



# **Highfield Level 3 End-Point Assessment for ST0647 Transport and Warehouse Operations Supervisor**

End-Point Assessment Kit



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**Pathway:**  
**Warehouse**

# Highfield Level 3 End-Point Assessment for ST0647 Transport and Warehouse Operations Supervisor: Warehouse Pathway

EPA kit

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# How to use this EPA kit

Welcome to the Highfield End-Point Assessment kit for the Transport and Warehouse Operations Supervisor 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 3 Transport and Warehouse Operations Supervisor 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>	Transport and Warehouse Operations Supervisor
<b>Pathway:</b>	Warehouse
<b>Level:</b>	3
<b>On Programme Duration:</b>	Minimum of <b>12 months</b>
<b>End-Point Assessment Window:</b>	Typically <b>4 months</b>
<b>Grading:</b>	Pass/distinction
<b>End-Point Assessment methods:</b>	Multiple-choice test Project report with presentation and questioning Interview

**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 overarching objective of this occupation is to oversee the day-to-day operations within the transport and warehouse industry, ensuring that personnel, vehicles and activities conform to customer expectations as well as regulatory and legal requirements. This standard offers 2 specialisations: transport and warehouse. This kit is centred on the warehouse pathway, where the warehouse supervisor plays a critical role in ensuring the provision of a professional incoming goods, storage and dispatch service to customers.

Key responsibilities may include engaging with stakeholders, leading teams, communicating with external clients and liaising with the internal HR and accounts departments.

Roles may include depot supervisor, hub supervisor, senior warehouse operative, traffic planner, transport coordinator, transport manager, transport supervisor, warehouse manager and warehouse supervisor.

This apprenticeship standard aligns with the membership requirements for the Chartered Institute of Logistics and Transport (CILT). The experience gained and responsibility held by the apprentice on completion of the apprenticeship will either wholly or partially satisfy the requirements for membership.

## 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 Transport and Warehouse Operations Supervisor 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.

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 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- 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.

It is the responsibility of the employer to facilitate and support at least **20% of off-the-job training** for the apprentice. Additionally, they must ensure that all supporting evidence necessary for the gateway is submitted in accordance with the EPA plan, and they must monitor the apprentice's progress of learning and development. It is crucial for the employer to determine when the apprentice has attained full competence in their job role, and when they are fully prepared for the end-point assessment

## Project proposal

As part of the on-programme requirements, the apprentice is expected to develop a comprehensive project proposal that outlines a relevant and clearly defined piece of work. This project must provide sufficient scope for the knowledge, skills and behaviours criteria outlined in the project report, presentation and questioning assessment component to be met. The project proposal should include the following:

- a project title
- a scope
- terms of Reference (ToR)
- a project plan

The project proposal is **not** assessed and will typically be **no longer than 500 words**.

The apprentice, with the support and approval from their employer should scope out and provide a brief summary of what the project will cover and will submit this at gateway. This should demonstrate that the work-based project will provide sufficient opportunity for the knowledge, skills and behaviours (KSBs) to be assessed. Highfield Assessment will confirm within **2 weeks** of receipt, the suitability of the project.

The project proposal needs to outline the:

- project plan
- overview of tasks
- specific responsibilities and duties planned
- an overview of time frames taking into account the deadlines stipulated

The project may be based on any of the following:

- a real-life or recurring organisational issue
- a specific problem
- an idea/opportunity

A **project proposal approval form** should be completed by the apprentice which includes a declaration from the employer that the project provides sufficient scope for the assigned knowledge skills and behaviours (KSBs) to be assessed. This form is available to download from the Highfield Assessment website. It will also need to be indicated as completed on the **Gateway Readiness Report** (available from Highfield Assessment website).

Once the project proposal has been approved, after gateway, the apprentice will expand this project proposal into a project report, which **will** be assessed.

## 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.

## Additional, relevant on-programme qualification

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There are no mandatory qualifications for this standard, however, employers may wish to include relevant qualifications to help structure the on-programme delivery.

## 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 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have created a project proposal containing its title, scope, ToR and project plan typically **no longer than 500 words**.
- 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 **4-month** 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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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.

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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**

Transport and Warehouse Operations Supervisor Standard (2021)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/transport-and-warehouse-operations-supervisor-v1-1>

End-point assessment plan (2022 ST0647/AP01)

[https://www.instituteforapprenticeships.org/media/6656/st0647\\_transport-and-warehouse-operations-supervisor\\_l3\\_ap-for-publication\\_17-11-2022.pdf](https://www.instituteforapprenticeships.org/media/6656/st0647_transport-and-warehouse-operations-supervisor_l3_ap-for-publication_17-11-2022.pdf)

## **Specific considerations**

Pass and distinction criteria have been taken directly from Assessment plan.

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# Gateway

## How to prepare for gateway

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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 completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Submitted a project proposal

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

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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 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 Transport and Warehouse Operations Supervisor apprenticeship standard

The following pages contain the Transport And Warehouse Operations Supervisor apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Knowledge
Multiple-choice test
Criteria covered in multiple-choice test
Core
<p><b>K5: People Management policies complaint with the Advisory, Conciliation and Arbitration Service ACAS.</b> E.g. disciplinary and grievance processes</p> <p><b>K9: The application of Health and Safety regulations</b> in transport and warehousing operations</p> <p><b>K11: Environmental impact of transport and warehousing operations</b> i.e., telematics, Clear Air Zones compliance, recycling</p> <p><b>K14: The role of the health and safety executive</b> and the driver and vehicle licensing agency within your organisation including anti-smuggling and security controls</p> <p><b>K16: Anti-smuggling, immigration and security control</b></p> <p><b>K21: Vehicle maintenance requirements including scheduling and record keeping</b></p> <p><b>K29: Correct loading procedures for goods and safe transport weight limits</b></p>
Warehouse pathway
<p><b>K23: The goods in process; receipt of goods to organisational standards, returned goods, disposal of goods and resale of goods</b></p> <p><b>K24: Stowing procedures to nominated warehouse locations</b></p> <p><b>K25: Procedures to dispose of and resell goods through secondary markets</b></p> <p><b>K26: Picking schedules and dispatch time</b></p> <p><b>K27: Warehouse dispatch processes</b></p> <p><b>K28: Stock management processes and procedures</b></p>

**K31: Service and maintenance requirements for Mechanical Handling Equipment (MHE) and Lifting Operations and Lifting Equipment Regulations (LOLER)**

**K32: Procedures for direct orders or special orders that are not part of standard stock lines**

**Amplification and guidance**

**People Management policies complaint with the Advisory, Conciliation and Arbitration Service ACAS:**

- Disciplinary process
- Grievance process
- Suitable data must be kept on an employee's record such as:
  - name
  - address
  - date of birth
  - contact details
  - sex
  - education and qualifications
  - work experience
  - national insurance number
  - tax code
  - emergency contact details
  - employment history with the organisation
  - employment terms and conditions (e.g. pay, hours of work, holidays, benefits, absence)
  - accidents connected with work
  - training
  - disciplinary action
- Misconduct in the workplace:
  - offensive behaviour
  - damage
  - theft

- fraud
- bullying
- discrimination
- violence
- bribery

### **Health and Safety regulations:**

Such as:

- compliance with the Health and Safety at Work etc. Act
- management of health and safety - risk assessments (5 steps):
  - identify hazards
  - assess the risks
  - control the risks
  - record your findings
  - review the controls
- manual handling regulations and working at height regulations
- Control of Substances Hazardous to Health (COSHH) regulations - requires employers to control substances that are hazardous to health in the workplace.
  - all new items entering a workplace must be accompanied by a safety data sheet (sds)
  - safe storage
  - risk assessments
- the Provision and Use of Work Equipment Regulations (PUWER) - requires that equipment provided for use at work is:
  - suitable for the intended use
  - safe for use
  - used only by people who have had adequate training
  - accompanied by suitable health and safety measures
  - used in accordance with specific requirements

- Lifting Operations and Lifting Equipment Regulations (LOLER)- covers equipment such as forklift trucks, scissor lifts, cherry pickers. It does not cover equipment such as standard pallet trucks as it does not carry out a lifting operation
- Personal Protective Equipment (PPE) at work regulations - employers have a legal duty to make suitable, properly maintained workplace safety equipment available, free of charge, to any employees working in potentially hazardous environments
- The Health and Safety (First Aid) Regulations- requirements include:
  - provide adequate and appropriate equipment (first aid kit)
  - facilities and people to ensure their employees receive immediate attention if they are injured or taken ill at work
  - 1 appointed first aider for every 100 employees (does not have to have be qualified but must have had some training)

#### **Environmental impact of transport and warehousing operations:**

- Companies recycling and re-use processes
- Segregation of waste materials
- Disposal of hazardous waste materials
- Types of fuel used for mechanical handling equipment (MHE) and vehicles, such as gas, diesel, petrol, or electric
- The government Net Zero Strategy: Build Back Greener - This strategy sets out policies and proposals for decarbonising all sectors of the UK economy to meet our net zero target by 2050

#### **The role of the health and safety executive (HSE):**

Aim to prevent workplace death, injury or ill health, by:

- providing advice, information and guidance
- raising awareness in workplaces by influencing and engaging
- operating permission and licensing activities in major hazardous industries
- carrying out targeted inspections and investigations
- taking enforcement action to prevent harm and hold those who break the law accountable
- handing out improvement notices (21 days to comply)

- workplace injuries, cases of work-related disease and work-related deaths must be reported to the health and safety executive (HSE) as soon as possible (within 15 days for injuries that prevent workers from doing their normal duties for more than 7 consecutive days)

#### **Anti-smuggling, immigration and security control:**

- Ensure the vehicle entering the dock is sealed and the driver has the correct paperwork, in line with the organisation's security procedures.
- The drivers entering a site are responsible for ensuring their vehicles are safe and secure so that no illegal immigrants have stowed away on the vehicles. Reporting procedures are in place to report any issues when travelling through border controls.
- Clandestine entrants (a person who hides in/on a vehicle to avoid UK border control).
- If a clandestine entrant is found on or in a vehicle, the owner, hirer and driver can all be liable for penalty either for carrying a clandestine entrant or failing to secure a goods vehicle.
- Who to contact for anti-smuggling or immigration:
  - in an **emergency** contact 999 (police)
  - the Immigration Enforcement hotline (non-emergent)
  - Crimestoppers (non-emergent)
  - the anti-terrorist hotline (non-emergent)

#### **Vehicle maintenance requirements including scheduling and record keeping:**

- 6 -12-week inspections (usually every 6 weeks).
- MOTs every 12 months.
- A daily walk round check is the driver's responsibility, for vehicle road worthiness along with defect reporting procedures.
- Scheduling must take place to ensure vehicles/trailers are not used when servicing or MOTs are due.
- Record keeping of all activities must be kept for at least 15 months.



**Correct loading procedures for goods and safe transport weight limits:**

- Vehicles must be loaded according to the vehicle gross weights (the weight of a vehicle with everything in it such as cargo, passengers and luggage).
- The load must be loaded using the correct mechanical handling equipment (MHE) for loading trailers, such as low-level order pickers (LLOP) and pallet trucks.
- The load must be evenly weight distributed within weight capacities.
- A Dock Lock System can be used whilst loading and unloading to prevent the truck from moving.
- The load must be restrained using the correct restraints so that it does not move in any direction or cause any danger to others.
- The load must be redistributed as and when required to maintain within weight limits.

**The goods in process; receipt of goods to organisational standards, returned goods, disposal of goods and resale of goods:**

- Goods inwards - vehicle parked in a safe location for offloading, dock lock systems, trailer lock, chock wheels and keys out the vehicle.
- Goods offloaded safely and efficiency, checking goods for signs of damage and correct quantity, quarantine damaged or incorrect goods, goods checked off for quality and signed as correct or not. Sign as not checked.
- Return goods - same process as above, normally go into quarantine until a decision is made. Back to stock if in good condition, return to supplier if defective and dispose of if authorised in the correct manner - re-cycle, re-use and re-sell.
- Control of Substances Hazardous to Health (COSHH) regulations - requires employers to control substances that are hazardous to health in the workplace.
  - All new items entering a workplace must be accompanied by a safety data sheet (SDS)
  - Safe storage
  - Risk assessments

**Stowing procedures to nominated warehouse locations:**

- Putting stock away into the correct designated locations.
- Heavy items – store at a low or ground level.
- Lighter or less frequent items – store at a higher level.

- Manual handled goods – store at a medium or waist height level.
- Bundled for liquid products, in particular hazardous products.
- Dangerous products such as flammable liquid, gas and explosives - should seek advice from a dangerous goods advisor.
- Frozen/chilled in correct freezers/fridges at the correct temperature.
- Stock rotations as and when required.

**Procedures to dispose of and re-sell goods through secondary markets:**

- Some food waste can go to landfill if licenced with the environmental agency.
- Some food that is still classed as edible can go to charity food banks.
- Disposal products can go to landfill depending on the product (not plastics or recyclables).
- Foods of animal origin or contain products of animal origin become animal by-products when they are no longer suitable for consumption.
  - Some low-risk foods can be sent to landfill or made into animal feed.
  - If the food is classed as medium risk, it cannot be made into animal feed but can still be sent to landfill.
  - If the food is classed as high risk the food cannot be made into animal feed or be sent to landfill.
- All recyclables must be re-cycled using the correct process (not sent to landfill).
- Electrical items for re-sale must be tested and in sound, workable order.
- Re-use and re-sale products must be in good condition and marked up for sale correctly, such as, second hand or re-manufactured products.

**Picking schedules and dispatch time:**

- Just in time (JIT) picking process enables the customer to get their products just when they need them.
- Batch picking.
- Isle picking.
- Manual picking.
- Automated picking.
- Scheduling processes include, long-term, medium-term and short-term. Scheduling is the planning of picked goods for deliveries.

- Dispatch times to coincide with cut off times for picking goods to meet customer requirements, taking into consideration international shipments and time differences.

#### **Warehouse dispatch processes:**

- Dispatch procedures, checked against a manifest.
- Planning of deliveries to be made. Know which orders are to be prepared throughout the day, assign the orders to carriers.
- Consolidation of goods and sorting. Combining and grouping together products from various picking or warehouse zones for their subsequent shipment.
- Checking the consignment numbers, customer name and destination.
- Checking quantities, weight, dimensions and quality.
- Check haulier collecting the goods.
- Arrange resources to dispatch goods.
- Check for any special dispatch/customer requirements.
- Communicate with driver and dispatch person the requirements.

#### **Stock management processes and procedures:**

- Annual stock taking - once a year audit of stock, normally prior to end of financial year.
- Perpetual stock take - ongoing auditing of stock throughout the year.
- Reordering stock - monitor levels by quantity left in stock against sales.
- Reorder at a specific level.
- Stock rotations by date/sell by dates.
- Square search can be used when an item cannot be found in its designated location by searching above, below and to the sides of a location that the goods cannot be found.
- Damaged or incorrect goods must be quarantined turnaround.

**Service and maintenance requirements for Mechanical Handling Equipment (MHE) and Lifting Operations and Lifting Equipment Regulations (LOLER):**

- MHE/LOLER requirements, service requirements are dependent on total hours of use, generally averaging between 200 - 300 hours.
- Pre-inspections to ensure the MHE safe legal and roadworthy should be performed by a competent person.
- Defect reporting procedures must be in place.

**Procedures for direct orders or special orders that are not part of standard stock lines:**

- Direct orders - normally shipped directly to the customer, from the supplier, cutting out additional handling and storage.
- When receiving direct orders - sales and the customer will need to be contacted.
- Special purchase orders can be a one-off order or an unusual number/quality.
- When receiving special purchase orders - sales and the customer will need to be contacted.

Operations		
Project report with presentation and questioning		
Knowledge	Skills	Behaviours
<b>K3: Factors that affect workplace efficiency</b> and how these can be managed	<b>S16: Ensure the security of the transport, warehouse and goods in line with organisational policies</b> <b>S21: Identify and propose innovative business improvements</b>	<b>B5: Use own initiative when needed</b> to ensure that employer needs and expectations are met
Pass		Distinction
<b>OP1: Identifies opportunities for business improvements to positively affect workplace efficiencies. Proposes and scopes approach to</b>		<i>No distinction criteria</i>

manage these improvements, using own initiative to meet employer needs and expectations (K3, S21, B5)	
<b>OP2:</b> Describes how they ensure the security of the transport, warehouse and goods in line with organisational policies (S16)	
<b>Amplification and guidance</b>	
<b>Factors that affect workplace efficiency:</b> <ul style="list-style-type: none"><li>• managing time</li><li>• managing staff and staff skills shortages</li><li>• training and development</li><li>• new ways of working</li><li>• policies and procedures not being followed</li><li>• non-compliance</li></ul>	
<b>Security of the transport, warehouse and goods in line with organisations policies:</b> <ul style="list-style-type: none"><li>• daily walkaround checks</li><li>• defect reporting procedures</li><li>• load checks</li><li>• correct load restraints</li><li>• even weight distribution</li><li>• challenge unauthorised personnel</li><li>• correct use of personal protective equipment</li><li>• random alcohol and drug checks</li></ul>	
<b>Innovative business improvements:</b> <p>Areas of the business that could need improvement, such as:</p> <ul style="list-style-type: none"><li>• with infringement</li><li>• damage to goods and property</li></ul>	

- stock losses
- missing stock

Ways to improve could include:

- data collection
- analysis of this information or data
- refresher training
- new induction processes
- lean processes

**Use own initiative when needed:**

Such as:

- meeting employee needs and expectations
- keeping the employer informed
- suggestions of improvements with date evidence

Interview		
Knowledge	Skills	Behaviours
	<b>S18:</b> Lead and review the <b>process for returned, damaged goods</b> , customer bespoke and direct orders	
Pass		Distinction
<b>OPW1.</b> Explains how they ensure that returned and damaged goods are processed correctly, and all customer bespoke and direct orders are fulfilled, and what steps they take to review these processes (S18)		<b>OPW2.</b> <i>Identifies and suggests process improvements to improve internal efficiency and service to the customer (S18)</i>

### Amplification and guidance

**Process for returned, damaged goods** such as:

- communication methods
- reasons identified for the return of goods/photos
- authorisation for the returned goods
- team/staff meeting
- storage of returned goods/quarantine
- auditing the return goods
- identifying the root cause of the damage/reason for rejection/costs
- arranging the return of goods back to the customer if deemed suitable/not supplier fault
- returned to stock re-issue/re-order new stock to customer/communication and timescales

Reviewing these processes such as:

- collecting data
- customer satisfaction surveys
- observing processes
- reviewing training needs

Scheduling and planning		
Project report		
Knowledge	Skills	Behaviours
	<b>S15: Plan</b> and review warehouse compliance and <b>efficiencies; labour, placement, schedules, resources to inform improvements, including inbound and outbound goods</b>	
Pass		Distinction
<b>SPW1.</b> Evaluates monitoring and performance approaches to planning and warehouse compliance and efficiencies; labour, placement, schedules, resources to inform business improvement project (S15)		<b>SPW2.</b> <i>Analyses the balance between efficiency and compliance, recommending examples of how operational requirements and compliance are reconciled in their organisation (S15)</i>
Amplification and guidance		
<b>Plan:</b> <ul style="list-style-type: none"> <li>• team meetings</li> <li>• communicating with appropriate members of staff</li> <li>• checking team members continuing professional development (CPD)</li> <li>• training records, MHE service/inspections record</li> <li>• health and safety record</li> <li>• training, first aid</li> <li>• safe working procedures/policies in date</li> <li>• building/maintenance/insurances in date</li> </ul>		



**Efficiencies:**

- picking rates
- picking errors
- putting stock away
- auditing stock
- missing stock
- stock balances
- damaged stock
- stock rotation
- returned stock
- IT/scanners
- warehouse management systems

**Labour:**

- allocating labour appropriately
- skills gaps
- individual/team working
- day/shift patterns
- employed/agency

**Placement:**

- new members of the team
- induction training
- shadowing
- mentoring
- appraisals
- assessments

**Schedules:**

- just in time
- time slots
- resources required. Materials handling equipment (MHE)
- space and workforce available
- stock availability
- IT equipment

**Resources to inform improvements, including inbound and outbound goods:**

- Evaluate and monitor:
  - data collection
  - statistics
  - key performance indicators (KPIs)
  - performances against compliance and efficiencies
- Analyse the balance between compliance and efficiency - compliance should always take priority over efficiency, work efficiently but always safely.
- Compliance is reconciled with safe working procedures/policies - non-compliance should be met with organisation's procedures, such as:
  - re-training
  - safe working procedures
  - disciplinaries
  - support and guidance

Compliance health and safety		
Project report		
Knowledge	Skills	Behaviours
<b>K30: Legislation</b> and ways to keep the premises within the current Health and Safety Executive guidelines	<b>S12: Carry out risk assessments appropriate to work environment in accordance with the Health and Safety Executive</b>	
Pass		Distinction
<b>CS1:</b> Conducts appropriate risk assessments in line with organisations procedures (S12)		<b>CS2:</b> <i>Identifies and suggests improved methods that improve efficiency or mitigate risks (S12)</i>
<b>CSW1.</b> Describes how they work in accordance with health, safety, welfare and environmental requirements (K30)		
Amplification and guidance		
<b>Legislation</b> such as: <ul style="list-style-type: none"><li>• Compliance with the Health and Safety at Work etc. Act</li><li>• management of health and safety (risk assessments)</li><li>• manual handling regulations</li><li>• working at height regulations</li><li>• Control Of Substances Hazardous to Health (COSHH) regulations</li><li>• The Provision and Use of Work Equipment Regulations (PUWER)</li><li>• Lifting Operations and Lifting Equipment Regulations (LOLER)</li><li>• Personal Protective Equipment at work regulations (PPE)</li></ul>		

- Following policies and procedures:
  - standard operating procedures (SOPs)
  - wear appropriate personal protective equipment (PPE)
  - materials handling equipment (MHE) pre-checks
  - defect reporting
  - reporting of hazards and risks
  - dealing with minor hazards and risks
  - health and safety training
  - safety meeting
  - safety representatives
  - fire and evacuation procedures

**Carry out risk assessments appropriate to work environment in accordance with the Health and Safety Executive (HSE):**

- Completed risk assessment.
- Identifying the hierarchy of control and 5 steps to risk assessment.
- Clear evidence should be shown of the hazards and risks with identified control measures.

Interview		
Knowledge	Skills	Behaviours
	<b>S13: Plan, organise and evaluate vehicle and warehouse maintenance schedules for compliance with the DVSA 'Guide to Maintaining Roadworthiness' or other Approved Codes of Practice (ACOP)</b>	

Pass	Distinction
<b>CS3:</b> Describes how they plan, organise and evaluate vehicle and warehouse maintenance schedules to ensure regulatory compliance in their organisation (S13)	<i>No distinction criteria</i>
Amplification and guidance	
<p><b>Plan, organise and evaluate vehicle and warehouse maintenance schedules for compliance with the DVSA ‘Guide to Maintaining Roadworthiness’ or other Approved Codes of Practice (ACOP):</b></p> <ul style="list-style-type: none"> <li>• Monitoring and recording of daily walkaround checks of the vehicles/trailers including defects reported.</li> <li>• If paper-based, evidence should be stored appropriately and archived if required.</li> <li>• Transport management systems that should tell the schedule/planner this vehicle is required for, inspection, service or MOT.</li> <li>• Facilities for vehicle off-road (VOR).</li> <li>• Warehouse maintenance inspections of machinery and electrical equipment to prevent hazards.</li> <li>• Safety checks of the dock area to ensure safe loading and unloading.</li> <li>• Maintenance checks for storage and racking systems.</li> <li>• Warehouse audits, for example, to track picking accuracy and put-away cycle time.</li> <li>• Risk assessments reviewed and evaluated.</li> <li>• MHE pre-check sheets.</li> <li>• Defect reporting procedures and monitoring the defect.</li> <li>• Paper-based or electronic projects logged and stored appropriately.</li> <li>• Mechanical handling equipment (MHE) service intervals are monitored by hours used, these will be monitored and service intervals scheduled appropriately.</li> </ul>	

IT		
Project report		
Knowledge	Skills	Behaviours
<b>K12: IT systems</b> and tools used to manage transport and warehouse operations	<b>S14:</b> Use IT equipment and systems for the role such as telematics or warehouse management systems	<b>B9:</b> Treat equipment and technology responsibly and with respect
Pass		Distinction
<b>IT1:</b> Explains how the use of IT equipment and systems for the role such as telematics or warehouse management systems has informed business improvement project (K12, S14)	<i>No distinction criteria</i>	
<b>IT2:</b> Shows awareness of risks to technology ICT in their workplace considering and showing appreciation of the working environment conditions (B9)		
Amplification and guidance		
<b>IT systems</b> such as: <ul style="list-style-type: none"><li>• desktop and laptop computers</li><li>• portable tablet</li><li>• handheld QR and barcode scanners</li><li>• transport and warehouse management systems</li><li>• warehouse printers and label printers, digital weighing scales</li><li>• built-in IT systems on mechanical handling equipment (MHE)</li></ul>		

Communication		
Project report		
Knowledge	Skills	Behaviours
<b>K6: Organisational procedures for delivering customer service</b> , managing customer accounts, information and quotations	<b>S20: Communicate with internal and external customers using various communication methods</b>	
Pass		Distinction
<b>C1:</b> Evaluates impact of improvement on organisation procedures for customer service, and uses appropriate methods of communication to manage these with internal and external stakeholders (K6, S20)		<b>C2:</b> <i>Evidence of creating solutions to meet customer requirements and expectations. Set customer service KPI Measuring effective customer service and classifying What is 'good' service? (K6, S20)</i>
Amplification and guidance		
<p><b>Organisational procedures for delivering customer service</b> such as:</p> <ul style="list-style-type: none"> <li>communicating with the customer and communication methods used; such as being polite, courteous and professional</li> <li>identifying company values</li> <li>identifies how to manage customer accounts that would include confidentiality, treating customers fairly, providing accurate information and quotations</li> <li>identifies policies and procedures for returned, damaged or unwanted goods</li> </ul> <p><b>Communication methods:</b> For both internal and external customers</p> <ul style="list-style-type: none"> <li>using the most appropriate methods such as verbal communication, written or electronic</li> <li>responding to email enquiries using appropriate language in an acceptable timeframe</li> <li>sending accurate email information</li> </ul>		

- providing polite, courteous and professional communication

Training and development		
Project report		
Knowledge	Skills	Behaviours
		<b>B4: Positive attitude and approach to their work even when priorities and working patterns change</b>
Pass		Distinction
<b>TD1.</b> Describe their positive actions to meet changing organisational demands and outlines what actions could be taken in response to external changes and/or new demands from customers (B4)		<i>No distinction criteria</i>
Amplification and guidance		
<b>Positive attitude and approach to their work, even when priorities and working patterns change:</b> <ul style="list-style-type: none"> <li>• positivity</li> <li>• enthusiasm</li> <li>• a can-do attitude when priorities/demands change</li> <li>• explaining the actions that will be taken</li> </ul>		



Interview		
Knowledge	Skills	Behaviours
<b>K1: Recruitment and selection process</b> and practice including working with inhouse and external resourcing teams <b>K2: How to review staff performance</b> including appraisals, performance development reviews (PDR), work allocation, skill gaps and training for transport/ warehouse team members	<b>S2:</b> Identify skill and knowledge gaps in own performance and team performance in relation to transport/ warehouse operations <b>S3:</b> Complete performance development reviews (PDR)/ staff appraisals for transport/ warehouse team members <b>S4:</b> Plan training to meet the requirements of the business and the team members including where required, Driver Certificate of Professional Competence and Material/Mechanical Handling Equipment requirements	<b>B3:</b> Take ownership for your own performance and training committing to self-improvement. Keeping up to date with industry developments
Pass		Distinction
<b>TD2:</b> Outlines the recruitment and selection processes within transport and warehouse operations and describes the core elements to consider to ensure appropriate candidate selection (K1)		<b>TD6:</b> <i>Interprets the impact of Continued Professional Development on employees own performance reflecting on the integrated process from Personal Development Records to training delivery and the link between enhanced and improved skills and job performance (K1, K2, S2, S3, S4)</i>
<b>TD3:</b> Explains how they identify skill and knowledge gaps in own performance and team performance in relation to their organisation (S2, B3)		
<b>TD4:</b> Applies CPD principles in the management and training of staff describing use of appropriate tools and methodologies (S3)		
<b>TD5:</b> Outlines how they undertake individual staff review and utilise them in planning training and staff development (K2, S4)		

### Amplification and guidance

#### **Recruitment and selection processes** such as:

- using recruitment agencies
- creating a suitable job specification
- reviewing applications, and selecting appropriate persons for interviews
- interview types
- knowledgeable and accountable interviewers
- being fair and unbiased
- assessing knowledge, suitable skills, experience and behaviours

#### **Review staff performance:**

- induction process
- probationary assessments
- annual appraisals
- 1:2:1
- Using up to date/gathered information
- Performance management
- time management and attendance data on the employees, to give a true appraisal
- skills analysis and skill shortages

Management		
Project report		
Knowledge	Skills	Behaviours
	<b>S17:</b> Review and measure the performance of warehouse operations to inform improvements to safe operating processes and systems; i.e. picking, stowing, dispatch	
Pass		Distinction
<b>MW1.</b> Outlines the types of <b>targets and indicators</b> that are used to monitor and implement organisations performance measurement processes whilst demonstrating <b>changes made to working practices</b> (SOPs) based on performance monitoring evidence (S17)		<b>MW2.</b> <i>Evaluates performance measurements to suggest improvements using management information in the development of departmental objective (S17)</i>
Amplification and guidance		
<b>Targets and indicators</b> such as: <ul style="list-style-type: none"> <li>• pick rates/errors</li> <li>• stowing rates/errors</li> <li>• fulfilment rate</li> <li>• backorder</li> <li>• lead time</li> <li>• shipping times/costs</li> <li>• returns</li> </ul> <b>Changes made to working practices</b> such as: <ul style="list-style-type: none"> <li>• adjusting targets and goals</li> </ul>		

<ul style="list-style-type: none"> <li>improving maintenance to reduce downtime</li> <li>improving lead time</li> <li>changing shift patterns</li> <li>improving training /skills</li> </ul>		
Interview		
Knowledge	Skills	Behaviours
<b>K4:</b> Organisational and individual KPIs and <b>strategies</b> for meeting these	<b>S1: Allocate and monitor work</b> and set objectives including continual professional development (CPD), for transport/ warehouse team members. <b>S5:</b> Achieve KPI's and targets set for the transport/ warehouse team and individuals within the transport/ warehouse team <b>S6:</b> Carry out disciplinary and manage grievances as per organisational guidelines <b>S7: Lead team and departmental communications and meetings</b>	<b>B1:</b> Demonstrate the organisations values to promote and enhance brand reputation. <b>B2:</b> Demonstrate ownership and responsibility for their own safety and that of others <b>B6:</b> Treat team, customers and other stakeholders with respect <b>B7:</b> Approachable and open to change <b>B8:</b> Professional approach - constructively manage difficult situations with colleagues, always striving to achieve the best outcome for the organisation and wider team
Pass		Distinction
<b>M1:</b> Explains how they allocate and monitor work, and how they set objectives for team members, to ensure CPD (S1)		<b>M8:</b> <i>Recommends effective ways of managing resource and performance to meet KPI's and targets set for the transport/ warehouse team and individuals within the transport/ warehouse team (S1)</i>

<b>M2:</b> Describes how they ensure that individual staff member and team level targets and KPIs are achieved (S5)	<b>M9:</b> <i>Detail how they ensure fair and objective performance management process ensuring performance is reviewed using effective, valid and reliable data (S5, B8)</i>
<b>M3:</b> Applies organisations’ systems and processes to monitor staff performance (K4)	<b>M10:</b> <i>Evaluate ways of addressing conflict situations before escalation that impacts operational effectiveness (S6)</i>
<b>M4:</b> Outlines own role in the procedures used in the organisation to deal with staff misconduct and grievances (S6)	<b>M11:</b> <i>Recommend effective activity and methodology to empower individuals to perform, encouraging and supporting their use of improvement techniques (S7, B6)</i>
<b>M5:</b> Outlines how they effectively lead team and departmental communications and meetings (S7)	<b>M12:</b> <i>Recommends opportunities for improvement in practice or behaviour to align with organisational principles and identifies and states what actions are recommended (K4, B1, B2)</i>
<b>M6:</b> Applies the principles of their organisation such as workplace safety and brand reputation giving example/s of how they have done this (B1, B2, B8)	
<b>M7:</b> Describes actions that can be taken to engage colleagues in achieving the best possible outcomes (B6, B7)	
Amplification and guidance	
<b>Strategies</b> such as, looking at: <ul style="list-style-type: none"><li>• timekeeping and attendance</li><li>• number of infringements</li><li>• accidents and incidents</li><li>• disciplinaries</li><li>• picking rates</li><li>• picking errors</li></ul>	
<b>Allocate and monitor work</b> such as: <ul style="list-style-type: none"><li>• scheduling tasks on the transport warehouse management systems</li></ul>	

- issuing tasks that are suitable for the employee, taking into consideration skills and knowledge
- evidence of key performance indicators (KPIs) that are set/met for the team and yourself

**Lead team and departmental communications and meetings:**

Ensuring the individual is competent when leading:

- team briefings
- update meetings
- improvement suggestions meetings

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## Assessment summary

The end-point assessment for the Transport and Warehouse Operations Supervisor Apprenticeship Standard is made up of **3** components:

1. A **1 hour** multiple-choice test consisting of **25** multiple-choice questions
2. A **4000 word** project report with a **15 minute** presentation and **25 minute** questioning
3. A **45 minute (+10%)** interview consisting of a minimum of **10 questions**

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 overall grade will be determined using the combined marks.

### Multiple-choice test

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- In order to achieve a pass, apprentices must achieve a mark of at least **16/25 (64%)**
- To achieve a distinction, apprentices must achieve a mark of at least **21/25 (84%)**

### Project report with presentation and questioning

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This assessment method has **2** components.

- A **4,000 word** project report
- A **40-minute** presentation and questioning (the presentation will typically last for 15 minutes, and the questioning will typically last for 25 minutes)

To achieve a **pass** in the project report with presentation and questioning:

- **all pass criteria** must be met (either within the written project itself, or within the presentation and questioning)

To achieve a **distinction** in the project report with presentation and questioning:

- **all pass and distinction** criteria must be met (either within the written project itself, or within the presentation and questioning)

## Interview

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To achieve a **pass** in the interview:

- **all pass criteria** must be achieved for all relevant areas

To achieve a **distinction** in the interview:

- **all pass criteria and all distinction** criteria must be achieved for all relevant areas

## Grading

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Apprentices must achieve **at least a pass** in all **3** end-point assessment methods to achieve a **pass overall**.

Apprentices must achieve a **distinction** in all **3** end-point assessment methods to achieve a **distinction overall**.

Grades from individual assessment methods will be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 - Multiple-choice test	Assessment method 2 - Project report with presentation and questions	Assessment method 3 - Interview	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass
Distinction	Distinction	Distinction	Distinction



## Retake and re-sit information

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Apprentices who fail **1 or more** assessment method will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does.

Apprentices should have a supportive action plan to prepare for the resit or a retake. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit or retake that part of the EPA when practicable for the business and in line with the policies, practices and procedures of Highfield. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted when the professional review has taken place.

A resit is typically taken within **2 months** of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within **4 months** of the EPA outcome notification. All assessment methods must be taken within a **6-month** period, otherwise the entire EPA will need to be resat/retaken.

Apprentices may not need to complete a different project where a resit/retake is required but may need to either re-work their project report and/or presentation.

Resits and retakes are **not** offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a **maximum** EPA grade of pass.

Please call the Highfield scheduling team to arrange the resit or retake.

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## Assessing the multiple-choice test

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The Transport and Warehouse Operations Supervisor apprenticeship standard will be assessed by a **1-hour** knowledge test consisting of **25** multiple-choice questions with a pass mark of **64% (16 out of 25)**.

In each paper, questions will cover every knowledge criteria. However, not every aspect of every criteria will be covered in every test.

The test is divided into **2** sections - part A (core) will contain **10** questions and part B (pathway) will contain **15** questions.

- In order to achieve a **pass**, apprentices must achieve a mark of at least **16/25** across the whole test (approximately **64%**)
- To achieve a **distinction**, apprentices must achieve a mark of at least **21/25** across the whole test (approximately **84%**)

### Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the multiple-choice test.
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

## Multiple-choice test criteria

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The following page includes the criteria covered by the multiple-choice test.

Multiple-Choice Test
Core
<b>K5:</b> People Management policies complaint with ACAS. E.g. disciplinary and grievance processes
<b>K9:</b> The application of Health and Safety regulations in transport and warehousing operations.
<b>K11:</b> Environmental impact of transport and warehousing operations i.e., telematics, Clear Air Zones compliance, recycling
<b>K14:</b> The role of the health and safety executive and the driver and vehicle licensing agency within your organisation including anti-smuggling and security controls
<b>K16:</b> Anti-smuggling, immigration and security control
<b>K21:</b> Vehicle maintenance requirements including scheduling and record keeping
<b>K29:</b> Correct loading procedures for goods and safe transport weight limits
Pathway
<b>K23:</b> The goods in process; receipt of goods to organisational standards, returned goods, disposal of goods and resale of goods
<b>K24:</b> Stowing procedures to nominated warehouse locations
<b>K25:</b> Procedures to dispose of and resell goods through secondary markets
<b>K26:</b> Picking schedules and dispatch time
<b>K27:</b> Warehouse dispatch processes
<b>K28:</b> Stock management processes and procedures
<b>K31:</b> Service and maintenance requirements for Mechanical Handling Equipment (MHE) and Lifting Operations and Lifting Equipment Regulations (LOLER)
<b>K32:</b> Procedures for direct orders or special orders that are not part of standard stock lines

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## Assessing the project report with presentation and questioning

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This assessment component is made up of **2** parts:

- **4,000 word** project report
- **40-minute** presentation and questioning (the presentation will typically last for 15 minutes, and the questioning will typically last for 25 minutes)

A discretionary additional **10%** time can be allocated in any proportion across the presentation and questioning.

The project report and presentation will allow the apprentice to demonstrate their knowledge, skills and behaviours relating to the areas assigned to this assessment method as outlined in the following pages. Questioning following the presentation will seek to assess areas not already evidenced through the presentation or project report, and to explore the apprentice's depth of understanding against the distinction criteria.

### Project report

The project report is an expanded version of the project proposal, submitted and approved at gateway. The project report will have a word limit of **4,000 words**, with a tolerance of 10%. Appendices, references and diagrams etc. will not be included in this total. At which point, end-point assessor will stop marking and only credit the criteria covered to that point. Reports which fall short of the word count will be marked in full, against all criteria.

Each project must show the application of knowledge, skills and behaviours mapped to this assessment method. The project report can be either paper-based or in electronic format.

The project may be based on any of the following:

- a real-life or recurring organisational issue
- a specific problem
- an idea/opportunity

The apprentice will conduct their project followed by the writing of a report and a presentation with questions over a maximum period of **12 weeks** from the date when Highfield Assessment confirms the suitability of the project.

The project report must include:

- the application of the knowledge, skills and behaviours mapped to this assessment method

- the approach to planning and completion of the project, with evidence of the project scope and context, supportive background research, results and analysis, conclusions and recommendations
- evidence of learning including clear outcomes for the apprentice and their organisation

While completing the project the apprentice should have access to a work-based mentor (if this exists within the organisation) or line manager, who will ensure the apprentice has appropriate access to the resources required to complete the project and prepare the report and presentation within the given timescales.

During this **12-week** period, the apprentice will typically spend **20 - 30** working days on the project alone, writing the report and preparing their presentation. The employer is responsible for ensuring this time is made available to the apprentice. Input at this stage from the employer should be limited to guidance in terms of the project topic, scope, and recommended reading.

The report should be submitted to Highfield 12 weeks after gateway and the apprentice and the employer should verify, with the use of the **Project Mapping Document** provided on the Highfield website, that the project report is the apprentice's own work. The project report should be completed by the apprentice, unaided.

### Project report structure

The project report will have a word limit of **4,000** words, with a tolerance of **10%**. Appendices, references and diagrams **will not** be included in this total.

A typical structure for the project report should include:

- introduction and background
  - including the approach to planning and completion of the project, with evidence of the project scope and context
- aims and objectives of the project
  - outline of the challenge or opportunity
  - aims and objectives of the project
- research
  - including supportive background research
  - evidence of effective research
  - how the apprentice keeps up with changes in the industry
- methodology
  - details how the research was conducted
  - the research methods used

- the reasons for choosing those methods
- results and outcomes
  - including results and analysis
- discussion
  - explaining and evaluating what was found
  - showing how it relates to the project
  - making an argument in support of the overall conclusion
- conclusions
  - a summary of the key ideas in the project
  - how these have been developed throughout the project
- recommendations
  - how any issues can be resolved
  - how the recommendations can be supported
- appendices
  - to include mapping of the KSBs - this should be completed within the **Project Mapping Document** which is available to download from the Highfield Assessment website.

## Presentation

Highfield will provide the apprentice with **2 weeks'** notice of the date for the presentation with questioning. The presentation will take place post-report submission, but within a maximum **4-week** period. The presentation can be presented remotely for assessment or face to face with an end-point assessor.

The presentation should typically last for **15 minutes** followed by a typically **25-minute** question and answer session. The total assessment time for the presentation and questioning will be **40 minutes**, it must not exceed 40 minutes. The end-point assessor has the discretion to increase the time of the presentation and questioning by up to **10%** to allow the apprentice to complete.

The presentation will be based directly on the project report. It should be a summary and evaluation of the project. It should include factors such as:

- key outcomes of the project - what were your findings and how did you resolve any of the issues faced.
- any specific recommendations - how can the issues be resolved based and how can you support these recommendations
- what went well when completing the project
- lessons learned for future projects - would you do anything different next time?
- how the KSBs have appropriately been covered within the project - how can this be evidenced throughout the project

## Presentation format

The presentation and questioning elements must take place on a one-to-one basis between the end-point assessor and the apprentice.

The apprentice should use an appropriate medium to present their presentation. This is **not** required to be submitted prior to the presentation taking place.

The apprentice will present to the end-point assessor either via online video conferencing or face-to-face.

## Questioning

The presentation will be followed by a question and answer session to enable discussion of the topics in greater detail and to further draw out the apprentice's ability to demonstrate how they have met the pass and distinction criteria for this assessment method.

The end-point assessor will ask the apprentice a minimum of **5 questions** at the end of the presentation.

The purpose of these questions is to assess the depth and breadth of the apprentice's understanding and to clarify points from the project report and the presentation in relation to how they have demonstrated the relevant knowledge, skills and behaviours. Follow-up questions may also be asked by the end-point assessor to seek further clarification.

During this time, the apprentice may refer to their presentation or presentation aides when answering questions.

## Grading

- To achieve a **pass**, apprentices will need to achieve **all of the pass criteria** across both components (project report, presentation and questioning)
- To achieve a **distinction**, apprentices will need to achieve **all of the pass criteria and all of the distinction criteria** across both components (project report, presentation and questioning)

## Before the assessment:

Employers/training providers should:

- agree the project title and scope with the apprentice and Highfield
- ensure the apprentice has prepared a project report and presentation in line with the project proposal, to be submitted within **12 weeks** of gateway

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which Transport and Warehouse Operations Supervisor 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, where possible, 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

## Project report, presentation and questioning mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock presentation and questioning session 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 should take place in a suitable location.
- the mock should take place in a suitable location.
- the case study report can be marked against the criteria at the same time as the mock presentation, to ensure the apprentice is meeting the criteria relevant to this component of the assessment method. Make sure the mock case study report includes:
  - **4,000** words (+/-10%)
  - timeframe of **12 weeks** to complete a mock case study report and presentation
  - **introduction and background**
  - **aims and objectives of the project**
  - **research**
  - **methodology**
  - **results and analysis**
  - **discussion**
  - **conclusions**
  - **recommendations**
  - **appendices**
- **40-minute** (15-minute presentation, 25-minute questioning) time slot should be available for the presentation and questioning if it is intended to be a



complete mock 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 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 presentation with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/end-point 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. E.g.:
  - within your report where have you identified how Warehouse systems have given opportunities for business improvement?
  - talk me through your approach to evaluating performance measurements and suggesting improvements
  - explain how you use communication methods to effectively manage external and internal stakeholders
  - explain how aspects of your project aligns with health, safety, welfare and environmental requirements
  - describe how you have conducted an appropriate risk assessment during your project
  - explain any methods that you could implement which improve efficiency or mitigate risks

## Project report, presentation and questioning Criteria

Apprentices should prepare for the project report, presentation and questioning by reflecting on the work they have undertaken during the apprenticeship and considering the best examples to meet the criteria.

Operations	
To pass, the following must be evidenced	To gain a distinction

Operations	
<p><b>OP1.</b> Identifies opportunities for business improvements to positively affect workplace efficiencies. Proposes and scopes approach to manage these improvements, using own initiative to meet employer needs and expectations (K3, S21, B5)</p> <p><b>OP2.</b> Describes how they ensure the security of the transport, warehouse and goods in line with organisational policies (S16)</p>	<i>No distinction criteria</i>

Scheduling and planning	
To pass, the following must be evidenced	To gain a distinction
<p><b>SPW1.</b> Evaluates monitoring and performance approaches to planning and warehouse compliance and efficiencies; labour, placement, schedules, resources to inform business improvement project (S15)</p>	<p><b>SPW2.</b> <i>Analyses the balance between efficiency and compliance, recommending examples of how operational requirements and compliance are reconciled in their organisation (S15)</i></p>

Compliance Health and Safety	
To pass, the following must be evidenced	To gain a distinction
<p><b>CS1.</b> Conducts appropriate risk assessments in line with organisations procedures (S12)</p> <p><b>CSW1.</b> Describes how they work in accordance with health, safety, welfare and environmental requirements (K30)</p>	<p><b>CS2.</b> <i>Identifies and suggests improved methods that improve efficiency or mitigate risks (S12)</i></p>

IT	
To pass, the following must be evidenced	To gain a distinction
<b>IT1.</b> Explains how the use of IT equipment and systems for the role such as telematics or warehouse management systems has informed business improvement project (K12, S14) <b>IT2.</b> Shows awareness of risks to technology ICT in their workplace considering and showing appreciation of the working environment conditions (B9)	<i>No distinction criteria</i>

Management	
To pass, the following must be evidenced	To gain a distinction
<b>MW1.</b> Outlines the types of targets and indicators that are used to monitor and implement organisations performance measurement processes whilst demonstrating changes made to working practices (SOPs) based on performance monitoring evidence (S17)	<b>MW2.</b> <i>Evaluates performance measurements to suggest improvements using management information in the development of departmental objective (S17)</i>

Communication	
To pass, the following must be evidenced	To gain a distinction
<b>C1.</b> Evaluates impact of improvement on organisation procedures for customer service, and uses appropriate methods of communication to manage these with internal and external stakeholders (K6, S20)	<b>C2.</b> <i>Evidence of creating solutions to meet customer requirements and expectations. Set customer service KPI Measuring effective customer service and classifying What is 'good' service? (K6, S20)</i>

Training and development	
To pass, the following must be evidenced	To gain a distinction
<b>TD1.</b> Describe their positive actions to meet changing organisational demands and outlines what actions could be taken in response to external changes and/or new demands from customers (B4)	<i>No distinction criteria</i>

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## Assessing the interview

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The interview will consist of the end-point assessor asking the apprentice a series of questions to assess their competence against the relevant criteria outlined in this kit. The end-point assessor leads this process to obtain information from the apprentice. It is **not** a 2-way discussion.

Apprentices will be given at least **2 weeks**-notice ahead of the interview. It will take place in a suitable environment and can be conducted by video conferencing. It will last for **45 minutes**. The end-point assessor can increase the time of the interview by up to **10%** to allow the apprentice to complete their last answer.

There will be a **minimum of 10 questions**. The end-point assessor may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the knowledge, skills and behaviours (KSBs) mapped to this assessment method.

The end-point assessor should set out the parameters, clearly explaining the processes for the apprentice. The apprentice should have the opportunity to ask questions for clarification about the process prior to the interview commencing.

### Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which Transport and Warehouse Operations Supervisor 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

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Interview 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 mock assessment

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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 in preparation for the real thing. The most appropriate form of mock interview 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 should take place in a suitable location
- a **45-minute** (+10%) time slot should be available to complete the interview, 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 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/end-point 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:
  - Explain how you would identify skills and knowledge gaps in your own performance.
  - Describe how you can ensure that team targets and KPIs are met.
  - Give examples of how you have applied your organisation's work-place safety principles.
  - Describe how you can collect and analyse fuel cost data.
  - Evaluate the different ways in which you address conflict situations before you have to escalate. What is the impact of this on operational effectiveness?
  - Explain how CPD has impacted on the performance of staff.
  - Describe the actions that you have taken to engage colleagues in achieving the best possible outcomes.
  - Describe how you plan, organise and evaluate vehicle and warehouse maintenance schedules to ensure regulatory compliance in your organisation.
  - How are you able to effectively lead team and departmental communications and meetings?
  - Explain any changes you would make to processes that would improve internal efficiency and service to the customer.

## Interview criteria

Throughout the **45-minute** interview, the end-point assessor will review the apprentice's competence in the criteria outlined below. Apprentices should prepare for the interview by considering how the criteria can be met.

Training and development	
To pass, the following must be evidenced	To gain a distinction
<p><b>TD2.</b> Outlines the recruitment and selection processes within transport and warehouse operations and describes the core elements to consider to ensure appropriate candidate selection (K1)</p> <p><b>TD3.</b> Explains how they identify skill and knowledge gaps in own performance and team performance in relation to their organisation (S2, B3)</p> <p><b>TD4.</b> Applies CPD principles in the management and training of staff describing use of appropriate tools and methodologies (S3)</p> <p><b>TD5.</b> Outlines how they undertake individual staff review and utilise them in planning training and staff development (K2, S4)</p>	<p><b>TD6.</b> <i>Interprets the impact of Continued Professional Development on employees own performance reflecting on the integrated process from Personal Development Records to training delivery and the link between enhanced and improved skills and job performance (K1, K2, S2, S3, S4)</i></p>

Management	
To pass, the following must be evidenced	To gain a distinction
<p><b>M1.</b> Explains how they allocate and monitor work, and how they set objectives for team members, to ensure CPD (S1)</p> <p><b>M2.</b> Describes how they ensure that individual staff member and team level targets and KPIs are achieved(S5)</p> <p><b>M3.</b> Applies organisations' systems and processes to monitor staff performance (K4)</p> <p><b>M4.</b> Outlines own role in the procedures used in the organisation to deal with staff misconduct and grievances (S6)</p> <p><b>M5.</b> Outlines how they effectively lead team and departmental communications and meetings (S7)</p> <p><b>M6.</b> Applies the principles of their organisation such as workplace safety</p>	<p><b>M8.</b> <i>Recommends effective ways of managing resource and performance to meet KPI's and targets set for the transport/ warehouse team and individuals within the transport/ warehouse team (S1)</i></p> <p><b>M9.</b> <i>Detail how they ensure fair and objective performance management process ensuring performance is reviewed using effective, valid and reliable data (S5, B8)</i></p> <p><b>M10.</b> <i>Evaluate ways of addressing conflict situations before escalation that impacts operational effectiveness (S6)</i></p> <p><b>M11.</b> <i>Recommend effective activity and methodology to empower individuals to perform, encouraging and supporting</i></p>

Management	
and brand reputation giving example/s of how they have done this (B1, B2, B8) <b>M7.</b> Describes actions that can be taken to engage colleagues in achieving the best possible outcomes (B6, B7)	<i>their use of improvement techniques (S7, B6)</i> <b>M12.</b> <i>Recommends opportunities for improvement in practice or behaviour to align with organisational principles and identifies and states what actions are recommended (K4, B1, B2)</i>

Compliance and Health and Safety	
To pass, the following must be evidenced	To gain a distinction
<b>CS3.</b> Describes how they plan, organise and evaluate vehicle and warehouse maintenance schedules to ensure regulatory compliance in their organisation (S13)	<i>No distinction criteria</i>

Operations	
To pass, the following must be evidenced	To gain a distinction
<b>OPW1.</b> Explains how they ensure that returned and damaged goods are processed correctly, and all customer bespoke and direct orders are fulfilled, and what steps they take to review these processes (S18)	<b>OPW2.</b> <i>Identifies and suggests process improvements to improve internal efficiency and service to the customer (S18)</i>

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