

Highfield Level 2 End-Point Assessment for ST0259 Supply Chain Warehouse 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 Supply Chain Warehouse Operative apprenticeship standard.

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 Supply Chain Warehouse 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.

Highfield also offers the Highfield Supply Chain Warehouse Operative Apprenti-kit that is a comprehensive learning resource, which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Supply Chain Warehouse Operative end-point assessment.

Key facts

Apprenticeship standard:	Supply Chain Warehouse Operative
Level:	2
On-programme duration:	Typically 12 months
End-point assessment window:	3 months
Grading:	Pass/distinction
End-point assessment methods:	Observation with questions Interview with a portfolio of evidence

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

The broad purpose of the occupation is to handle goods safely in and out of the storage facility. This will involve the unloading of goods from lorries, trains, ships or planes, the identification and checking of the product and then putting it away in a storage location. Operatives will pick products from storage locations to satisfy customer orders. Some products may require repackaging prior to assembly for despatch. All orders will be checked and loaded on to the relevant form of transport allocated for delivery. Warehouse operatives will typically work in large buildings and often have a shift working pattern to provide a 24-hour operation. A driving licence is not an absolute necessity but may be preferable for access to distribution centres, located on out-of-town industrial estates where public transport may not be available for shift start and finish times.

In their daily work, an employee in this occupation interacts with team leaders and warehouse supervisors, stock control administrators, incoming delivery drivers, outgoing delivery drivers, customers making collections, data management assistants, sales and marketing representatives, planners and project managers, buyers, and procurement managers. A warehouse operative will be supervised by a team leader, warehouse supervisor or shift manager.

Roles/occupations may include forklift truck operator, picker, store person, warehouse assistant, or warehouse operative/person, with a view of progressing into roles such as team leader or supervisor, transport and warehouse operations supervisor, or an operations or departmental manager.

On-programme requirements

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 Supply Chain Warehouse Operative apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

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. Training, development, and ongoing review activities should include:

- achievement of level 1 English and maths
- any qualifications specified by the employer
- completion of a portfolio through which the apprentice gathers evidence of their progress
- study days and training courses
- mentoring/buddy support
- regular performance reviews undertaken by the employer
- structured one-to-one reviews of their progress with their employer and/or training provider

Throughout the period of learning and development, and at least every **2 months**, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development. This will determine when the apprentice has achieved full competence in their job role and is, therefore, ready for end-point assessment.

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the interview with a portfolio of evidence.

It will typically contain **8 discrete pieces of evidence**. Evidence must be mapped against the knowledge, skills, and behaviours (KSBs) outlined in the assessment criteria. Evidence may be used to demonstrate more than 1 KSB as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation
- workplace policies and procedures
- witness statements
- annotated photographs

This is not a definitive list and other evidence sources can be included. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

The portfolio must be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed including a declaration by the

employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the interview.

Use of Artificial Intelligence (AI) in the EPA

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

Additional, relevant on-programme qualification

There are no mandatory qualifications for apprentices for this standard, but it is recommended. Employers may wish to choose the Highfield Level 2 Certificate for Supply Chain Warehouse Operatives (RQF). This qualification maps directly to the standard. The qualification has a total qualification time of 170 hours.

Readiness for end-point assessment

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

- the apprentice must have achieved level 1 English and maths, in line with the apprenticeship funding rules.
- the apprentice must have gathered a **portfolio of evidence** to be put forward to be used as the basis for the interview with a portfolio of evidence.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below:
 - Equality, diversity and inclusion
 - Stock taking activities and management
 - Product handling tools and equipment
 - Sustainability and waste reduction
 - Digital information systems

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

- 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 typically 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

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment. The result of one assessment does not need to be known before starting the next.

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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 (2023)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/supply-chain-warehouse-operative-v1-1?view=standard>

End-point assessment plan (ST0259/v1.1)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/supply-chain-warehouse-operative-v1-1?view=epa>

Specific considerations

All of the evidence criteria used within the end-point assessment have been written by Highfield and are based on the Supply Chain Warehouse Operative apprenticeship standard and assessment plan. There is no carry-over of assessment criteria between assessment methods. Highfield's approach does not deviate from the assessment plan.

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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:

- confirm their readiness to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- submit a portfolio of evidence for the interview with a portfolio of evidence
- submit their organisation's policies and procedures as requested by Highfield

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 independent 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 licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

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The Supply Chain Warehouse Operative apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Health and safety		
Knowledge	Skills	Behaviours
<p>K1 Methods to ensure safe working, for example, risk assessments, PPE, COSHH and safe systems of work.</p> <p>K3 Health and safety regulations relevant to the role, organisation and the operative's responsibilities.</p>	<p>S1 Conduct risk assessments within the working environment.</p> <p>S2 Apply safe working practices in line with associated health and safety legislation and company policy.</p>	<p>B1 Commitment to workplace health, safety, and wellbeing.</p>
Observation with questions		
Pass criteria		
<p>HS1 Conducts risk assessments within the working environment, adhering to PPE and COSHH requirements where required and safe systems of work. (K1, S1)</p> <p>HS2 Demonstrates commitment to workplace health, safety and wellbeing by applying safe working practices in line with their role, the organisation's policy and associated health and safety legislation. (K3, S2, B1)</p>		
Amplification and guidance		

- **Risk assessments**
 - 5 Steps to risk assessment:
 - identify hazards and risks
 - identify who could be harmed and how
 - identify current control measures
 - recommend additional control measures
 - review risk assessment
- **Personal protective equipment (PPE):**
 - steel toe-capped/safety boots
 - protective eyewear
 - hi-visibility clothing
 - helmet/hard-hats
 - gloves
 - ear defenders
 - industry specific PPE
- Identify **Control of Substances Hazardous to Health (COSHH) requirements**, such as:
 - storage facilities
 - wearing additional PPE
 - using COSHH datasheets
 - following spill procedures in line with company policy
- **Workplace health, safety, and well-being:**
 - identify company policies and procedures and follow these procedures:
 - always work safely
 - do not endanger others
 - use equipment as intended
 - report incidents

- reporting accidents and using first aiders
- report near misses and hazards
- co-operate with your employer
- identify the health and safety law poster
- explain some employer and employee responsibilities
- maintain well-being, a healthy lifestyle, well-balanced diet and keep fit and healthy
- no alcohol and drug policy
- awareness of legal drugs and the consequences
- welfare facilities including adequate breaks
- mental health awareness
- equality and diversity policy
- fire marshals and a fire evacuation procedure

Communication	
Knowledge	Skills
K18 Verbal communication techniques, giving and receiving information, matching style to audience, barriers to communication.	S7 Communicate with others verbally, for example internal and external customers, colleagues, and managers.
Observation with questions	
Pass criteria	
CO1 Communicates with others using verbal techniques , in a way that is suitable for the context and supports task completion (K18, S7)	
Knowledge	Skills

K17 Written communication techniques, plain English principles, including industry terminology .	S8 Communicate in writing with others, for example internal and external customers, colleagues and managers.
Interview with a portfolio of evidence	
Pass criteria	Distinction criteria
CO2 Describes how they communicate with others using written techniques , in a way that is suitable for the context and supports task completion. (K17, S8)	N/A
Amplification and guidance	
<ul style="list-style-type: none"> • verbal techniques: <ul style="list-style-type: none"> • polite and professional verbal communication • eye contact • active listening techniques (eye contact, offering comments/suggestions) • responding • positive body language • location of goods or facilities is clearly conveyed • accurate information given to customers or colleagues when asked a specific question • communication with different people - internal and external customers, and other members of the team • written techniques for different situations with examples: <ul style="list-style-type: none"> • email: <ul style="list-style-type: none"> ○ group communication ○ fast and efficient ○ job instructions • handwritten: <ul style="list-style-type: none"> ○ personal (diary, journal, to-do list) 	

- notes
- job instructions (handover tasks to colleagues)
- text:
 - fast but not seen as professional (WhatsApp is utilised in some organisations for communicating including photographic evidence for the receipt of damaged goods)
- delivery notes:
 - updating information
- internal communication systems
- briefing notes
- reporting of accidents or defective equipment
- training notes
- standard operating procedures (SOPs) for updates/reviews of policies or procedures
- **industry terminology** may include:
 - Warehouse
 - Goods in
 - Provision of Work Equipment Regulations (PUWER)
 - Storage
 - Distribution
 - Mechanical Handling Equipment (MHE)
 - Personal Protective Equipment (PPE)
 - Lifting Operations, Lifting Equipment Regulations (LOLER)
 - Control of Substances Hazardous to Health (COSHH)
 - Just in Time (JIT)
 - Warehouse Management System (WMS)
 - Transport Management System (TMS)
 - Purchase Order (PO)

- Key performance Indicator (KPI)
- Arm-mounted terminal (AMT)
- Handheld/Terminal scanner (HHTS)
- Receipt
- Dispatch
- Audit/ stock control
- Perishable
- Locations
- Racking
- Labels
- Packaging
- Pallets
- Stillages
- Cages
- Crates
- Supply chain
- Logistics
- Transport
- Import/ export

Task organisation

Knowledge	Skills
<p>K2 Tools, equipment, machinery and delivery systems used for the handling of products, for example manual pallet trolley, battery powered pallet trolley, forklift truck, reach truck, bridge cranes, jib cranes, vacuum and suction lifters, magnetic lifters.</p> <p>K4 Product handling and storage contractual requirements.</p> <p>K5 Loading procedures for products including transport weight limits and loading distribution principles.</p>	<p>S9 Load and unload products, considering the product that is to be moved and its current and planned destination.</p> <p>S10 Use tools and equipment to aid in product handling.</p>
Observation with questions	
Pass criteria	
<p>TO1 Loads and unloads products in line with their location, destination and requirements including weight limits and loading distribution. (K5, S9)</p> <p>TO2 Uses tools and equipment to aid in product handling in line with operating instructions or manufacturers' guidelines to meet contractual requirements. (K2, K4, S10)</p>	
Amplification and guidance	
<ul style="list-style-type: none"> ● Product handling and storage contractual requirements: <ul style="list-style-type: none"> ○ receive, store and dispatch goods to customers ○ pick and package goods ○ distribution of stock ○ use the correct equipment for product, such as: forklift truck (FLT) - bulk stock, pallet truck, sack barrow or crane ○ manual handling for lighter goods ○ ensure goods are safe to move, packed and labelled appropriately ○ assess load weight and stability 	

- check product documentation for any special handling instructions
- handle and store COSHH goods accordingly, including using data sheets correctly
- goods in, despatch and ready for loading
- identify vehicle weight capacities and even weight distribution (communicate with the driver for confirmation)
- load the vehicle safely (from headboard with no gaps) so that the load does not move
- deliveries are completed with proper planning and sequencing
- ensuring items are packed and loaded with weight in mind (heavier items have a lower centre of gravity)
- communication with the delivery driver so goods are offloaded efficiently
- knowledge of the location of vehicles to use for offloading products
- knowledge of the yard, more specifically loading bay locations
- knowledge of 'dock-lock' systems
- unloading sequence and ensuring efficient removal of goods from delivery vehicles
- **Uses tools and equipment to aid in product handling**
 - Vehicle fitted equipment:
 - motorised vehicle – attachments (for instance, forks), mirrors, seatbelts, seat adjustments, and portable warning lights
 - manual vehicle (hand pallet trucks) – raising and lowering mechanism, and safety strapping
 - basic health and safety principles for each of the above fitted equipment
 - Safe use of equipment and controlled driving/operation:
 - secure the load, follow company procedure
 - additional shrink wrap, re-assemble the load
 - check the vehicle is safe to use
 - warn others of your intention
 - remove the key after use
 - check the work area
 - make sure the route is clear
 - operate following health and safety guidelines

- secure a multiple-box load safely
- undertake pre-use checks
- wear the correct personal protective equipment (PPE)
- report any defects
- follow procedures for faulty equipment, for example, remove keys, report faults, and warn others
- using equipment that you have not recently used – refresher training, and reading the operating instructions
- Materials/Mechanised/Mechanical handling equipment:
 - forklift Trucks (FLT), powered pallet trucks, ride on pallet trucks, order pickers, narrow aisle pickers, mobile elevated work platforms, cages, rollers, hand pallet trucks, trays/boxes, trolleys, chains, sack trucks, and pump/pallet truck
 - basic health and safety principles for each of the above equipment
 - how to stack goods on each of the above equipment
 - the consequences of incorrect use of equipment
 - how to identify the load-bearing capacity
 - specification plate
- **Operating instructions and manufacturer's guidelines:**
 - carry out pre-use checks and defect report procedures
 - wear correct PPE
 - set up the equipment for the task
 - warn others of your intentions
 - assess your work area
 - make sure the route is clear
 - operate following health and safety guidelines
 - pendant / remote crane operation / route clear
 - slings, chains, shackles all in date and inspected and used correctly
 - leave equipment safe and secure, and remove keys

- post operation checks

Documentation

Knowledge	Skills	Behaviours
K20 Location of operational information needed to undertake contractual requirements, electronic or paper based.	S12 Locate and use operational information, electronic or paper based, required to fulfil contractual requirements.	B5 Take ownership of given work.
Observation with questions		
Pass criteria		
DO1 Locates and uses operational information required to fulfil contractual requirements, taking ownership of and acting in response to the requirements. (K20, S12, B5)		
Amplification and guidance		
<ul style="list-style-type: none"> ● Operational information: <ul style="list-style-type: none"> ○ identify the location of operational instructions ○ knowledge and usage of tablets or computers for usage in the goods in/out departments ○ correctly interpret information/instructions, picking orders, delivery notes, loading manifest, stock away, audits and queries ○ carry out tasks safely and efficiently by following company data protection rules ○ use own initiative to carry out the tasks unsupervised and deal with issues encountered within own limits ○ accept responsibility for any errors and resolves them ○ work with the relevant departments to ensure documentation is secure and safe ○ takes responsibility for any errors 		

Teamwork	
Knowledge	Skills
K14 Handover procedures.	S19 Conducts handover activities .
Observation with questions	
Pass criteria	
TW1 Conducts handover activities in line with organisational procedures. (K14, S19)	
Amplification and guidance	
<ul style="list-style-type: none"> • Handover activities: <ul style="list-style-type: none"> ○ collect all required information to conduct a successful shift handover: <ul style="list-style-type: none"> ▪ work completing ▪ work in progress ▪ work issues ▪ staff issues ▪ deadlines and targets ▪ any changes or updates to a process or health and safety / staffing changes ○ communicate handover with the appropriate personnel ○ work well in a team ○ communicate in a polite and professional manner ○ use the appropriate communication methods, (verbal, electronic or both), electronic data, information, and key performance indicators (KPIs) ○ listen and respond ○ complete any handover documentation correctly 	

Work organisation

Knowledge	Skills
<p>K6 Organisational procedures for the receipt of products.</p> <p>K7 Organisational procedures for the storage and picking of products.</p> <p>K8 Organisational procedures for the dispatching of products.</p> <p>K9 Organisational procedures for the decanting, packing of products.</p> <p>K10 Operational activities and their sequencing for the return of products.</p>	<p>S3 Receive products in line with organisational procedures.</p> <p>S4 Store and pick products in line with organisational procedures.</p> <p>S5 Dispatch products in line with organisational procedures.</p> <p>S6 Decant, pack products in line with organisational procedures.</p>
Interview with a portfolio of evidence	
Pass criteria	Distinction criteria
<p>WO1 Describes how they have received, stored, picked, dispatched, decanted and packed products, in line with organisational procedures. (K6, K7, K8, K9, S3, S4, S5, S6)</p> <p>WO2 Describes the operational activities they undertake to return products. (K10)</p>	<p>N/A</p>
Amplification and guidance	
<ul style="list-style-type: none"> • received, stored, picked, dispatched, decanted and packed products: <ul style="list-style-type: none"> ○ use of handheld scanners ○ barcodes ○ radio-frequency identification (RFiD) ○ systems/tags ○ security systems ○ delivery systems and procedures ○ automatic ordering systems 	

- master production scheduling (MPS)
- documentation:
 - internal dispatch sheets
 - pick sheets
 - pre-shift check paperwork
 - picking list
 - delivery note
 - manifest document
- standard operating procedures (SOPs)
- instruction manuals
- knowledge of the consequences of information regarding the receipt, storage, picking and dispatching of goods being incorrect
- dealing with returned goods and any reasons why:
 - damaged, out of date, not required, no one on site, failed delivery
- knowledge of the location of products in 'goods in' department
- quarantine and removal of damaged goods
- stock taking
- taking signatures from delivery drivers/showing proof of delivery
- refusal of goods if damaged and the taking of evidence to support this

Information technology and digital

Knowledge	Skills
K16 Information technology and digital: management information systems, digital toolsets, general data protection regulation (GDPR) . Cyber security .	S11 Use information technology and digital systems . Comply with GDPR and cyber security .

Interview with a portfolio of evidence	
Pass criteria	Distinction criteria
<p>ITD1 Describes how they have used information technology and digital systems to support their work and meet organisational objectives, whilst complying with GDPR and cyber security regulations. (K16, S11)</p>	<p>ITD2 Outlines the benefits to the business of ensuring GDPR and cyber security regulations and policies are followed. (K16, S11)</p>
Amplification and guidance	
<ul style="list-style-type: none"> • information technology and digital systems: <ul style="list-style-type: none"> ○ identifies the IT systems used within the warehouse: <ul style="list-style-type: none"> ▪ warehouse management system ▪ tablets ▪ handheld scanners ▪ printers ○ explains the purpose and function of the IT used: <ul style="list-style-type: none"> ▪ picking ▪ locating ▪ auditing stock efficiently and in real time allocation ▪ locating and updating ▪ accuracy ▪ time saving ○ sign in and log on ○ safe and secure information storage, cloud backup ○ secure log in details, password, eye scanner ID, and fingerprint log in for added security ○ never shares log in details ○ never leaves confidential information on-site, or computer left open and unattended / always log off ○ clear desk policy - locking PC and following security procedures 	

- **General data protection regulation (GDPR):**
 - legal compliance – avoids fines and penalties
 - enhances reputation – commitment to protecting data
 - operational efficiency – streamlining data
 - customer/supplier trust and satisfaction
 - prevents the misuse of information
- **Benefits to the business of ensuring GDPR:**
 - only using, sharing or opening secure data/information
 - prevention of fraud
 - ensuring compliance as this is a legal requirement
 - customer satisfaction
- **Cyber security:**
 - protects the business's reputation
 - assists, enables and protects remote working
 - enhances productivity
 - helps to educate the workforce
 - improves overall data management

Environment and sustainability		
Knowledge	Skills	Behaviours
<p>K13 Impact of the sector on the environment. Efficient use of resources. Recycling, reuse and safe disposal of waste.</p>	<p>S13 Select, prepare, and use packaging materials that reduce waste and mitigate environmental impacts.</p> <p>S16 Follow procedures in line with environmental and sustainability regulations, standards, and guidance. Segregate resources for reuse, recycling and disposal.</p>	<p>B4 Consider the impact on the environment when using resources and carrying out work.</p>
Interview with a portfolio of evidence		
Pass Criteria	Distinction Criteria	
<p>ES1 Describes how they have selected, prepared and used packaging materials in order to reduce waste and mitigate potential environmental impact. (K13, S13, S16, B4)</p>	<p>ES2 Explains how they have balanced operational requirements with <i>environmental impact</i> when selecting, preparing and using packaging materials. (K13, S13)</p>	
Amplification and guidance		
<ul style="list-style-type: none"> • Environmental impact: <ul style="list-style-type: none"> ○ waste creation ○ fumes from equipment ○ landfill waste ○ pollution ○ plastic waste ○ carbon emissions ○ global warming ○ countryside and wildlife • Mitigates environmental impacts: 		

- use of electric machinery
- turn equipment off when not in use
- recycle or reuse old packaging:
 - cardboard
 - bubble wrap
 - polywrap
 - polystyrene
- recycle correctly to minimise waste going to landfill:
 - cardboard
 - paper
 - wood
 - plastic
 - glass
- hazardous goods (COSHH) to use contracted hazardous waste collection service
- only use recyclable packaging and minimum amounts
- re-use packaging where possible
- follow any industry specific recycling procedures and follow legislation for safe disposal, including Waste Electrical and Electronic Equipment (WEEE) regulations and any relevant safe disposal of materials
- **Balanced operational requirements:**
 - identified the product requiring packaging/type, weight, fragile, heavy or hazardous
 - value and transport mode, and distance
 - identified the most appropriate, cost-effective packaging solution based on cost, effectiveness, the environment and business

Stock control

Knowledge	Skills
<p>K11 The principles and requirements of quality control and stock rotation.</p> <p>K12 Reporting and escalating procedures within limits of own job role and responsibilities.</p> <p>K15 Materials and resources used in a warehouse. Stock and resource management processes.</p>	<p>S14 Support under instruction scheduled and unscheduled stock taking activities relevant to the organisation and product.</p> <p>S15 Identify and escalate problems beyond own responsibility.</p>
Interview with a portfolio of evidence	
Pass criteria	Distinction criteria
<p>SC1 Describes how they have supported scheduled and unscheduled stock taking activities, in line with resource management processes and operational requirements, in order to ensure quality control requirements are met. (K11, K15, S14)</p> <p>SC2 Describes how they have identified a problem and applied company reporting and escalation procedures within the limits of their own role and responsibilities. (K12, S15)</p>	<p>SC3 <i>Considers the impact on scheduled and unscheduled stock taking activities when the principles of quality control and stock rotation are not applied. (K11, K15, S14)</i></p> <p>SC4 <i>Considers the operational impact of not reporting problems. (K12, S15)</i></p>
Amplification and guidance	
<ul style="list-style-type: none"> • Stock taking activities: <ul style="list-style-type: none"> ○ ensure the correct stock has been received – check against delivery note and cross-reference to make sure it matches exactly ○ quarantine goods if necessary, for example, damaged or unidentified goods ○ stock checking (effective stock control system): <ul style="list-style-type: none"> ▪ industry-recognised stock rotation: <ul style="list-style-type: none"> • first in first out (FIFO) • perpetual inventory 	

- visual line checks
 - identifying discrepancies
- missing stock
- correcting mistakes made in picking and packing orders
- types of auditing stock levels
- annual - benefits and negatives
- perpetual - benefits and negatives
- stock rotation
- roles and responsibilities of auditors
- audit procedures
- **quality control:**
 - equipment used:
 - Mechanical handling equipment (MHE)
 - IT equipment:
 - computers, laptops and tablets
 - pen and paper
 - cameras
 - labels
 - safety steps
 - scheduling the audit:
 - the teams
 - reporting lines
 - information
 - training
 - timelines
 - potential issues:

- extra stock
- stock missing
- damaged stock
- incorrect locations
- out-of-date stock
- miscounted stock
- how to deal with issues:
 - re-count/re-audit
 - investigate
 - use perpetual stock control
- **Considers the impact on scheduled and unscheduled stock taking activities on the business:**
 - miscounts of stock
 - missing or damaged stock and the cost value this may have on the business
 - incorrect stock in relation to rotation
 - in-use dates and the effect this could have sent out to the customer
 - the organisation may have to close for an annual stock take – there could be loss of business during this time if unscheduled
 - if there is a scheduled stock take, this could have been prepared for and customers informed but could still impact on the business especially at certain times of the year
 - implications of not reporting issues could mean that these issues go unnoticed, and it will become repetitive, again at a cost to the business and the customers.
 - effect on planning and forecasting for demand
 - subsequent impact on other departments if errors are found and not rectified

Equity and diversity

Knowledge	Skills	Behaviours
K19 Principles of equity, diversity, and inclusion in the workplace and the impact on their work.	S17 Follow equity, diversity and inclusion rules.	B2 Support an inclusive workplace for example, respectful of different views.
Interview with a portfolio of evidence		
Pass Criteria		Distinction Criteria
ED1 Describes how they follow and support equity, diversity and inclusion in their work in line with rules. (K19, S17, B2)		ED2 Explains the benefits of supporting a diverse and inclusive culture for the business. (K19, S17)
Amplification and guidance		
<ul style="list-style-type: none"> • Equity, diversity and inclusion: <ul style="list-style-type: none"> ○ protecting colleagues from bullying: <ul style="list-style-type: none"> ▪ report to management, record any events, and support the colleague ○ promote inclusivity ○ embracing changes to the organisation/industry, and supporting management and new members of staff ○ treat everyone fairly and with respect ○ accept that everyone is not the same and may have their own beliefs ○ include everybody within the team on activities, and distribute work evenly based on ability ○ communicate effectively ○ offer the same opportunities to everyone • Benefits of supporting a diverse and inclusive culture: <ul style="list-style-type: none"> ○ valued employees ○ employees feel respected ○ employees are happier in their work ○ a preferred employer 		

- greater productivity
- a safer environment
- training and progression opportunities for everyone
- promotion of different faiths and beliefs
- celebration of different cultures
- employees feel confident to report any issues
- support employees who are visible (HR/mental health workers)

Continuing professional development (CPD)

Skills	Behaviours
S18 Carry out and record learning and development activities .	B3 Seek learning and development opportunities.
Interview with a portfolio of evidence	
Pass Criteria	
CPD1 Explains how they have sought, carried out and recorded learning and development activities in order to ensure compliance with operational requirements and stay up to date with occupational change. (S18, B3)	
Amplification and guidance	
<ul style="list-style-type: none"> ● Development activities: <ul style="list-style-type: none"> ○ willing to undertake overtime, additional training which may not be required for the role, updating continuing professional development (CPD), knowing all products and industry changes and where to access the changes ○ providing consistent excellent customer service and communication ○ understanding the importance of an up-to-date CPD and the benefits of reviewing development targets/goals ○ examples given of recent CPD updates ○ supporting other team members 	

- appraisals/one-to-one meetings
- attend online training
- refresher courses
- team briefings and meetings to understand any operational changes
- asked for feedback to develop their skills/knowledge
- reviewed their apprenticeship personal development plan (PDP)
- identified their strengths, weaknesses/opportunities and threats

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Assessment summary

The end-point assessment for the Supply Chain Warehouse Operative apprenticeship standard is made up of 2 assessment methods:

1. A **75-minute** observation with questions (+10% to allow the apprentice to complete a task or respond to a question)
2. A **60-minute** interview with a portfolio of evidence (+10% to allow the apprentice to complete their last answer)

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, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Observation of practice with questions

All assessment methods are weighted equally. The observation is graded at pass only. Apprentices will be marked against the pass criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all the pass criteria
- **Unsuccessful** apprentices will not have achieved all the pass criteria

The observation will be conducted in the apprentice's normal place of work.

Interview with a portfolio of evidence

All assessments are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all the pass criteria
- To achieve a **distinction**, apprentices must achieve all the pass criteria **and** all the distinction criteria
- **Unsuccessful** apprentices will not have achieved all the pass criteria

The interview may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

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

To achieve a pass, the apprentice is required to pass each of the 2 assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in the interview with a portfolio of evidence, and a pass in the observation with questions.

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

Observation with questions	Interview with a portfolio of evidence	Overall grade awarded
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Retake and resit information

If an apprentice fails one end-point assessment method or more, they can take a resit or retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a resit checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within **2 months** of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within **4 months** of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. Apprentices will be asked different questions in the case of a resit or retake. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Any EPA component resit/retake must be taken within a **6-month** period, otherwise the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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Assessing the observation with questions

The independent assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work and simulation is not permitted. The end-point independent assessor will only observe 1 apprentice at any one time. The apprentice will be given **2 weeks'** notice regarding the observation.

The observation with questions will last a total of **75 minutes**. The independent assessor can increase the time by up to 10% to allow the apprentice to complete a task or respond to a question.

The observation with questions may be split into discrete sections held on the same working day. This includes comfort breaks as necessary and to allow the apprentice to move from 1 location to another where required. Breaks will not count towards the total assessment time.

The independent assessor will brief the apprentice on the format of the observation with questions, including the timescales that they will be working to, before the start of the observation. The time taken for this briefing is not included in the assessment time.

The observation with questions must take place in the apprentice's normal place of work, for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

The following activities should be observed during the observation:

- applying safe working practices, including risk assessments
- using tools and equipment to aid in product handling
- loading and unloading products
- handover activities
- use of organisational project management systems
- communication
- teamwork

Questions will be asked after the observation to assess the apprentice's breadth and depth of competence against the grading descriptors. As only naturally occurring work will be observed, the criteria that the apprentice did not have the opportunity to demonstrate will be assessed through questioning. The independent assessor will ask a **minimum of 3 questions**. Follow-up questions will be asked where required.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which supply chain warehouse 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

Grading the observation with questions

The observation with questions is graded at a pass only. Apprentices will be marked against the pass criteria included in the tables on the following pages (under 'Observations with questions criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Observation with questions mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questions 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 observation with questions should take place in a suitable location.
- a **75-minute** time slot should be available for the observation with questions, if it is intended to be a complete mock observation with questions covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation with questions 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 observation with questions with each apprentice.
- ensure that the apprentice's performance is assessed by a competent on-programme 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 give examples for how they have met each area in the standard. For example:
 - health and safety:
 - can you tell me why you are wearing that piece of personal protective equipment (PPE) for this task?
 - verbal communication:
 - can you tell me why communicating with your colleagues means you can reduce the number of accidents/incidents in the warehouse?
 - task organisation:
 - what piece of equipment would you use to unload goods from a delivery vehicle and why?
 - documentation:
 - how would you report and document an incident in the warehouse?
 - teamwork:
 - what is the appropriate procedure for handing a task over to a colleague?

Observation with questions criteria

Throughout the **75-minute** observation with questions, the independent assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Health and safety

To pass, the following must be evidenced.

- HS1** Conducts risk assessments within the working environment, adhering to PPE and COSHH requirements where required and safe systems of work. (K1, S1)
- HS2** Demonstrates commitment to workplace health, safety and wellbeing by applying safe working practices in line with their role, the organisation's policy and associated health and safety legislation. (K3, S2, B1)

Communication

To pass, the following must be evidenced.

- CO1** Communicates with others using verbal techniques, in a way that is suitable for the context and supports task completion. (K18, S7)

Task organisation

To pass, the following must be evidenced.

- TO1** Loads and unloads products in line with their location, destination and requirements including weight limits and loading distribution. (K5, S9)
- TO2** Uses tools and equipment to aid in product handling in line with operating instructions or manufacturers' guidelines to meet contractual requirements. (K2, K4, S10)

Documentation

To pass, the following must be evidenced.

- DO1** Locates and uses operational information required to fulfil contractual requirements, taking ownership of and acting in response to the requirements. (K20, S12, B5)

Teamwork

To pass, the following must be evidenced.

- TM1** Conducts handover activities in line with organisational procedures. (K14, S19)

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Assessing the interview with a portfolio of evidence

In the interview with a portfolio of evidence, the independent assessor and the apprentice will have a formal two-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence during the interview. However, the portfolio of evidence is not directly assessed.

The interview will be scheduled at least 2 weeks after gateway. It will take place in a suitable environment and can be conducted by video conferencing. It will last for **60 minutes**. The independent assessor can increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

The independent assessor will ask **at least 8 questions**. There will be at least 1 for each of the 7 core grading themes.

Before the assessment

Employers/training providers should:

- 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

Grading the interview with a portfolio of evidence

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Interview with a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Interview with a portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock interview with a portfolio of evidence in preparation for the real thing. The most appropriate form of mock interview with a portfolio of evidence 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 interview with a portfolio of evidence should take place in a suitable location.
- a **60-minute** time slot should be available to complete the interview with a portfolio of evidence, if it is intended to be a complete interview 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 interview with a portfolio of evidence 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 on-programme 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:
 - work organisation:
 - what are the benefits of using technology in your workplace?
 - why are procedures important within your organisation?
 - communication:
 - what sort of feedback would you give to a colleague who isn't wearing PPE?
 - tell me about a time you have communicated with a colleague to support them in completing a task.
 - information technology and digital:
 - what IT equipment do you use in your role?

- how do you help to ensure that data is protected in the business?
- environment and sustainability:
 - how do you identify the correct packaging procedures for products in the business?
 - what waste is recycled within the business?
- stock control:
 - give an example of a time you have been involved in stock-taking in your role.
 - who would you report to if stock was to go missing in the warehouse?
- equity and diversity:
 - how do you contribute towards equality, diversity and inclusion in the workplace?
- continuing professional development:
 - tell me about a time where you asked for further training and development to help you better your skills.

Interview with a portfolio of evidence criteria

Throughout the **60-minute** interview with a portfolio of evidence, the independent assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the interview with a portfolio of evidence by considering how the criteria can be met.

Work organisation
To pass, the following must be evidenced.
WO1 Describes how they have received, stored, picked, dispatched, decanted and packed products, in line with organisational procedures. (K6, K7, K8, K9, S3, S4, S5, S6)
WO2 Describes the operational activities they undertake to return products. (K10)

Communication
To pass, the following must be evidenced.
CO2 Describes how they communicate with others using written techniques, in a way that is suitable for the context and supports task completion. (K17, S8)

Information technology and digital
To pass, the following must be evidenced.
IT1 Describes how they have used information technology and digital systems to support their work and meet organisational objectives, whilst complying with GDPR and cyber security regulations. (K16, S11)
To gain a distinction, the following must be evidenced.
IT2 <i>Outlines the benefits to the business of ensuring GDPR and cyber security regulations and policies are followed. (K16, S11)</i>

Environment and sustainability
To pass, the following must be evidenced.
ES1 Describes how they have selected, prepared and used packaging materials in order to reduce waste and mitigate potential environmental impact. (K13, S13, S16, B4)
To gain a distinction, the following must be evidenced.
ES2 <i>Explains how they have balanced operational requirements with environmental impact when selecting, preparing and using packaging materials. (K13, S13)</i>

Stock control

To pass, the following must be evidenced.

SC1 Describes how they have supported scheduled and unscheduled stock taking activities, in line with resource management processes and operational requirements, in order to ensure quality control requirements are met. (K11, K15, S14)

SC2 Describes how they have identified a problem and applied company reporting and escalation procedures within the limits of their own role and responsibilities. (K12, S15)

To gain a distinction, the following must be evidenced.

SC3 Considers the impact on scheduled and unscheduled stock taking activities when the principles of quality control and stock rotation are not applied. (K11, K15, S14)

SC4 Considers the operational impact of not reporting problems. (K12, S15)

Equity and diversity

To pass, the following must be evidenced.

ED1 Describes how they follow and support equity, diversity and inclusion in their work in line with rules. (K19, S17, B2)

To gain a distinction, the following must be evidenced.

ED2 Explains the benefits of supporting a diverse and inclusive culture for the business. (K19, S17)

Continuing professional development (CPD)

To pass, the following must be evidenced.

CPD1 Explains how they have sought, carried out and recorded learning and development activities in order to ensure compliance with operational requirements and stay up to date with occupational change. (S18, B3)

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