b> Communication of problems effecting collection or delivery to colleagues</p>	<p>Describe delivery and collection problems in the time and distance relationship to the journey of the packets and goods</p> <p>Explain external problems such as an accident or road closure</p> <p>Explain weather constraints such as rain, sleet and snow delays</p> <p>Explain communicating such problems to colleagues such as road closure advice for key routes</p>	<p><b>TO26.4</b> State one constraint from the below:</p> <ul style="list-style-type: none"> <li>• The problem of overweight packages for services, 25kg box booked on a cycle delivery needs a van to resolve the problem of collection</li> <li>• Poor weather conditions for a package not waterproof, fragile needs care. Explain to colleagues or stamp or mark fragile etc.</li> </ul>
<b>TO27</b>	<b>Takes personal responsibility for the environmental impacts of express delivery, postal and courier services and strives to reduce those impacts</b>	
Assessment Criteria	To pass, the following must be evidenced.	To gain a distinction, the following must be evidenced.
<p><b>TO27.1</b> Environmental impact of express delivery</p> <p><b>TO27.2</b> Clean air, pollution from vehicles</p> <p><b>TO27.3</b> Alternative fuel vehicles, ultra-low emission and zero emission deliveries</p>	<p>Explain the environmental impact of express delivery, clean air and vehicle pollution</p> <p>Explain alternative power vehicles</p> <p>Explain congestion and clean air access zones for inner cities</p>	<p><b>TO27.5</b> Identify ultra-low emission vehicles and zero emission vehicles for inner city delivery</p>

Technical Operations		
<b>TO27.4</b> Congestion zone and clean air zone access in inner cities		
<b>TO28</b>	<b>Is mindful of the needs of pedestrians and other road users</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO28.1</b> Operating or driving a delivery vehicle in a <b>defensive</b> manner	State the implications to others when operating or driving delivery equipment or a vehicle on a road or pavement	<b>TO28.3</b> <i>Explain the impact of parking delivery equipment or a vehicle restricting access on a pavement or road</i>
<b>TO28.2</b> Parking delivery equipment or vehicle to make a collection or delivery	Explain the needs of access by others such as all <b>access agents</b> at a delivery point	
<b>TO29</b>	<b>Adopts a healthy lifestyle, eats an appropriate, balanced diet and takes regular exercise to ensure and enhance own health and fitness to work</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>TO29.1</b> Lives a healthy personal lifestyle	State a healthy lifestyle with an appropriate diet and exercise in express role	<b>TO29.4</b> <i>Explain how a shift pattern impacts on sleep for express roles at early or late hours of shifts</i>
<b>TO29.2</b> Eats a balanced and healthy diet	Explain the difference of lifestyles between walking post and light van driver in terms of healthy diet and appropriate exercise	
<b>TO29.3</b> Lifestyle match to job role with regular exercise		

Financial		
<b>FT2</b>	<b>Where costs occur in the business process</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>FT2.1</b> Costs in the express process for mail failure, returns and not at this address	Identify returns and failed deliveries that create cost	<b>FT2.3</b> <i>Explain that returned delivery costs are the most expensive part of a client chain</i>
<b>FT2.2</b> Costs in operations equipment, from bag to trolley, walking to wheels and operational equipment	Identify operational equipment costs and state that the loss or damage of equipment creates more costs	
<b>FT3</b>	<b>Work in a way that minimises business costs while meeting customer requirements</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>FT3.1</b> Show ability to minimise business cost of deliveries (time and route)	Identify the cost of different services to customers from same and next day rate cards, etc.	<b>FT3.4</b> <i>Identify three service variations of same day, next day and multi day delivery schedules from rate cards or sales material</i>
<b>FT3.2</b> Optimise customer offer to cost (time and value for same/ next day etc.)	Show an understanding and explain the cost of delivery failure to the operator	
<b>FT3.3</b> Minimise business cost of delivery failure and returns		
<b>FT4</b>	<b>Acts with integrity and honesty in all financial dealings, astute in work activities and acts credibly</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>

<b>FT4.1</b> Lives integrity and honesty in all personal financial dealings (Tax NIS Self-employment)	State a life value of integrity and honesty in dealing with pay and fees, packages and financial dealings with express delivery services	<b>FT4.3</b> Explain the future <b>customer value</b> from an action of integrity and honesty
<b>FT4.2</b> Lives integrity and honesty goods (security of packages)		
<b>FT4.3</b> Lives integrity and honesty in commercial dealings (quotes and payments for deliveries)		

Safety		
<b>SF4</b>	<b>National legislations and own organisations policy with regard to safeguarding young people and vulnerable adults</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>
<b>SF4.1</b> Working in vulnerable environments impacting on personal safety	State the <b>national policy on safeguarding</b> . Identify vulnerable individuals and the environments they may be found in	<b>SF4.4</b> Explain the parcels that may be related to vulnerable individuals such as alcohol and over 18 items
<b>SF4.2</b> Guidance with regards to safeguarding		
<b>SF4.3</b> Policy on young people and vulnerable adults		
<b>SF12</b>	<b>When riding or driving vehicles, adopts a defensive driving approach</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b>To gain a distinction, the following must be evidenced.</b>

Safety		
<b>SF12.1</b> Explain the benefits of <b>defensive driving</b> to the safety of self and others.	<b>Pass only where specific role is appropriate to a vehicle</b>  Explain the benefits of <b>defensive driving</b> to the safety of self and others	<i>No distinction grade</i>

Contingencies		
<b>CT2</b>	<b>Apply dynamic risk assessment principles to plan and respond to changing circumstances e.g. footpath closures, road diversions, incidents and accidents</b>	
<b>Assessment Criteria</b>	<b>To pass, the following must be evidenced.</b>	<b><i>To gain a distinction, the following must be evidenced.</i></b>
<b>CT2.1</b> Show <b>dynamic risk assessment</b> to footpath closures	Adapt the delivery route when faced with road or footpath closure advice	<b>CT2.4</b> <i>Explain the communication procedure for when there is a footpath closure, a road closure or an incident or accident occurred on route</i>
<b>CT2.2</b> Show <b>dynamic risk assessment</b> to road diversions (new routes)	Explain a dynamic assessment when dealing with an incident or accident on a delivery or collection route	
<b>CT2.3</b> Show <b>dynamic assessment</b> to incidents and accidents on route		

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