



# Highfield

## **Highfield Level 2 End-Point Assessment for ST0753 Express Delivery Sortation Hub Operative**

End-Point Assessment Kit



# Highfield Level 2 End-Point Assessment for ST0753 Express Delivery Sortation Hub Operative

EPA kit

## Contents

Please click on the headings below to navigate to the associated section of the EPA kit.

|                                                                                      |                    |
|--------------------------------------------------------------------------------------|--------------------|
| <a href="#">Introduction</a>                                                         | <a href="#">4</a>  |
| <a href="#">The Highfield approach</a>                                               | <a href="#">7</a>  |
| <a href="#">Gateway</a>                                                              | <a href="#">8</a>  |
| <a href="#">The Express Delivery Sortation Hub Operative apprenticeship standard</a> | <a href="#">10</a> |
| <a href="#">Assessment summary</a>                                                   | <a href="#">26</a> |
| <a href="#">Assessing the multiple-choice test</a>                                   | <a href="#">29</a> |
| <a href="#">Assessing the observation with questions</a>                             | <a href="#">30</a> |
| <a href="#">Assessing the interview</a>                                              | <a href="#">34</a> |

### Versions:

ST0753 / v1.0 / AP01

EDSHO v1.5

# How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Express Delivery Sortation Hub Operative standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 2 Express Delivery Sortation Hub Operative apprenticeship standard.

This 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 ways in which an apprentice may be prepared for their assessments, but trainers may find them to be helpful.

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

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- 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 occupation is found in the logistics sector and provides the centralised support that enables the rapid distribution of goods in transit to and from couriers and postal services. Employers in this sector provide the vital link between those sending and receiving a wide range of letters, parcels, packets and other packages.

A few sortation hubs have direct rail links, but the majority rely on the national road network for distribution. The work is always highly organised and often uses the latest technological solutions, as sortation hubs can process millions of items each day. Sortation hub operatives often work for employers that have national coverage, though some are smaller and more specialist and could focus on certain types of goods.

The broad purpose of the occupation is to contribute to the successful processing of items within the expected timeframe. Sortation hub operatives receive, assess and sort goods by destination. These goods are then collected for 'final mile' delivery. Goods are typically small enough for manual handling, and could be almost anything, from online shopping orders intended for home delivery through to business-to-business sales. Sortation hub operatives are vital, therefore, in ensuring the smooth running of these complex, often automated operations.

Sortation hub operatives do not store or deliver goods themselves. Instead, they provide an express service, turning around the distribution of these goods to couriers/postal services and other road transport operators at great speed, often within a few hours of receipt. They usually work shifts, which quite commonly includes some unsociable hours.

An employee in this occupation will be responsible for completing their own work to specification, with minimal supervision, ensuring they meet set deadlines. Sortation hub operatives are responsible for maintaining their own workspace, and responsible for operating highly technical, specialist equipment. Depending on the type of employer, this could involve loading/unloading goods using booms (that reach for parcels in trucks) or cages, operating multi-level belt sorters, automated chutes and using sophisticated IT systems.

They are responsible for meeting quality requirements and working compliantly to their own organisation's procedures. They must also work in accordance with health and safety considerations. They will typically maintain and clean machinery and fix minor jams. They will respond to incidents and emergencies, such as damage to parcels, but will escalate more significant issues that are beyond their own responsibility. Sortation hub operatives tend to work in teams where everyone has a specialist task, and they all work together in order to complete their shared goals.

## On-programme requirements

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

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the observation and interview (for example, provision of recordings of interviews).

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. This should ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. . Training, development and ongoing review activities should include:

- achievement of level 1 English and maths. 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.

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

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Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

## Readiness for end-point assessment

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

- the apprentice must have achieved level 1 English and maths. The 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 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 **mandated** 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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The assessment methods can be delivered in any order.

[Click here to return to contents](#)

## 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.

### **Specific considerations**

Highfield's approach does not deviate from the assessment plan.

[Click here to return to contents](#)

# 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 the 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 1 English
- Achieved level 1 maths

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

## The gateway meeting

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The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

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. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

### **Reasonable adjustments**

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 complete an identification check before starting any assessment and 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, for example, employee ID card or travel card

[Click here to return to contents](#)

# The Express Delivery Sortation Hub Operative apprenticeship standard

The following pages contain the Express Delivery Sortation Hub Operative apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

| Multiple-choice test                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                        |
| K1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Last mile</b> and different types of <b>express delivery models</b>                 |
| K8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Range of labels and the instructions</b> for use in sortation                       |
| K9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Techniques to match service cost</b> to size, weight and volume                     |
| K16                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>UK postal regulations</b> and <b>universal service obligation</b>                   |
| K17                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Data protection legislation</b> and how this applies to sortation                   |
| K18                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Health and safety legislation</b> and how this applies to sortation                 |
| K21                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Techniques for maintaining the integrity</b> of mail, packages, packets and parcels |
| Amplification and guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                        |
| <ul style="list-style-type: none"> <li>• <b>Last mile:</b> <ul style="list-style-type: none"> <li>○ Delivery from a transportation hub to the final destination</li> <li>○ Time critical delivery</li> <li>○ Goals of last mile delivery such as costs and efficiency</li> <li>○ Benefits of last mile delivery such as increased delivery speed</li> </ul> </li> <li>• <b>Express delivery models:</b> <ul style="list-style-type: none"> <li>○ Examples:</li> </ul> </li> </ul> |                                                                                        |

- same day delivery
- overnight delivery
- next-day delivery
- delivery before 10am
- delivery before 1pm
- delivery by different transportation methods
- reverse logistics
- click and collect
- various employee models in express delivery such as full-time, part-time, employed, self-employed and agency
- Benefits:
  - real-time data
  - proof of delivery methods
  - better courier communications
  - live estimated time of arrival (ETA)
  - better understanding of customer satisfaction
  - detailed reporting and analysis
  - manage expectations and provide customer transparency
- **Range of labels and the instructions:**
  - Shipping labels including tracking numbers, full address, correct post code, date, package quantity, dimensions, bar codes and so on
  - Address label
  - Hazardous labels indicating contents
  - Fragile labels
  - Recorded delivery labels
  - Special delivery labels
  - Re-directed post labels
  - Barcodes

- International labels and instructions
- Grade labels
- Specific customer instructions
- UN-number labels
- Different systems for sortation such as tilt and crossbelt sorters
- Techniques used for sorting parcels
- **Techniques to match service cost:**
  - Pricing strategies including the 3 Cs (costs, consumers and competitors)
  - Factors that impact the price of services such as labour costs and customer demand
  - Weight and size limits for mail
  - Overweight and oversized parcels
  - Different delivery options for the different types of mail
  - Calculating the size, weight and volume of parcels
    - dimensional weight
    - dimensional weight formula:  $\text{length} \times \text{width} \times \text{height} \div 5000$
    - billable weight
    - actual weight
    - dimensions of a parcel
    - classifications of letters and parcels such as small, medium and large
- **UK postal regulations:**
  - Ofcom regulates the UK postal service
  - Prohibited and restricted goods
  - Postal Services Act
  - General Data Protection Regulation (GDPR) and confidentiality regulations

- **Universal service obligation:**
  - Universal postal service
  - Requirements outlined by the universal service obligation including providing an end-to-end delivery service
  - Postcodes
- **Data protection legislation:**
  - General Data Protection Regulation (GDPR)
  - The Data Protection Act
- **Health and safety legislation:**
  - Health and Safety at Work etc. Act
  - Manual Handling Operations Regulations
  - 5 steps to risk assessment:
    - identify hazards
    - assess the risks
    - control the risks
    - record your findings
    - review the controls
  - Hazards and risks in the workplace
  - Provision and Use of Work Equipment Regulations (PUWER)
  - Guidelines for maintaining equipment and machinery
  - Guidelines for reporting defects/faults to equipment and machinery
  - Terrain assessments
  - The Personal Protective Equipment at Work Regulations
  - Correct personal protective equipment (PPE) and maintenance
  - Staying alert, consideration of your surroundings
  - Keeping yourself and your team safe

- Reporting of any suspicious items or activity
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
  - Accident book recording
  - Responsibilities of employees and employer
  - International Carriage of Dangerous Goods by Road (ADR)
  - Reporting procedures for suspicious activity around mail/parcels and packages
- **Techniques for maintaining the integrity:**
    - Postal Services Act
    - Security of mail, packages and parcels
    - Protection from damage, loss or theft
    - Consideration of external threats
    - Consideration of internal threats such as a colleague intentionally damaging items or opening mail/packages
    - Reporting procedures for suspicious activity around mail/parcels and packages

### Receiving and matching items for sortation

| Knowledge                                                                                                                                                                                                                                                                                                                                         | Skills                                                                                                                        | Behaviours                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <p><b>K4</b> Machinery operating procedures including sortation belts, chutes, York roll containers, drop bags, mail bags, mail cages, and boom loaders.</p> <p><b>K5</b> Manual handling and mechanical handling techniques for <b>different types of goods</b>. Techniques for selecting the safest option applicable to the circumstances.</p> | <p><b>S1</b> Unload and load items using the <b>correct equipment</b>. For example this may involve cages, bags or booms.</p> | <p><b>B1</b> Takes ownership of work.</p> |

| Observation with questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria covered in observation with questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>RM1</b> Selects the <b>correct equipment</b> to perform both manual and mechanical loading or unloading of items in accordance with operating procedures (K4, K5, S1, B1)                                                                                                                                                                                                                                                                                                                                                                                                                |
| Amplification and guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• <b>Different types of goods:</b> <ul style="list-style-type: none"> <li>○ Hazardous goods</li> <li>○ Perishable goods</li> <li>○ Letters</li> <li>○ Parcels</li> <li>○ Fragile goods</li> <li>○ Dimensions of goods – weight, size, shape and so on</li> </ul> </li> <li>• <b>Correct equipment:</b> <ul style="list-style-type: none"> <li>○ Sortation belts</li> <li>○ Chutes</li> <li>○ York roll containers</li> <li>○ Drop bags</li> <li>○ Mail bags</li> <li>○ Mail cages</li> <li>○ Boom loaders</li> <li>○ Trolleys</li> </ul> </li> </ul> |

| Operating sortation equipment                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>K7</b> Terminology and procedures that apply when using dedicated sortation IT equipment and automated sortation systems.</p> <p><b>K11</b> Sortation equipment cycles.</p>                                                                                                                                                                                                                                                                                                                   | <p><b>S2</b> Matches items for sortation with the correct manual, mechanical, or automated handling technique.</p> <p><b>S3</b> Prepares and operates <b>sortation equipment</b> in line with operating instructions.</p> <p><b>S6</b> Respond to data to support the correct flow of automated sortation.</p> <p><b>S9</b> Monitor and maintain sortation equipment to the required functionality. For example, the minor adjusting of belts and chutes during a typical shift.</p> |
| Observation with questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Criteria covered in observation with questions                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>OS1</b> Selects, prepares and operates the correct equipment/technique to match the items for sortation in line with procedures (K7, K11, S2, S3)</p> <p><b>OS2</b> Monitors sortation of items, both by monitoring and responding to equipment performance, and by adjusting the flow of sortation in light of available IT/machine data (S6, S9)</p> <p><b>OS3</b> Monitors automated sorting equipment using data outputs to support any adjustments to the sortation process (S6, S9)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Amplification and guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• <b>Sortation equipment:</b> <ul style="list-style-type: none"> <li>○ Sortation belts</li> <li>○ Chutes</li> <li>○ York roll containers</li> <li>○ Drop bags</li> <li>○ Mail bags</li> </ul> </li> </ul>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

- Mail cages
- Boom loaders
- Trolleys

| Teamwork and compliance                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Skills                                                                                                                                                                                                                                                                                                                                                                                                               | Behaviours                                                                                                                                          |
| <b>S15</b> Coordinate own work with that of others in the team to provide the required sortation tasks.<br><br><b>S17</b> Work compliantly by following <b>relevant health and safety legislation</b> .                                                                                                                                                                                                              | <b>B2</b> Puts safety and security first for themselves and others.<br><br><b>B3</b> Team-focused and works effectively with colleagues and others. |
| Observation with questions                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                     |
| Criteria covered in observation with questions                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                     |
| <b>TC1</b> Demonstrates team focus when performing sortation, by coordinating own responsibilities with those of others (S15, B3)                                                                                                                                                                                                                                                                                    |                                                                                                                                                     |
| <b>TC2</b> Complies with own organisation's safety and security requirements and <b>health and safety legislation</b> (S17, B2)                                                                                                                                                                                                                                                                                      |                                                                                                                                                     |
| Amplification and guidance                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• <b>Relevant health and safety legislation:</b> <ul style="list-style-type: none"> <li>○ Health and Safety at Work etc. Act</li> <li>○ 5 steps to risk assessment:                     <ul style="list-style-type: none"> <li>▪ identify hazards</li> <li>▪ assess the risks</li> <li>▪ control the risks</li> <li>▪ record your findings</li> </ul> </li> </ul> </li> </ul> |                                                                                                                                                     |

- review the controls
- Guidelines for maintaining equipment and machinery
- Guidelines for reporting defects/faults to equipment and machinery
- The Personal Protective Equipment at Work Regulations
- Correct personal protective equipment (PPE) and maintenance
- Staying alert, consideration of your surroundings
- Keeping yourself and your team safe
- Reporting of any suspicious items or activity
- Accident book recording
- Responsibilities of employees and employer

| Sortation hub landscape                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                   | Skills                                                                                                                 |
| <b>K2</b> The <b>range of different job roles</b> across express delivery, from supplier through to sortation hub and final mile services.<br><br><b>K3</b> The importance of the sortation hub in completing a successful express delivery service.<br><br><b>K19 Methods of communication.</b><br><br><b>K20</b> The principles of working with others in shift patterns. | <b>S5</b> Adapts own <b>method of communication</b> to the circumstances, using correct <b>sortation terminology</b> . |

| Interview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>SH1</b> Lists at least four different job roles that are involved in a successful express delivery service from the point of collection to delivery (K2, K3, K20)                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>SH2</b> Explain why both the role of the sortation hub and working shift patterns are important (K2, K3, K20)                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>SH3</b> Explains how they adapt <b>methods of communication</b> to situation and audience using correct <b>sortation terminology</b> where appropriate (K19, S5)                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b><i>To gain a distinction, the following must be evidenced.</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>SH4</b> <i>Explains why all job roles in the express delivery service contribute equally to the success of the operation (K2)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>SH5</b> <i>Describes a time when the communication methods they first considered were later discounted and justifies their reasons (K19, S5)</i>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Amplification and guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• <b>Range of different job roles:</b> <ul style="list-style-type: none"> <li>○ Sortation operative</li> <li>○ Cleaning operative</li> <li>○ Warehouse operative</li> <li>○ Parcel sorter</li> <li>○ Service manager</li> <li>○ Vehicle technician</li> <li>○ Post room assistant</li> <li>○ Postal/delivery worker</li> <li>○ Customer service</li> </ul> </li> <li>• <b>Methods of communication:</b> <ul style="list-style-type: none"> <li>○ Email</li> <li>○ Postal digital assistant (PDA)/scanners</li> </ul> </li> </ul> |

- Websites
- Face-to-face
- Positive body language
- Written information/instructions
- Telephone
- Radios
- Social media

- **Sortation terminology:**

- For example:
  - ASAP – advanced sorting and preparation
  - Callers office
  - CDO – city delivery office
  - DO – delivery office
  - ADM – area delivery manager
  - Bundles
  - Miss – sorts
  - Pouch
  - York
  - Trolleys – various terminology used
  - Frames
  - Other related terminology

| Best practice                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                      | Skills                                                                                                                                                                                                                            | Behaviours                                                                                                                                                   |
| <b>K22</b> Own organisations <b>equality and diversity</b> requirements.                                                                                                                                                                                                                                                                                                                                                       | <b>S16</b> Store and share data only when it is permitted to do so, in line with <b>data protection legislation</b> .<br><br><b>S19</b> Support others by following own organisations <b>equality and diversity</b> requirements. | <b>B4</b> Committed to keeping up to date with industry best practice.<br><br><b>B7</b> Acts with integrity, following own organisations required standards. |
| Interview                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                   |                                                                                                                                                              |
| To pass, the following must be evidenced.                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                   |                                                                                                                                                              |
| <b>BP1</b> Outlines the organisation's <b>equality and diversity</b> requirements and gives an example of how they have acted with integrity to apply the requirements to support others (K22, S19, B7)<br><br><b>BP2</b> Explains how they keep up with industry best practice (B4)<br><br><b>BP3</b> Outlines the steps they follow that ensures they store data correctly and only share data when permitted to do so (S16) |                                                                                                                                                                                                                                   |                                                                                                                                                              |
| To gain a distinction, the following must be evidenced.                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                   |                                                                                                                                                              |
| <b>BP4</b> Justify the upholding of <b>equality and diversity</b> requirements in the workplace (K22, S19, B4, B7)                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                   |                                                                                                                                                              |
| Amplification and guidance                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                   |                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• <b>Equality and diversity:</b> <ul style="list-style-type: none"> <li>○ Offering equal job opportunities</li> <li>○ Promoting an inclusive environment</li> <li>○ Supporting colleagues with different needs and requirements</li> <li>○ Being a champion for diversity in the workplace</li> <li>○ Reporting of bullying and harassment</li> </ul> </li> </ul>                       |                                                                                                                                                                                                                                   |                                                                                                                                                              |

- Intervening to support a colleague

- **Data protection legislation:**

- General Data Protection Regulations (GDPR)
- Security of mail, packages and parcels
- Protection from damage, loss or theft
- Consideration of external threats
- Consideration of internal threats, could be a colleague intentionally damaging items or opening mail/packages
- Reporting procedures for suspicious activity around mail/parcels and packages

| Operational performance                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                   | Behaviours                                                                        |
| <p><b>K6</b> Procedures for collections and returns.</p> <p><b>K15</b> The European agreement concerning the international carriage of dangerous goods (ADR). Techniques to apply this legislation within own area of responsibility when working with <b>dangerous goods</b>.</p> | <p><b>S4</b> Responds to deliveries, collections and returns in accordance with own organisation procedures and any relevant contractual arrangements.</p> <p><b>S7</b> Assess and update labelling where required to support smooth transition through sortation to delivery.</p> <p><b>S8</b> Match item cost to delivery service and respond to irregularities. (For example, identifying a large envelope with a regular stamp).</p> | <p><b>B5</b> Sources solutions and seeks to continuously improve and develop.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                   |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>S11</b> Create reports on sortation performance, within limits of own role.</p> <p><b>S14</b> Identify and handle <b>dangerous goods</b> correctly in accordance with legislative requirements.</p> <p><b>S18</b> Maintain the integrity and security of items in line with procedures.</p> |  |
| <b>Interview</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |  |
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |  |
| <p><b>OP1</b> Outlines the main steps they follow that ensures that both their own organisational procedures and any contractual arrangements are followed when handling the goods they are responsible for (including both deliveries, collections and returns situations) (K6, S4)</p> <p><b>OP2</b> Describes the techniques used to apply ADR legislation within their own area of responsibility in the identification and handling of <b>dangerous goods</b> (K15, S14)</p> <p><b>OP3</b> Describes an incident where either labelling or item cost was incorrect and how their solution contributed to their continuous improvement and development (S7, S8, B5)</p> <p><b>OP4</b> Outlines the steps they follow when creating a report on sortation performance (S11)</p> <p><b>OP5</b> Describes the procedures which apply to maintain the integrity and security of items being dealt with by their organisation (S18)</p> |                                                                                                                                                                                                                                                                                                   |  |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                   |  |
| <p><b>OP6</b> Justifies the need to follow organisational procedures and contractual arrangements when handling deliveries, collections and returns (K6, S4)</p> <p><b>OP7</b> Assesses the impact of ADR legislation on sortation hub working practices (K15, S14)</p> <p><b>OP8</b> Explains how their solution to costing or labelling errors could (help or be adopted by) others (S7, S8, B5)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                   |  |

| Amplification and guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>The European agreement concerning the international carriage of dangerous goods (ADR):</b> <ul style="list-style-type: none"> <li>○ Compliance with ADR of vehicles and drivers</li> <li>○ Transportation of dangerous goods</li> <li>○ Correct labelling of packages, mail, parcels, including description/contents/dimensions</li> <li>○ Understands any contractual obligations for handling and transporting dangerous goods</li> <li>○ Impact ADR may have when handling and sortation of goods</li> <li>○ Understanding what items are prohibited</li> <li>○ Understanding what items are restricted</li> </ul> </li> <li>• <b>Dangerous goods:</b> <ul style="list-style-type: none"> <li>○ Understanding what items are prohibited</li> <li>○ Understanding what items are restricted</li> <li>○ Understanding associated documentation</li> <li>○ Correct labelling of items</li> <li>○ Reporting of any suspicious items</li> <li>○ Reporting of any damages, missing items</li> </ul> </li> </ul> |

| Maintenance, emergencies and incidents                                                                                                    |                                                                                                                                                                    |                                |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Knowledge                                                                                                                                 | Skills                                                                                                                                                             | Behaviours                     |
| <b>K10</b> Cleaning and maintenance protocols.<br><b>K12</b> Fault finding principles.<br><b>K13</b> Reporting and escalation procedures. | <b>S10</b> Identify and remedy basic faults in sortation equipment.<br><b>S12</b> Identify problems beyond own responsibility and escalate to the relevant person. | <b>B6</b> Calm under pressure. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--|
| <b>K14 Contingency plans.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>S13</b> Follow the contingency procedures that relate to incidents and emergencies. For example, damaged parcels or breakages. |  |
| <b>Interview</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                   |  |
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                   |  |
| <b>ME1</b> Outlines the cleaning and maintenance protocols for any one type of sortation equipment (K10, K12, S10)                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                   |  |
| <b>ME2</b> Explains how they identify any problems with equipment and how they ensure that their own remedies to basic faults are to the expected standard (K10, K12, S10)                                                                                                                                                                                                                                                                                                      |                                                                                                                                   |  |
| <b>ME3</b> Explains the strategies/techniques they would use to stay calm when they identified a sortation problem where organisational reporting and/or escalation procedures would have to be followed (K13, S12, B6)                                                                                                                                                                                                                                                         |                                                                                                                                   |  |
| <b>ME4</b> Outlines the organisation's <b>contingency plans</b> that relate to incidents and emergencies (K14, S13)                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                   |  |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                   |  |
| <i>No distinction criteria</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                   |  |
| <b>Amplification and guidance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                   |  |
| <ul style="list-style-type: none"> <li>• <b>Contingency plans:</b> <ul style="list-style-type: none"> <li>○ Identifying and following procedures for a missing package</li> <li>○ Identifying and following the procedure for a damaged item</li> <li>○ Staying calm during an incident or an accident</li> <li>○ Staying focused if dealing with a sortation problem</li> <li>○ Applying experience and initiative to resolve problems when appropriate</li> </ul> </li> </ul> |                                                                                                                                   |  |

[Click here to return to contents](#)

## Assessment summary

The end-point assessment for the Express Delivery Sortation Hub Operative apprenticeship standard is made up of 3 components:

1. 45-minute multiple-choice test consisting of 25 questions
2. 90-minute observation with questions
3. 60-minute interview

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

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

### Multiple-choice test

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Total marks available are 25.

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

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

### Observation with questions

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The observation with questions is graded at pass only. Apprentices will be marked against the pass criteria outlined in this kit.

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

## Interview

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Apprentices will be marked against the pass and distinction criteria outlined 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 not have achieved all of the pass criteria

## Grading

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

To achieve a pass, the apprentice is required to pass each of the 3 assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in the multiple-choice test and the interview and a pass in the observation with questions.

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

| Multiple-choice test                 | Observation with questions | Interview   | Overall grade awarded |
|--------------------------------------|----------------------------|-------------|-----------------------|
| Fail any of the 3 assessment methods |                            |             | <b>Fail</b>           |
| Pass                                 | Pass                       | Pass        | <b>Pass</b>           |
| Distinction                          | Pass                       | Pass        | <b>Pass</b>           |
| Pass                                 | Pass                       | Distinction | <b>Pass</b>           |
| Distinction                          | Pass                       | Distinction | <b>Distinction</b>    |

## Retake and resit information

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If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision 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.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 3 months of the EPA outcome notification.

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

Any EPA component resit/retake must be taken within a 7-month period, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

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

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

[Click here to return to contents](#)

## Assessing the multiple-choice test

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The test consists of 25 multiple-choice questions and will last 45 minutes. The **pass** mark is 15 out of 25 and the **distinction** mark is 20 out of 25.

The multiple-choice test may be delivered online or be paper-based and should be taken in a 'controlled' and invigilated environment. The test is closed book which means that the apprentice cannot refer to reference books or materials.

### Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test.
- in readiness for end-point assessment, set the apprentice a mock 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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| Multiple-choice test                                                                       |
|--------------------------------------------------------------------------------------------|
| <b>K1</b> Last mile and different types of <b>express delivery models</b>                  |
| <b>K8</b> Range of <b>labels and the instructions</b> for use in sortation                 |
| <b>K9</b> Techniques to match service cost to size, weight and volume                      |
| <b>K16</b> UK postal regulations and universal service obligation                          |
| <b>K17</b> Data protection legislation and how this applies to sortation                   |
| <b>K18</b> Health and safety legislation and how this applies to sortation                 |
| <b>K21</b> Techniques for maintaining the integrity of mail, packages, packets and parcels |

[Click here to return to contents](#)

## Assessing the observation with questions

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The assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work and simulation is not permitted. The assessor will only observe 1 apprentice at any one time. The apprentice must be given at least 2 weeks' notice of the date and time of the observation with questions.

The observation with questions will last a total of 90 minutes, with 75 minutes for the observation followed by 15 minutes allocated for questions. The assessor can increase the time by up to 10% to allow the apprentice to complete a task or respond to a question.

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

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

The observation with questions will take place in the apprentice's workplace. The venue must be a sortation hub that receives, sorts and exports different types of goods such as letters and small parcels. It must include a range of manual and automated sortation equipment.

The following activities must be observed during the observation:

- loading and unloading of goods to/from the sortation hub
- transferring goods to sortation equipment
- operating sortation equipment to process goods
- following all safety and security and compliance procedures
- collaborating with workers in the team in order to complete the sortation tasks

Questions will be asked after the observation to assess the apprentice's breadth and depth of competence against the grading descriptors. As only naturally occurring work will be observed, the criteria that the apprentice did not have the opportunity to demonstrate will be assessed through questioning. The assessor will ask a **minimum of 5 questions**. Follow-up questions will be asked where required.

### **Before the assessment:**

Employers/training providers should:

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

### **Grading the observation with questions**

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

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

## Observation with questions mock assessment

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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 observation with questions in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

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

- the mock interview should take place in a suitable location.
- a 90-minute time slot should be available for the observation with questions, if it is intended to be a complete mock observation with questions covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation with questions and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with questions with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
  - receiving and matching items for sortation
    - How would you load or unload heavy parcels?
  - operating sortation equipment
    - Tell me about a time you have had to adjust the flow of sortation based on the available data.
  - teamwork and compliance
    - Tell me about a time you resolved a sortation problem with your team.

## Observation with questions criteria

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Throughout the 90-minute observation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

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

| Receiving and matching items for sortation                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                      |
| <b>RM1</b> Selects the correct equipment to perform both manual and mechanical loading or unloading of items in accordance with operating procedures (K4, K5, S1, B1) |

| Operating sortation equipment                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                          |
| <b>OS1</b> Selects, prepares and operates the correct equipment/technique to match the items for sortation in line with procedures (K7, K11, S2, S3)                                      |
| <b>OS2</b> Monitors sortation of items, both by monitoring and responding to equipment performance, and by adjusting the flow of sortation in light of available IT/machine data (S6, S9) |
| <b>OS3</b> Monitors automated sorting equipment using data outputs to support any adjustments to the sortation process (S6, S9)                                                           |

| Team work and compliance                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                  |
| <b>TC1</b> Demonstrates team focus when performing sortation, by coordinating own responsibilities with those of others (S15, B3) |
| <b>TC2</b> Complies with own organisation's safety and security requirements and health and safety legislation (S17, B2)          |

[Click here to return to contents](#)

## Assessing the interview

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The interview will consist of the independent assessor asking the apprentice a series of questions to assess their competence against the relevant criteria outlined in this kit. The independent assessor leads this process to obtain information from the apprentice. It is not a 2-way discussion. Employers are allowed to be present, however, this is optional. Apprentices are allowed to refer to their notes during the interview.

The apprentice must be given at least 10 days' notice of the date and time of the interview. It will take place in a suitable environment and can be conducted by video conferencing and will last for 60 minutes. The independent assessor can increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

There will be a **minimum of 12 questions**. This is broken down into 3 questions for each of the following themes:

- sortation hub landscape
- best practice
- operational performance
- maintenance, emergencies and incidents

Follow-up questions may be asked to probe replies further or to seek clarification or rationale.

Apprentices are expected to understand and use relevant occupational language that would be typical of a competent person in this occupation.

### **Before the assessment:**

Employers/training providers should:

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

## Grading the interview

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

---

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 60-minute 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/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:
  - sortation hub landscape
    - Explain the structure of your organisation including the different job roles involved in express delivery.
    - How would you adapt your methods of communication based on the situation and audience?

- best practice
  - What are your organisation's equality and diversity requirements and how are these upheld?
  - How do you ensure that you are correctly storing and sharing data?
- operational performance
  - Give me an example of when you have identified a labelling problem. How was this resolved?
  - Tell me about a time you have applied ADR legislation when handling dangerous goods.
- maintenance, emergencies and incidents
  - How do you report a defect to equipment?
  - How do you ensure the sortation equipment is kept clean and well maintained?

## Interview criteria

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Throughout the 60-minute interview, the 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.

| Sortation hub landscape                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                     |
| <b>SH1</b> Lists at least four different job roles that are involved in a successful express delivery service from the point of collection to delivery (K2, K3, K20) |
| <b>SH2</b> Explain why both the role of the sortation hub, and working shift patterns, are important (K2, K3, K20)                                                   |
| <b>SH3</b> Explains how they adapt methods of communication to situation and audience using correct sortation terminology where appropriate (K19, S5)                |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                       |
| <b>SH4</b> <i>Explains why all job roles in the express delivery service contribute equally to the success of the operation (K2)</i>                                 |
| <b>SH5</b> <i>Describes a time when the communication methods they first considered were later discounted and justifies their reasons (K19, S5)</i>                  |

| Best practice                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                 |
| <b>BP1</b> Outlines the organisation's equality and diversity requirements and gives an example of how they have acted with integrity to apply the requirements to support others (K22, S19, B7) |
| <b>BP2</b> Explains how they keep up with industry best practice (B4)                                                                                                                            |
| <b>BP3</b> Outlines the steps they follow that ensures they store data correctly and only share data when permitted to do so (S16)                                                               |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                                                   |
| <b>BP4</b> <i>Justify the upholding of equality and diversity requirements in the workplace (K22, S19, B4, B7)</i>                                                                               |

| Operational performance                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                                                                                                  |
| <b>OP1</b> Outlines the main steps they follow that ensures that both their own organisational procedures and any contractual arrangements are followed when handling the goods they are responsible for (including both deliveries, collections and returns situations) (K6, S4) |
| <b>OP2</b> Describes the techniques used to apply ADR legislation within their own area of responsibility in the identification and handling of dangerous goods (K15, S14)                                                                                                        |
| <b>OP3</b> Describes an incident where either labelling or item cost was incorrect and how their solution contributed to their continuous improvement and development (S7, S8, B5)                                                                                                |
| <b>OP4</b> Outlines the steps they follow when creating a report on sortation performance (S11)                                                                                                                                                                                   |
| <b>OP5</b> Describes the procedures which apply to maintain the integrity and security of items being dealt with by their organisation (S18)                                                                                                                                      |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                                                                                                                                    |
| <b>OP6</b> <i>Justifies the need to follow organisational procedures and contractual arrangements when handling deliveries, collections and returns (K6, S4)</i>                                                                                                                  |
| <b>OP7</b> <i>Assesses the impact of ADR legislation on sortation hub working practices (K15, S14)</i>                                                                                                                                                                            |
| <b>OP8</b> <i>Explains how their solution to costing or labelling errors could (help or be adopted by) others (S7, S8, B5)</i>                                                                                                                                                    |

| Maintenance, emergencies and incidents                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                                        |
| <b>ME1</b> Outlines the cleaning and maintenance protocols for any one type of sortation equipment (K10, K12, S10)                                                                                                      |
| <b>ME2</b> Explains how they identify any problems with equipment and how they ensure that their own remedies to basic faults are to the expected standard (K10, K12, S10)                                              |
| <b>ME3</b> Explains the strategies/techniques they would use to stay calm when they identified a sortation problem where organisational reporting and/or escalation procedures would have to be followed (K13, S12, B6) |
| <b>ME4</b> Outlines the organisation's contingency plans that relate to incidents and emergencies (K14, S13)                                                                                                            |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                                                                          |
| <i>No distinction criteria</i>                                                                                                                                                                                          |

[Click here to return to contents](#)