

# Highfield Level 2 End-Point Assessment for ST0257 Large Goods Vehicle (LGV)

End-Point Assessment Kit



# Highfield Level 2 End-Point Assessment for ST0257 Large Goods Vehicle (LGV) Driver

EPA Kit

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# How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Level 2 Large Goods Vehicle (LGV) Driver 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 Large Goods Vehicle (LGV) Driver Apprenticeship Standard. Highfield internally quality assure all end-point assessments in accordance with its IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

This 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 Large Goods Vehicle (LGV) Driver 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 Large Goods Vehicle (LGV) Driver end-point assessment.

## Key facts

<b>Apprenticeship standard:</b>	Large Goods Vehicle (LGV) Driver
<b>Level:</b>	2
<b>On Programme Duration:</b>	Minimum of 12 months
<b>End-Point Assessment Window:</b>	1-2 days
<b>Grading:</b>	Pass/Distinction
<b>End-Point Assessment methods:</b>	Knowledge and behaviours test, practical driving assessment

**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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This apprenticeship provides the foundation knowledge, skills and experience for the role of large goods vehicle (LGV) driver within occupational areas in the supply chain and logistics industry.

LGV drivers drive in a safe and fuel-efficient manner, ensuring that the right products are delivered at the right time, location and temperature (if required), with the correct documentation and within the shortest lead times possible. They are skilled and careful drivers responsible for maintaining the integrity of a load and vehicle by applying correct procedures for restraint, road, health and safety. They may work within one or more subsectors, including shipping, removals, import/export, freight, hazardous goods and food. LGV drivers will deliver to a range of settings, such as warehouses, shops and private homes. Their customer base will range from large global organisations to sole traders and private customers. They may be required to work in shifts and will usually work alone. They operate in many different localities such as inner cities, towns and rural locations. LGV Drivers communicate with a wide range of people including customers and strive to meet all expectations by providing a quality service that encourages repeat business, showing drive and energy even when challenges arise. Individuals in this role are highly competent in using industry-recognised systems (such as systems for reporting defects) and associated services e.g. customer specifics on packaging or labelling and will be able to work under pressure to tight deadlines.

An apprentice who passes their end-point assessment is not allowed to drive an LGV until they have completed their CPC (Certificate of Professional Competence) and used this to acquire their Driver Qualification Card (DQC). It is usual practice for training providers not to complete the requirements of the CPC until the end of the training course and so, apprentices may not have this at the time they take their EPA. However, they must have completed their category C driving licence prior to driving and progressing to the end-point assessment. Driver training providers may apply for a National Vocational Training concession card (NVT card) for their learners, which allows them to carry out driving before they have acquired their DQC.

## 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 Level 2 Large Goods Vehicle (LGV) Driver Apprenticeship Standard.

Apprentices will be required to demonstrate continuous and sustained progress towards the end-point assessment by completing work as set out by their employer, demonstrating the knowledge and skills required in the relevant role.

The on-programme aspect of the apprenticeship is expected to take a minimum of 12 months to complete and should include specific milestones to ensure that the apprentice continues to make good progress towards their end-point assessment. Therefore, we recommend quarterly milestone meetings with the training provider, employer and apprentice to check progress against the standard and for everyone to give feedback.

The milestone meetings could take the form of an interview or professional conversation to help develop the apprentice's communication and employability skills. We also recommend that apprentices compile a portfolio of evidence to help them keep a record of their progress. The maintenance of a portfolio of evidence is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for an end-point assessment. This period of learning and associated assessments must be complete before the end-point assessment can take place.

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.

## **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 apprentices for this standard. Employers may wish to choose the Highfield Level 2 Certificate for Drivers of Large Goods Vehicles (RQF) to help structure the on-programme delivery.

Apprentices may also wish to achieve nationally recognised vendor or other qualifications if the employer chooses such as licence acquisition, initial Driver CPC and elements of continuing Driver CPC.

## Readiness for end-point assessment

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

- they must have achieved level 1 English and maths; it is also recommended that the apprentice is digitally literate where this is important to their role.
- they must have completed their category C driving test; this is mandatory for all apprentices. Some employers may also require their apprentices to have completed categories C+E.
- the 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 engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 1-2 day end-point 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

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Large Goods Vehicle (LGV) Standard (2016)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/large-goods-vehicle-lgv-driver/>

End-Point Assessment Plan (November 2018 ST0257/AP03)

[https://www.instituteforapprenticeships.org/media/2419/st0257\\_large-goods-vehicle-driver\\_updated-ega\\_nov-18-003.pdf](https://www.instituteforapprenticeships.org/media/2419/st0257_large-goods-vehicle-driver_updated-ega_nov-18-003.pdf)

## Specific considerations

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All of the evidence criteria used within this end-point assessment have been taken directly from the large goods vehicle (LGV) standard: assessment plan, Appendix 1.

Knowledge and behaviours test – the assessment plan does not stipulate the number of questions to be included within the knowledge and behaviours test. Highfield has developed tests whereby the number of questions may vary per paper (however there will always be 30 marks available per paper). The pass mark is 70% (at least 21 out of 30) and a distinction will be awarded to apprentices who achieve 90% (at least 27 out of 30). These have been set in line with the grading section within the assessment plan rather than the distinction grading descriptors.

Practical driving assessment – the assessment plan states that to pass this assessment apprentices will need to demonstrate full competence across the skills in the standard. Therefore, Highfield has stipulated that in order to pass the apprentice must meet 100% of the pass criteria.

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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:

- achieved level 1 English
- achieved level 1 maths
- completed their category C driving test

Apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications/licences 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 1 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.

An apprentice who passes their end-point assessment is not allowed to drive a Large Goods Vehicle (LGV) until they have completed their Certificate of Professional Competence (CPC) and used this to acquire their Driver Qualification Card (DQC). It is usual practice for training providers not to complete the requirements of the CPC until the end of the training course, and so apprentices may not have this at the time they take their EPA. However, they must have completed their category C driving licence prior to driving. Driver training providers may apply for a National Vocational Training concession card (NVT card) for their learners, which allows them to carry out driving before they have acquired their DQC.

The **gateway readiness report** should be used to log the outcomes of the meeting and should be 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

All employers are required to ensure that each apprentice has their identification with them on the day of assessment so the end-point assessor/Highfield Assessment can check that the person undertaking the assessment is indeed the person they are claiming to be. 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, e.g. employee ID card, travel card, etc.

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## The Large Goods Vehicle (LGV) Driver Apprenticeship Standard

The following pages contain the Level 2 Large Goods Vehicle (LGV) Driver apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Preparation of a vehicle	
Knowledge	Skills
Vehicle preparation, including vehicle safety checks/inspections, defect reporting, safety requirements, loading, securing and unloading processes, axel combinations	Prepare the vehicle and the load for deliveries, including safely using and positioning vehicle fitted equipment; carry out vehicle safety checks and deal with or report any defects or maintenance issues to the appropriate person; complete daily walk round check sheets
Knowledge and behaviours test	
Criteria covered in the knowledge and behaviours test	
<b>K3:</b>	How to <b>prepare</b> the vehicle for driving
Practical driving assessment	
Criteria covered in the practical assessment	
<b>S6:</b>	<b>Prepare</b> the vehicle and load for deliveries
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Prepare:</b> <ul style="list-style-type: none"> <li>○ vehicle safety checks/inspections, defect reporting, safety requirements, loading, scanning and unloading processes</li> <li>○ identify vehicle dimensions – height, length, width, weight</li> <li>○ checking that the vehicle is suitable for the load being carried (axle combinations)</li> <li>○ checking paperwork to ensure it relates to the goods being transported</li> <li>○ checking the stability of the vehicle</li> </ul> </li> </ul>	

Planning of delivery	
Knowledge	Skills
Planning and preparing processes (e.g. planning fastest/most efficient route) including vehicle selection and contingency planning when circumstances change	Effectively plan the most economical route to be used, minimising waste and loss; plan, prioritise and adapt accordingly when situations arise out of the normal routine
<b>Knowledge and behaviours test</b>	
<b>Criteria covered in the knowledge and behaviours test</b>	
<b>K5:</b>	How to <b>plan</b> for a journey and delivery
<b>Practical driving assessment</b>	
<b>Criteria covered in the practical assessment</b>	
<b>S8:</b>	<b>Plan</b> routes effectively
<b>Amplification and Guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Plan:</b> <ul style="list-style-type: none"> <li>○ most efficient routes, vehicle selection and contingency planning</li> <li>○ check for road/vehicle/delivery point restrictions</li> <li>○ use of navigation equipment</li> <li>○ welfare issues for live loads</li> </ul> </li> </ul>	

## Safe and efficient driving and use of equipment

Knowledge	Skills
<p>Safe, controlled and fuel-efficient driving techniques relating to driving the large goods vehicle (LGV), considering fuel costs and other possible efficiencies, implications of differing vehicle configurations and associated safety issues, including safe access and egress from vehicles and trailers to include prevention of falling from height.</p> <p>Safe use of equipment and machinery e.g. manual handling equipment, vehicle and delivery systems, including where to find relevant instructions or guidance.</p> <p>The implications of city restrictions, such as congestion charging, night restrictions for goods vehicles, route restrictions for goods vehicles and vehicle equipment requirements.</p> <p>The implications of driving on roads alongside vulnerable road users, such as cyclists, pedestrians, motorcyclists.</p>	<p>Drive safely and efficiently (SAFED) on public and private roads and manoeuvre the vehicle in restricted spaces; safely use and position vehicle fitted equipment (e.g. mobile cranes).</p> <p>Proficiently control the vehicle in all traffic situations and weather conditions and show consideration for other drivers.</p> <p>Use relevant equipment and machinery safely and efficiently to ensure the safe handling of customer goods, safely open and restrain trailer and vehicle body doors; pay attention to the safe and effective use of equipment and machinery.</p>
<b>Knowledge and behaviours test</b>	
<b>Criteria covered in the knowledge and behaviours test</b>	
<b>K1:</b>	Safe and controlled driving techniques relating to the LGV
<b>K2:</b>	Safe use of <b>equipment</b> and <b>machinery</b>
<b>K14:</b>	The implications of <b>city restrictions</b>
<b>K15:</b>	How to drive alongside <b>vulnerable road users</b>

Practical driving assessment	
Criteria covered in the practical assessment	
<b>S1:</b>	Drive safely and efficiently on public and private roads
<b>S2:</b>	Use and position <b>vehicle fitted</b> equipment
<b>S3:</b>	Control the vehicle in all traffic <b>situations</b>
<b>S4:</b>	Use relevant equipment and machinery safely
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Equipment and machinery:</b> <ul style="list-style-type: none"> <li>○ manual handling, vehicle systems, PDA (Personal Digital Assistant) / POD (Proof of Delivery) systems, manufacturer’s instructions, training, daily checks of equipment, fault reporting, access and egress (3 points of contact) and encryptions</li> </ul> </li> <li>• <b>City restrictions:</b> <ul style="list-style-type: none"> <li>○ congestion charging, night, route, weight and unloading/loading, timed entry and red routes</li> </ul> </li> <li>• <b>Vulnerable:</b> <ul style="list-style-type: none"> <li>○ cyclists, motor cyclists, pedestrians, children, older driver, newer drivers, horse riders, mobility scooters, tractors and prams</li> </ul> </li> <li>• <b>Vehicle fitted:</b> <ul style="list-style-type: none"> <li>○ mobile cranes, tail lifts, PTO (Power Take Off), chilled units, cruise control, speed limiters and lane assist</li> </ul> </li> <li>• <b>Situations:</b> <ul style="list-style-type: none"> <li>○ weather i.e. snow, rain, sleet, wind, fog, sunshine and standing water</li> <li>○ busy/quiet</li> <li>○ roadworks (width, height, length, weight and speed restrictions)</li> <li>○ overhanging infrastructure – trees, lamp posts and bins</li> </ul> </li> </ul>	

## Use of systems to process goods

Knowledge		Skills
<p>Basic IT applications and other relevant technology and systems e.g. tachographs, adaptive braking, handheld scanners, on board telematics etc., and how these are reported by use of key performance indicators.</p> <p>Procedures for processing returned and rejected goods.</p> <p>Proposed and actual changes to systems, processes and technology used in the industry.</p>		<p>Use basic IT systems appropriately and in line with organisational requirements; adapt to new technology and accept the need for change.</p>
Knowledge and behaviours test		
Criteria covered in the knowledge and behaviours test		
<b>K6:</b>	How to use relevant <b>technology</b>	
<b>K7:</b>	How to use relevant IT <b>applications</b>	
<b>K16:</b>	How to process <b>returned</b> and rejected goods	
<b>K11:</b>	Understand proposed and actual changes to systems, processes and technology	
Practical driving assessment		
Criteria covered in the practical assessment		
<b>S9:</b>	Use basic IT systems	

### Amplification and guidance

- **Technology:**
  - tachographs, handheld scanners, on-board telematics, on-board, cruise control/speed limiter, auxiliary brakes and vehicle systems
- **Applications:**
  - suitable/specific to the task, must be trained on using (see technology), axle weight indicators, tachograph, hand scanner and hands-free mobile/Bluetooth
- **Returned:**
  - unwanted/damaged

### Structure of the industry

Knowledge	Skills
<p>Relevant regulation and legislation governing the supply chain industry and in specific relation to the role e.g. working time restrictions, medical and licence requirements.</p> <p>Structure of the industry; the modes of transport and how these affect transport operations such as loading unloading; issues facing the sector; the roles available within the sector in general and in relation to their own career aspirations.</p> <p>Environmental impact of the industry, sector and role and how this can be minimised, including their own responsibilities to use safe and fuel-efficient driving techniques.</p>	<p>Comply with relevant systems and processes, following instructions and organisational policy in a safe and efficient manner to carry out delivery and other relevant activities.</p> <p>Fully comply with appropriate legislation and regulations.</p>
Knowledge and behaviours test	
Criteria covered in the knowledge and behaviours test	
<b>K8:</b>	Relevant regulation and legislation <b>governing</b> the supply chain industry
<b>K9:</b>	The structure of the industry



<b>K12:</b>	The environmental impact of the industry and how it can be <b>minimised</b>
<b>Practical driving assessment</b>	
<b>Criteria covered in the practical assessment</b>	
<b>S5:</b>	Comply with relevant systems and processes ( <b>legislation</b> and regulation)
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Governing:</b> <ul style="list-style-type: none"> <li>○ rules/laws, working practices that the industry should/must follow, i.e. working time directive, licence requirements, health and safety etc.</li> </ul> </li> <li>• <b>Minimised:</b> <ul style="list-style-type: none"> <li>○ utilising load space within vehicles, reduce wasted journeys, introduction of fuel-efficient vehicles and equipment</li> <li>○ maintain the momentum of the vehicle as much as possible</li> <li>○ observation, anticipation and planning (OAP)</li> <li>○ look, assess and decide act. (LADA)</li> </ul> </li> <li>• <b>Legislation:</b> <ul style="list-style-type: none"> <li>○ ADR (European Agreement concerning the International Carriage of Dangerous Goods by Road) and Highway Code</li> </ul> </li> </ul>	

## Awareness of own role

Knowledge	Skills	Behaviours
<p>How to protect the vehicle and associated loads, including management of unlawful access to vehicle and loads.</p> <p>How their role can affect their health; the need to maintain a level of fitness appropriate to their role, awareness of the benefits of a healthy diet, the impact of shift working etc.</p>	<p>Protect the driver, vehicle and the load from theft and damage.</p> <p>Maintain the health, safety and security of people at all times.</p>	<p>Consistently demonstrate integrity, credibility, honesty and personal drive; embodies the organisation's values, demonstrates a belief in the services it offers and an interest in the industry.</p> <p>Take responsibility for their own safety and that of others at all times, particularly when driving.</p> <p>Take ownership for own performance and training, and proactively keep up to date with industry developments; makes recommendations for improvement where relevant.</p> <p>Demonstrate pride in their own role through a consistently positive, professional approach with customers and members of wider team.</p> <p>Demonstrate a commitment to achieving all personal and organisational objectives e.g. completing work, timekeeping, personal appearance and dress code.</p> <p>Strive to achieve the best results in all they do; maintain a positive attitude and approach to their work even when priorities and working patterns change.</p> <p>Show willingness to accept changing priorities and adapts well to new work patterns and changing requirements, with a flexible approach to their work.</p>

### Knowledge and behaviours test

#### Criteria covered in the knowledge and behaviours test

**K4:** How to **protect** the vehicle and its load

<b>K13:</b>	The <b>implications</b> their role may have on their health and actions that can be taken
<b>B3:</b>	Demonstrate integrity, credibility and honesty
<b>B4:</b>	Demonstrate a positive and professional attitude
<b>B5:</b>	Demonstrate willingness to accept change
<b>Practical driving assessment</b>	
<b>Criteria covered in the practical assessment</b>	
<b>S7:</b>	<b>Protect</b> the driver, vehicle and load
<b>S10:</b>	<b>Maintain</b> the health, safety and security of people at all times
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Protect:</b> <ul style="list-style-type: none"> <li>○ manage unlawful access, ensure vehicle is locked on exit (at all times), use appropriate and safe parking areas, conduct security checks, use vehicle security checks and conduct daily checks, manoeuvre vehicle safely in confined spaces, through roadworks, CQM (Close Quarter Manoeuvre), seatbelts correctly used and equipment/personal items stowed away correctly</li> </ul> </li> <li>• <b>Implications:</b> <ul style="list-style-type: none"> <li>○ maintaining a healthy lifestyle: <ul style="list-style-type: none"> <li>▪ shift work: <ul style="list-style-type: none"> <li>• sleep deprivation/disorders, fatigue, stress, effects on family/home life, poor dietary choices, ergonomic issues – back problems and incorrect seating</li> <li>• actions – regular breaks, shift patterns, good dietary choices and importance of rest</li> </ul> </li> </ul> </li> </ul> </li> <li>• <b>Maintain:</b> <ul style="list-style-type: none"> <li>○ wear appropriate PPE, follow rules, regulations and safe working practices, keep vehicle keys and documents secure</li> </ul> </li> </ul>	

## Building relationships

Knowledge	Behaviours
<p>Importance of delivering excellent customer service to customers and colleagues, including identifying customer/colleague needs and responding appropriately in line with situation and organisational style/culture; importance of organisation reputation and how their own performance can contribute to organisational success.</p> <p>How to communicate effectively with customers and colleagues appropriately in line with situation and organisational style/culture.</p>	<p>Establish a good rapport with customers/colleagues; promote the values of the organisation and respond to or report any threats to their organisation's reputation.</p> <p>Show a genuine interest in meeting the needs of others; use own initiative when needed to ensure that customer needs and expectations are met.</p> <p>Work well in a team, showing an ability to work under pressure and to agreed deadlines; support colleagues and contribute to achieving objectives or goals; commit to self-improvement/development.</p> <p>Demonstrate a commitment to achieving all personal and organisational objectives e.g. completing work, timekeeping, personal appearance and dress code.</p> <p>Use appropriate methods to communicate effectively with customers and colleagues in line with organisational standards; identify and meet customer needs through provision of excellent customer service; work closely with suppliers and customers to ensure any problems, damages or anomalies are corrected.</p>

### Knowledge and behaviours test

#### Criteria covered in the knowledge and behaviours test

<b>K10:</b>	The importance of delivering excellent customer service
<b>B1:</b>	Establish a good rapport with customers and colleagues
<b>B2:</b>	Work <b>effectively</b> in a team
<b>B6:</b>	Demonstrate effective communication

### Amplification and guidance

- **Effectively:**
  - interaction with other team members
  - actions impacting on the team or on customers

## Distinction criteria

### Practical driving assessment

#### Distinction criteria covered in the practical driving assessment

<b>D1:</b>	Make fewer errors and start to demonstrate advanced and courteous driving skills for example enhanced application of the Highway Code and defensive and economic driving skills
<b>D2:</b>	Go <b>above and beyond</b> what is expected of their role, for example, demonstration of particularly fast, efficient and new ways of working and improved ways of working
<b>D3:</b>	Demonstrate <b>originality</b> in the consistent, effective application of technical processes, resources, techniques and materials
<b>D4:</b>	Complete tasks independently to a level that far exceeds the minimum standard with few or no errors
<b>D5:</b>	Select and use appropriate skills and processes, <b>justifying their choices</b>
<b>D6:</b>	Be able to challenge where appropriate and identify solutions rather than just problems or issues

### Amplification and guidance

- **Above and beyond:**
  - the ability to deal with less straight-forward situations or problems and implement new ways of working, e.g.:
    - uses own initiative
    - adheres to schedules
    - demonstrates a positive approach, ensuring best results are achieved and ensuring efficient response times
    - shows wider awareness of the job role and implications of their actions
    - proactively assists colleagues
- **Originality:**
  - the ability to complete tasks using resources available and justify choices using their own initiative
- **Justifying their choices:**
  - explaining why they've come to that decision

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# Assessment summary

The end-point assessment for the Level 2 Large Goods Vehicle (LGV) Driver Apprenticeship Standard is made up of 2 components that can be taken in any order, however, we strongly recommend the following:

1. **Knowledge and behaviours test:** the number of questions could vary per paper, but there will always be a total of 30 marks available per paper with a 1-hour duration, consisting of structured short-answer and scenario-based questions (SAQs).
2. **Practical driving assessment:** the recommended duration is 1-hour, but durations of up to 90 minutes can be tolerated where the additional time is required for vehicle checks. The practical driving assessment duration should start with the vehicle checks and should then be a continuous assessment between 60 and 90-minutes.

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 component. An overview of how each component is graded is provided below.

## Knowledge and behaviours test

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Total marks available are 30.

- To achieve a **pass**, apprentices must achieve 70% which equates to a score of at least 21 out of 30
- To achieve a **distinction**, apprentices must achieve 90% which equates to a score of at least 27 out of 30
- **Unsuccessful** apprentices will have scored 20 or below

The knowledge and behaviours test may be delivered online or be paper-based and should be taken in a 'controlled' environment.

## Practical driving assessment

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Apprentices will be marked against the pass and distinction criteria outline later in this kit.

- 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

## Grading

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The overall grade will be determined by the results from the 2 end-point assessment methods: the knowledge and behaviours test and the practical driving assessment. Both elements are equally weighted towards the final grade. The overall grade for the apprentice is determined using the matrix below:

<b>Knowledge and behaviours test</b>	<b>Practical driving assessment</b>	<b><i>Overall outcome</i></b>
Pass	Pass	<i>Pass</i>
Pass	Distinction	<i>Pass</i>
Distinction	Pass	<i>Pass</i>
Distinction	Distinction	<i>Distinction</i>

## Retake and resit information

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If an apprentice fails an end-point assessment method, it is the decision of the employer, provider and apprentice as to whether to attempt a resit or retake. 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 retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

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. The EPA Report will contain feedback on areas for development and resit or retake guidance. Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

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## Assessing the knowledge and behaviours test

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The following areas of the Level 2 Large Goods Vehicle (LGV) Driver apprenticeship standard will be assessed by a 1-hour test consisting of short-answer and scenario-based questions (SAQ's). The number of questions may vary per paper, but there will always be a total of 30 marks available. The **pass** mark is 70% (at least 21 out of 30) and the **distinction** mark is 90% (at least 27 out of 30).

The knowledge and behaviours test may be delivered online or be paper-based and should be taken in a 'controlled' environment.

The topics covered within the knowledge and behaviours test are listed below:

- preparation of a vehicle
- planning of delivery
- safe and efficient driving and use of equipment
- use of systems to process goods
- structure of the industry
- awareness of own role
- building relationships

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

### Before the assessment

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The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge and behaviours test
- set the apprentice a mock knowledge and behaviours test in readiness for end-point assessment. A mock knowledge and behaviours test is available to download from the Highfield Assessment website and is also available on the Highfield mock e-assessment system

## Knowledge and behaviours test criteria

Preparation of a vehicle	
Vehicle preparation, including vehicle safety checks/inspections, defect reporting, safety requirements, loading, securing and unloading processes, axel combinations	<b>K3:</b> How to <b>prepare</b> the vehicle for driving

Planning of delivery	
Planning and preparing processes (e.g. planning fastest/most efficient route) including vehicle selection and contingency planning when circumstances change	<b>K5:</b> How to <b>plan</b> for a journey and delivery

Safe and efficient driving and use of equipment	
<p>Safe, controlled and fuel-efficient driving techniques relating to driving the large goods vehicle (LGV), considering fuel costs and other possible efficiencies, implications of differing vehicle configurations and associated safety issues, including safe access and egress from vehicles and trailers to include prevention of falling from height.</p> <p>Safe use of equipment and machinery e.g. manual handling equipment, vehicle and delivery systems, including where to find relevant instructions or guidance.</p> <p>The implications of city restrictions, such as congestion charging, night restrictions for goods vehicles, route restrictions for goods vehicles and vehicle equipment requirements.</p> <p>The implications of driving on roads alongside vulnerable road users, such as cyclists, pedestrians, motorcyclists.</p>	<p><b>K1:</b> Safe and controlled driving techniques relating to the LGV</p> <p><b>K2:</b> Safe use of <b>equipment</b> and <b>machinery</b></p> <p><b>K14:</b> The implications of <b>city restrictions</b></p> <p><b>K15:</b> How to drive alongside <b>vulnerable road users</b></p>

Use of systems to process goods	
<p>Basic IT applications and other relevant technology and systems e.g. tachographs, adaptive braking, hand-held scanners, on board telematics etc and how these are reported by use of key performance indicators.</p> <p>Procedures for processing returned and rejected goods.</p> <p>Proposed and actual changes to systems, processes and technology used in the industry.</p>	<p><b>K6:</b> How to use relevant <b>technology</b></p> <p><b>K7:</b> How to use relevant IT <b>applications</b></p> <p><b>K16:</b> How to process <b>returned</b> and rejected goods</p> <p><b>K11:</b> Understand proposed and actual changes to systems, processes and technology</p>

Structure of the industry	
<p>Relevant regulation and legislation governing the supply chain industry and in specific relation to the role e.g. working time restrictions, medical and licence requirements.</p> <p>Structure of the industry; the modes of transport and how these affect transport operations such as loading unloading; issues facing the sector; the roles available within the sector in general and in relation to their own career aspirations.</p> <p>Environmental impact of the industry, sector and role and how this can be minimised, including their own responsibilities to use safe and fuel-efficient driving techniques.</p>	<p><b>K8:</b> Relevant regulation and legislation <b>governing</b> the supply chain industry</p> <p><b>K9:</b> The structure of the industry</p> <p><b>K12:</b> The environmental impact of the industry and how it can be <b>minimised</b></p>

Awareness of own role	
<p>How to protect the vehicle and associated loads, including management of unlawful access to vehicle and loads.</p> <p>How their role can affect their health; the need to maintain a level of fitness appropriate</p>	<p><b>K4:</b> How to <b>protect</b> the vehicle and its load</p> <p><b>K13:</b> The implications their role may have on their health and actions that can be taken</p>

**Awareness of own role**

to their role, awareness of the benefits of a healthy diet, the impact of shift working etc.

Consistently demonstrate integrity, credibility, honesty and personal drive; embodies the organisation's values, demonstrates a belief in the services it offers and an interest in the industry.

Take responsibility for their own safety and that of others at all times, particularly when driving.

Take ownership for own performance and training, and proactively keep up to date with industry developments; makes recommendations for improvement where relevant.

Demonstrate pride in their own role through a consistently positive, professional approach with customers and members of wider team.

Demonstrate a commitment to achieving all personal and organisational objectives e.g. completing work, timekeeping, personal appearance and dress code.

Demonstrate willingness to accept change.

Strive to achieve the best results in all they do; maintain a positive attitude and approach to their work even when priorities and working patterns change.

Show willingness to accept changing priorities and adapts well to new work patterns and changing requirements, with a flexible approach to their work.

**B3:** Demonstrate integrity, credibility and honesty

**B4:** Demonstrate a positive and professional attitude

**B5:** Demonstrate willingness to accept change

## Building relationships

<p>Importance of delivering excellent customer service to customers and colleagues, including identifying customer/colleague needs and responding appropriately in line with situation and organisational style/culture; importance of organisation reputation and how their own performance can contribute to organisational success.</p> <p>How to communicate effectively with customers and colleagues appropriately in line with situation and organisational style/culture.</p>	<p><b>K10:</b> The importance of delivering excellent customer service</p>
<p>Establish a good rapport with customers/colleagues; promote the values of the organisation and respond to or report any threats to their organisation's reputation.</p> <p>Show a genuine interest in meeting the needs of others; use own initiative when needed to ensure that customer needs and expectations are met.</p> <p>Work well in a team, showing an ability to work under pressure and to agreed deadlines; support colleagues and contribute to achieving objectives or goals; commit to self-improvement/development.</p> <p>Demonstrate a commitment to achieving all personal and organisational objectives e.g. completing work, timekeeping, personal appearance and dress code.</p> <p>Use appropriate methods to communicate effectively with customers and colleagues in line with organisational standards; identify and meet customer needs through provision of excellent customer service; work closely with suppliers and customers to ensure any problems, damages or anomalies are corrected.</p>	<p><b>B1:</b> Establish a good rapport with customers and colleagues</p> <p><b>B2:</b> Work <b>effectively</b> in a team</p> <p><b>B6:</b> Demonstrate effective communication</p>

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## Assessing the practical driving assessment

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The recommended duration for the practical driving assessment is 1-hour, but durations of up to 90 minutes can be tolerated where the additional time is required for vehicle checks. The practical driving assessment should start with the vehicle checks and should then be a continuous assessment between 60 and 90-minutes. The practical driving assessment will be pre-planned and scheduled at a time when the apprentice will be in their normal place of work. The assessment will take place in a large goods vehicle (LGV) and will test the apprentice's practical ability to prepare, drive and control the vehicle in various on-road situations.

A simulated scenario as well as questioning or prompts by the assessor may be used to collect any evidence they haven't been able to demonstrate over the course of the assessment, so no apprentices are disadvantaged by the nuance of their job role. The assessor may use questions or prompts with each apprentice to make sure the apprentice can react to changing or unexpected situations.

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

### **Before the assessment:**

Employers/training providers should plan a relevant practical driving assessment activity, or series of activities, that provide the apprentice with the opportunity to demonstrate each of the required standards outlined in the following pages. The practical driving assessment activities should provide the apprentice with opportunities to:

- prepare the vehicle and load for deliveries
- plan routes effectively
- drive safely and efficiently on public and private roads
- use and position vehicle fitted equipment
- control the vehicle in all traffic situations
- use relevant equipment machinery safely
- use basic IT systems
- comply with relevant systems and processes (legislation and regulation)
- protect the driver, vehicle and load
- maintain the health, safety and security of yourself and others

**Employers/training providers should:**

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment (a minimum 1 hour, but durations of up to 90 minutes can be tolerated where the additional time is required for vehicle checks; the practical driving assessment duration is a continuous duration and should start with the vehicle checks and should then be a continuous assessment between 60 and 90-minutes)
- ensure the apprentice knows which criteria will be assessed
- 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 in preparation for their assessment

**Aim for a distinction**

In order for the apprentice to give themselves the best chance of achieving a distinction, they should prepare as best they can by making sure they sell themselves to the assessor. The apprentice needs to demonstrate going 'over and above' in their role, for example, showing their ability to deal with less straightforward situations or problems and proactivity and originality.

The assessor may ask questions or prompts to explore why the apprentice has approached a task in a certain way and to provide them with more opportunities to demonstrate the distinction criteria which may require them to justify or explain their thinking.

## The practical driving assessment - mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommends that the apprentice experiences a mock practical driving assessment in advance of the end-point assessment. The training provider/employer will have the opportunity to give 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 practical driving assessment should take place in a large goods vehicle (LGV).
- the mock practical driving assessment should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities.
- the participation of other personnel to play the parts of customers, team members, other road users etc.
  - it is strongly recommended that the mock practical driving assessment has been practiced beforehand and all personnel involved are properly briefed on their roles
  - the roles should provide the opportunity for the apprentice to demonstrate both the 'pass' level and the 'distinction' level criteria.
- a minimum 1-hour time slot should be available but durations of up to 90 minutes can be tolerated where the additional time is required for vehicle checks. The practical driving assessment is a continuous assessment, it should start with the vehicle checks and should then be a continuous assessment between 60 and 90-minutes. This allows for a complete mock practical driving assessment, if it is intended to be a complete mock practical driving assessment covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience.
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

The assessor may ask questions or offer prompts during the practical driving assessment; these should be open questions such as:

- why have you decided to take this route?
- can you tell me why you decided to check that piece of equipment?
- what made you decide to use that manoeuvre/technique?



A suggestion on the split of the 1-hour time slot is below:

### **10 minutes**

#### **Vehicle checks (S5 & S6)**

- FLOWERS – fuel, lights, oils, water, electrics, rubber, self
- Tyre inspection
- Checking for damage
- Check fluid levels
- Place tachograph digital card
- Check auxiliary equipment
- Check seating, mirrors, controls etc.

### **10 mins**

#### **Loading/Unloading (S2 & S6)**

- Load/unload your vehicle with the goods you will be transporting or check paperwork to ensure that it relates to the goods being transported
- Ensure the load is safe and secure or checking the seal
- Ensure driver behaves in a safe manner (access and egress)
- Using safe manual handling techniques
- Using auxiliary equipment (S2)

### **5 mins**

#### **Route planning (S4, S8, S9) (routes must include different road types)**

- Plan the route using paperwork given by the office or set up satnav/GPS for that route
- Check online maps/GPS for delays, accidents or roadworks etc.
- Change the route, if necessary, or update the office of the expected delay

### **35 mins**

#### **SAFED (S1, S3, S10)**

- Drive from the depot (private road)
- Drive onto public roads/local roads
- Manoeuvre vehicles in restricted space
- Follow the Highway Code
- Control and adapting driving style to the weather and traffic conditions

## Practical driving assessment criteria

During the practical driving assessment, the following standards should be evidenced. Apprentices should prepare for the practical driving assessment by considering how the criteria can be met. In order to achieve a pass, all pass criteria must be achieved. In order to achieve a distinction, all pass criteria **and** all of the distinction criteria must be achieved.

Preparation of a vehicle	
Prepare the vehicle and the load for deliveries, including safely using and positioning vehicle fitted equipment; carry out vehicle safety checks and deal with or report any defects or maintenance issues to the appropriate person; complete daily walk round check sheets	<b>S6: Prepare</b> the vehicle and load for deliveries
Planning of delivery	
Effectively plan the most economical route to be used, minimising waste and loss; plan, prioritise and adapt accordingly when situations arise out of the normal routine	<b>S8: Plan</b> routes effectively
Safe and efficient driving and use of equipment	
<p>Drive safely and efficiently (SAFED) on public and private roads and manoeuvre the vehicle in restricted spaces.</p> <p>Safely use and position vehicle fitted equipment (e.g. mobile cranes).</p> <p>Proficiently control the vehicle in all traffic situations and weather conditions and show consideration for other drivers.</p> <p>Use relevant equipment and machinery safely and efficiently to ensure the safe handling of customer goods, safely open and restrain trailer and vehicle body doors; pay attention to the safe and effective use of equipment and machinery.</p>	<p><b>S1:</b> Drive safely and efficiently on public and private roads</p> <p><b>S2:</b> Use and position vehicle <b>fitted</b> equipment</p> <p><b>S3:</b> Control the vehicle in all traffic <b>situations</b></p> <p><b>S4:</b> Use relevant equipment machinery <b>safely</b></p>

Use of systems to process goods	
Use basic IT systems appropriately and in line with organisational requirements; adapt to new technology and accept the need for change	<b>S9:</b> Use <b>basic</b> IT systems

Structure of the industry	
Comply with relevant systems and processes, following instructions and organisational policy in a safe and efficient manner to carry out delivery and other relevant activities.	<b>S5:</b> Comply with relevant systems and processes (legislation and regulation)
Fully comply with appropriate legislation and regulations	

Awareness of own role	
Protect the driver, vehicle and the load from theft and damage.	<b>S7: Protect</b> the driver, vehicle and load <b>S10: Maintain</b> the health, safety and security of people at all times
Maintain the health, safety and security of people at all times.	

Distinction criteria	
<b>D1:</b> Make fewer errors and start to demonstrate advanced and courteous driving skills for example enhanced application of the Highway Code and defensive and economic driving skills	
<b>D2:</b> Go <b>above and beyond</b> what is expected of their role, for example, demonstration of particularly fast, efficient and new ways of working and improved ways of working	
<b>D3:</b> Demonstrate <b>originality</b> in the consistent, effective application of technical processes, resources, techniques and materials	
<b>D4:</b> Complete tasks independently to a level that far exceeds the minimum standard with few or no errors	
<b>D5:</b> Select and use appropriate skills and processes, <b>justifying their choices</b>	
<b>D6:</b> Be able to challenge where appropriate and identify solutions rather than just problems or issues	

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