

# Highfield Level 2 End-Point Assessment for ST0259 Supply Chain Warehouse Operative

End-Point Assessment Kit



# Highfield Level 2 End-Point Assessment for ST0259 Supply Chain Warehouse Operative

EPA Kit

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### Versions:

ST0259 / v1.0 / AP02

WOP v3.2

# How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Level 2 Supply Chain Warehouse Operative Apprenticeship Standard.

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

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

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

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

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

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

# Introduction

## Standard overview

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This apprenticeship provides the foundation knowledge, skills and experience for the role of supply chain warehouse operative within occupational areas in the supply chain and logistics industry.

Supply chain warehouse operatives work in a variety of warehouse environments. Work activities include taking deliveries, checking for damaged/missing items, storing goods, moving stock by various methods, picking/packing orders, loading goods for dispatch, maintaining stock records/documentation and cleaning. They are required to safely use a range of equipment, machinery and vehicles, as relevant to their role and setting. This could include mechanical racking systems, materials handling equipment (MHE) or forklift trucks.

Supply chain warehouse operatives communicate with a wide range of people and customers. They have a passion to meet customers' expectations by providing a quality service that encourages repeat business. Individuals in this role are highly competent in using industry-recognised systems and associated services (e.g. traffic/warehouse management systems) and will be able to work under pressure to tight deadlines. A supply chain warehouse operative will often be required to be flexible and work shifts including 4-on-4-off, days, nights, evenings and weekends.

## 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 supply chain warehouse operative apprenticeship standard.

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

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

The milestone meetings could take the form of an interview or professional conversation to help develop the apprentice's communication and employability skills. We also recommend

that apprentices compile a portfolio of evidence to help them keep a record of their progress. The maintenance of a portfolio of evidence is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for an end-point assessment. This period of learning and associated assessments must be complete before the end-point assessment can take place.

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

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

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

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

## **Additional, relevant on-programme qualification**

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There are no mandatory qualifications for apprentices for this standard. Employers may choose to enrol apprentices on the Highfield Level 2 Certificate for Supply Chain Warehouse Operatives (RQF) or the Highfield Level 2 Certificate in Warehousing and Storage (RQF) to help structure the on-programme delivery.

Apprentices may also wish to achieve nationally recognised vendor or other qualifications if the employer chooses such as the Highfield Level 2 Award in Land-Based Fork-lift Truck Operations (RQF).

## Readiness for end-point assessment

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

- they must have achieved level 1 English and maths. 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 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 1-2 day end-point assessment window. Further information about the gateway process is covered later in this kit.

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

## Order of end-point assessments

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There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments, to ensure that the learner is provided with the best opportunity to attempt the assessment.

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# The Highfield approach

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

## Documents used in developing this end-point assessment

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Supply Chain Warehouse Operative Standard (2016)

<https://skillsengland.education.gov.uk/apprenticeships/st0259-v1-0>

End-Point Assessment Plan (November 2018 ST0259/AP02)

[https://skillsengland.education.gov.uk/media/7375/st0259\\_supply-chain-warehouse-operative\\_updated-ega\\_nov-18em.pdf](https://skillsengland.education.gov.uk/media/7375/st0259_supply-chain-warehouse-operative_updated-ega_nov-18em.pdf)

## Specific considerations

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All of the evidence criteria used within this end-point assessment have been taken directly from the supply chain warehouse operative standard: assessment plan, Appendix 1.

Knowledge and behaviours test – the assessment plan does not stipulate the number of questions to be included within the knowledge and behaviours test. Highfield has developed tests whereby the number of questions may vary per paper (however there will always be 20 marks available per paper). The pass mark is 70% (at least 14 out of 20) and a distinction will be awarded to apprentices who achieve 90% (at least 18 out of 20). These have been set in line with the grading section within the assessment plan rather than the distinction grading descriptors.

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

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# Gateway

## How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to have 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

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



## The gateway meeting

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The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business). During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training.

The **gateway readiness report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website. The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

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

### Reasonable adjustments and special considerations

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

### ID requirements

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

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

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

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# The Supply Chain: Warehouse Operative Apprenticeship Standard

The following pages contain the Level 2 Supply Chain: Warehouse Operative apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Safe use of equipment, vehicles and machinery	
Knowledge	Skills
<p>Safe driving and/or operating techniques to standard and as trained, relating to MHE (e.g. counterbalance/reach trucks, powered pallet trucks, ride on pallet trucks, order pickers, narrow aisle pickers, mobile elevated work platforms, forklift trucks) as relevant to their role and setting; adherence to safe practice when working at heights.</p> <p>Safe use of equipment and machinery (such as MHE, vehicle and delivery systems); where to find instructions/guidance; consequences of incorrect use.</p>	<p>Operate and handle equipment safely and efficiently as required for their role, such as forklift trucks, high reach trucks, powered pallet trucks or man up trucks; manoeuvre vehicles in restricted spaces; safely use and position vehicle fitted equipment such as mirror requirements.</p> <p>Safely and efficiently load and unload items into and from vehicles, buildings, containers, lift vans, crates and/or boxes; use appropriate MHE or machinery where necessary; ensure items are safely and efficiently packed, assembled and/or disassembled as appropriate.</p> <p>Use correct equipment and procedures to record receiving or stowing goods; produce relevant paperwork or labelling processes.</p>
Knowledge and behaviours test	
Criteria covered in the knowledge and behaviours test	
<b>K1</b>	Safe and controlled driving and/or operating techniques relating to materials handling equipment
<b>K3</b>	Safe use of equipment and machinery

Practical assessment	
Criteria covered in the practical assessment	
<b>S1</b>	Operate at least one vehicle safely and efficiently
<b>S2</b>	Use and position vehicle fitted equipment
<b>S5</b>	Safely and efficiently load and unload items
<b>S7</b>	Use correct equipment and procedures to record receiving or stowing goods
Amplification and guidance	
<p><b>S1: Operate at least one vehicle safely and efficiently and S2: Use and position vehicle fitted equipment:</b></p> <ul style="list-style-type: none"> <li>• <b>Vehicle:</b> <ul style="list-style-type: none"> <li>○ hand pallet truck as a minimum</li> </ul> </li> <li>• <b>Safe use of equipment and controlled driving/operation</b> <ul style="list-style-type: none"> <li>○ secure the load, follow company procedure</li> <li>○ additional shrink wrap, re-assemble the load</li> <li>○ check the vehicle is safe to use,</li> <li>○ warn others of your intention</li> <li>○ remove the key after use</li> <li>○ check area</li> <li>○ make sure route is clear</li> <li>○ operate following Health &amp; Safety guidelines</li> <li>○ secure a multiple-box load safely</li> <li>○ undertake pre-use checks</li> <li>○ wear the correct personal protective equipment (PPE)</li> </ul> </li> </ul>	

- report any defects
- follow procedures for faulty equipment e.g. remove keys, report faults, warn others
- using equipment that you have not recently used – refresher training, read operating instructions

- **Vehicle fitted equipment**

- motorised vehicle – attachments (i.e. forks), mirrors, seatbelts, seat adjustments, portable warning lights
- manual vehicle (hand pallet trucks) – raising and lowering mechanism, safety strapping
- basic health and safety principles for each of the above fitted equipment

**S5: Safely and efficiently load and unload items and S7: Use correct equipment and procedures to record receiving or stowing goods:**

- **Materials/Mechanised/Mechanical handling equipment**

- forklift Trucks (FLT), powered pallet trucks, ride on pallet trucks, order pickers, narrow aisle pickers, mobile elevated work platforms, cages, rollers, hand pallet trucks, trays/boxes, trolleys, chains, sack trucks, pump/pallet truck
- basic health and safety principles for each of the above equipment
- how to stack goods on each of the above equipment
- the consequences of incorrect use of equipment
- how to identify the load-bearing capacity
- specification plate

Environmental management		
Knowledge	Skills	Behaviours
Steps to take to minimise the effect their work (and the wider industry) has on the environment; the need to maintain a high level of housekeeping and manage waste effectively; using packing materials efficiently to reduce waste and costs; the consequences of not using or disposing of these correctly.	<p>Work individually and as part of a team to safely move and handle objects; maintain a high level of housekeeping and manage waste effectively; know where to find instructions or guidance; check for damaged or missing items as appropriate; take responsibility for maintaining health, safety and security of people at all times.</p> <p>Select, prepare and use packaging materials appropriate to the job efficiently and in a way which reduces waste, costs and environmental impact; taking into consideration the item(s) to be moved, and their current and final destinations.</p>	Show personal commitment to minimising the effect of work activities on the environment.

Knowledge and behaviours test	
Criteria covered in the knowledge and behaviours test	
<b>K2</b>	The environmental impact of the industry and how it can be minimised
Practical assessment	
Criteria covered in the practical assessment	
<b>S4</b>	Manage waste effectively
<b>S6</b>	Select, prepare and use most appropriate packaging materials
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Environmental impact:</b> <ul style="list-style-type: none"> <li>○ waste creation</li> <li>○ fumes from equipment</li> </ul> </li> <li>• <b>Minimising the environmental impact:</b> <ul style="list-style-type: none"> <li>○ use of electric machinery</li> <li>○ follow recycling processes</li> <li>○ turn equipment off when not in use</li> </ul> </li> </ul>	

## Working in accordance with warehousing systems and processes

Knowledge		Skills	Behaviours
<p>Use of warehouse systems and processes relating to packaging, moving and receiving stock (e.g. load container lists) within a warehouse environment to facilitate the safe handling of goods and an effective and efficient service to internal/external customers.</p> <p>Basic IT applications and other relevant technology and systems, including warehousing management, data capture, radio and barcoding systems to ensure the safe and efficient processing of goods.</p> <p>Proposed and actual changes to systems, processes and technology used in the industry, particularly relating to own role; how to keep up to date with any changes in the systems, processes and technology that affect their role.</p>		<p>Comply with appropriate rules, regulations and processes for safely and efficiently moving, handling, packing and unpacking different items, both manually and using relevant equipment (such as MHE, vehicle and delivery systems); understand consequences of incorrect use.</p> <p>Use IT applications and other relevant technology and systems, including warehousing management, data capture, radio and barcoding systems, to ensure the safe and efficient processing of goods.</p>	<p>Adapt to and embrace the use of relevant technology, systems and equipment; use it responsibly and take an interest in new developments that could support the organisation.</p>
Knowledge and behaviours test			
Criteria covered in the knowledge and behaviours test			
K4	How to use <b>warehouse systems</b> and processes relating to packaging, moving and <b>receiving stock</b>		
K5	How to use relevant <b>IT, technology and systems</b>		
K10	Proposed and <b>actual changes to systems</b> , processes and technology		

Practical assessment	
Criteria covered in the practical assessment	
<b>S3</b>	Safely and efficiently move, handle, pack and unpack different items
<b>S8</b>	Use IT systems and other relevant technology and systems
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Warehouse systems:</b> <ul style="list-style-type: none"> <li>○ general - handheld scanners, barcodes, radio-frequency identification (RFID) systems/tags, security systems, delivery systems and procedures, automatic ordering systems (i.e. MPS), documentation (i.e. internal dispatch sheets, pick sheets, pre-shift check paperwork, picking list, delivery note, manifest document), standard operating procedures (SOPs), instruction manuals</li> <li>○ stock checking (effective stock control system) - industry-recognised stock rotation – first in first out (FIFO), perpetual inventory, visual line checks, identifying discrepancies</li> <li>○ the purpose of a warehouse management system</li> <li>○ the consequences of the incorrect use of materials</li> </ul> </li> <li>• <b>Receiving stock:</b> <ul style="list-style-type: none"> <li>○ ensure the correct stock has been received – check against delivery note and cross-reference to make sure it matches exactly</li> <li>○ quarantine goods if necessary e.g. damaged goods, unidentified goods</li> </ul> </li> <li>• <b>IT, technology and systems:</b> <ul style="list-style-type: none"> <li>○ long-range barcode scanning – increases productivity, scans from a further distance</li> <li>○ barcode scanning system – highlights missing stock, helps pickers meet targets</li> <li>○ stock keeping unit (SKU) on a barcode – location, dimensions</li> <li>○ comply with the Data Protection Act 2018, including lock computer screen, log off PC when not in use</li> </ul> </li> </ul>	



- **Changes to systems:**

- where to find reliable information when changes are made – written policies, ask manager
- understand how to keep up to date with new technology – practice, attend training, ask questions, carry out research

### Awareness of the supply chain industry and own organisation

Knowledge		Behaviours	
<p>Relevant regulation and legislation (including international where relevant to role) governing the supply chain industry, their subsector and role in particular; consequences of not adhering to legal guidelines.</p> <p>Structure of the industry; methods and modes of transport; roles available within the sector in general and in relation to their own career aspirations.</p> <p>Vision, objectives and brand of the organisation; the importance of organisation reputation and what can affect it; how their own performance can contribute to organisational success and support or impact on others.</p> <p>How their role can affect their health and the need to maintain a level of fitness appropriate to the needs of their role.</p>		<p>Take ownership for own performance and training, including demonstrating a keen interest in the industry; proactively drive own ongoing learning and development, and make recommendations for improvement where relevant.</p>	
Knowledge and behaviours test			
Criteria covered in the knowledge and behaviours test			
K6	Relevant regulation and legislation governing the supply chain industry		

<b>K7</b>	The structure of the industry
<b>K9</b>	The vision, objectives and brand of the organisation

### Amplification and guidance

- **Governing:**

- provides rules which must be followed, by legislation, by regulation either by government or industry, by the company or a third party and where required, by international regulation or legislation, including:
  - Provision and Use of Work Equipment Regulations (PUWER)
  - Lifting Operations and Lifting Equipment Regulations (LOLER)
  - Management of Health and Safety at Work Regulations
  - Health and Safety at Work etc. Act
  - Control of Substances Hazardous to Health
- employer duties under legislation, including recording accidents and undertaking risk assessments
- employee duties under legislation, including wearing personal protective equipment (PPE), reporting any hazards
- industry/organisation examples include Safe Systems of Work (SSOW), standard operating procedures (SOPs) and best practice

- **Structure:**

- supplier/customer list
- the role of those within the structure, including a supply chain operators, practitioners and freight forwarders
- supply chain chart - where their supply chain starts and ends; raw materials to customers

- **Requirements of the industry:**

- receive, store and dispatch goods to customers
- pick and package goods

- distribution of stock

- **Vision and objectives:**

- vision statement – where the company wants to be and how to get there
- mission statement – a summary of the aims and values of a company/organisation
- organisational objectives – targets, key performance indicators (KPIs), customer service, communication
- distribution centres, ways to transport

- **Brand:**

- branding – how the company is seen by stakeholders (uniform, customer service, advertising/sponsorship/catalogues or brochures, social media)
- key features of a company's brand – logo, catchphrase, brand values
- upholding brand values – handle goods with care, communicate with customers, wear appropriate uniform
- importance of a company's brand – gives the company an identity, increases customer loyalty

### Building relationships

Knowledge	Skills	Behaviours
Effective communication with customers that store goods with the company/colleagues (including those working remotely, third-party carriers, agencies and other organisations) in line with situation and organisational style/culture.	Promote the values of the organisation; communicate effectively with customers and colleagues to identify and meet their needs.  Work effectively in a warehousing team, including when under pressure, and to agreed deadlines; adapt to change in line with internal and external customer needs or circumstances.	Demonstrate integrity, credibility, honesty, positivity and personal drive in every aspect of their role; demonstrate a belief in the services that the organisation offers.

The importance of delivering excellent customer service to customers and colleagues, including identifying needs and responding appropriately in line with situation and organisational style/culture.		
<b>Knowledge and behaviours test</b>		
<b>Criteria covered in the knowledge and behaviours test</b>		
<b>K8</b>	The importance of delivering excellent customer service	
<b>B1</b>	Communicate effectively with customers and colleagues	
<b>B2</b>	Work effectively in a warehousing team	
<b>B3</b>	Demonstrate integrity, credibility, positivity and honesty	

Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Importance of delivering excellent customer service:</b> <ul style="list-style-type: none"> <li>○ company reputation</li> <li>○ sales</li> <li>○ customer retention</li> <li>○ new customers</li> </ul> </li> <li>• <b>Effective communication:</b> <ul style="list-style-type: none"> <li>○ email</li> <li>○ telephone</li> <li>○ speak to colleagues</li> <li>○ announce over tannoy</li> </ul> </li> </ul>	

- communicating faulty equipment – put a sign on it, isolate it, report to supervisor
- communicating professionally, offering solutions, presenting oneself well

- **Warehousing team:**

- assisting and helping other team members
- completing own work then help other teams to meet their deadlines
- motivating others
- communicating clearly
- understanding how to carry out a 2 person lift
- TILE – task, individual, load and environment

- **Integrity, credibility, positivity and honesty:**

- following all procedures relevant to their organisation/role, including:
  - security, i.e. missing stock, breach in the warehouse
  - health and safety i.e. reporting accident, near misses, misuse of equipment
  - punctuality, absenteeism
- providing consistent excellent customer service and communication
- willing to undertake overtime, additional training which may not be required for the role, updating CPD, knowing all products and industry changes
- correcting mistakes made in picking and packing orders
- embracing changes to the organisation/industry, supporting management and new members of staff
- dealing with confidential documents – pass them over to the correct person, do not read them
- protecting colleagues from bullying – report to management, record, support the colleague

## Distinction criteria

### Practical assessment

#### Distinction criteria covered in the practical assessment

<b>D1</b>	Go above and beyond what is expected of their role, for example increased awareness and application of health and safety skills, dealing with more complex situations, spatial awareness and demonstration of particularly fast, efficient and new ways of working and improved ways of working
<b>D2</b>	Demonstrate advanced driving skills and techniques in relation to relevant vehicles
<b>D3</b>	Demonstrate a keen interest in the sector and in the job and in keeping up to date with industry changes
<b>D4</b>	Demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials
<b>D5</b>	Complete tasks independently to a level that far exceeds the minimum standard with few or no errors
<b>D6</b>	Select and use appropriate skills and processes, justifying their choices
<b>D7</b>	Be able to challenge where appropriate and identify solutions rather than just problems or issues.

### Amplification and guidance

- **Above and beyond:**
  - the ability to deal with less straightforward situations or problems and implement new ways of working, for example:
    - uses own initiative
    - adhering to schedules
    - demonstrates a positive approach, ensuring best results are achieved and ensuring efficient response times
    - shows wider awareness of the job role and implications of their actions
    - proactively assisting colleagues

- **Advanced driving and/or operating techniques:**
  - courtesy – for others
  - risk assessment – proactively
- **Originality:**
  - the ability to complete tasks using resources available and justify choices using their own initiative
- **Justifying their choices:**
  - explaining why they've come to that decision

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## Assessment summary

The end-point assessment for the Level 2 Supply Chain Warehouse Operative Apprenticeship Standard is made up of 2 components that can be taken in any order, however, we strongly recommend the following:

1. 1-hour knowledge and behaviours test consisting of structured, short-answer and scenario-based questions worth a total of 20 marks
2. 1-hour practical assessment

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

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual component. An overview of how each component is graded is provided below.

### Knowledge and behaviours test

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Total marks available are 20.

- To achieve a **pass**, apprentices must achieve 70% which equates to a mark of at least 14 out of 20
- To achieve a **distinction**, apprentices must achieve 90% which equates to a mark of at least 18 out of 20
- **Unsuccessful** apprentices will have scored 13 or below

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

### Practical assessment

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

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



## Grading

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

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

## Retake and resit information

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

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

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

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## Assessing the knowledge and behaviours test

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The following areas of the Level 2 Supply Chain Warehouse Operative apprenticeship standard will be assessed by a 1-hour test consisting of short-answer and scenario-based questions. The number of questions may vary per paper, but there will always be a total of 20 marks available. The **pass** mark is 70% (at least 14 out of 20) and the **distinction** mark is 90% (at least 18 out of 20).

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

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

- safe use of equipment, vehicles and machinery
- environmental management
- working in accordance with warehousing systems and processes
- awareness of the supply chain industry and own organisation
- building relationships

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

### Before the assessment

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The employer/training provider should:

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

## Knowledge and behaviours test criteria

Safe use of equipment, vehicles and machinery	
Safe driving and/or operating techniques to standard and as trained, relating to MHE (e.g. counterbalance/reach trucks, powered pallet trucks, ride on pallet trucks, order pickers, narrow aisle pickers, mobile elevated work platforms, forklift trucks) as relevant to their role and setting; adherence to safe practice when working at heights.	<p><b>K1</b> Safe and controlled driving and/or operating techniques relating to <b>materials handling equipment</b></p> <p><b>K3</b> Safe use of equipment and machinery</p>
Safe use of equipment and machinery (such as MHE, vehicle and delivery systems); where to find instructions/guidance; consequences of incorrect use.	

Environmental management	
Steps to take to minimise the effect their work (and the wider industry) has on the environment; the need to maintain a high level of housekeeping and manage waste effectively; using packing materials efficiently to reduce waste and costs; the consequences of not using or disposing of these correctly.	<p><b>K2</b> The environmental impact of the industry and how it can be minimised</p>

Working in accordance with warehousing systems and processes	
Use of warehouse systems and processes relating to packaging, moving and receiving stock (e.g. load container lists) within a warehouse environment to facilitate the safe handling of goods and an effective and efficient service to internal/external customers.	<p><b>K4</b> How to use <b>warehouse systems</b> and processes relating to packaging, moving and receiving stock</p> <p><b>K5</b> How to use relevant IT, technology and systems</p> <p><b>K10</b> Proposed and actual changes to systems, processes and technology</p>
Basic IT applications and other relevant technology and systems, including warehousing management, data capture, radio and barcoding systems to ensure the safe and efficient processing of goods.	

### Working in accordance with warehousing systems and processes

Proposed and actual changes to systems, processes and technology used in the industry, particularly relating to own role; how to keep up to date with any changes in the systems, processes and technology that affect their role.

### Awareness of the supply chain industry and own organisation

Relevant regulation and legislation (including international where relevant to role) governing the supply chain industry, their subsector and role in particular; consequences of not adhering to legal guidelines.

Structure of the industry; methods and modes of transport; roles available within the sector in general and in relation to their own career aspirations.

Vision, objectives and brand of the organisation; the importance of organisation reputation and what can affect it; how their own performance can contribute to organisational success and support or impact on others.

How their role can affect their health and the need to maintain a level of fitness appropriate to the needs of their role.

- K6** Relevant regulation and legislation **governing** the supply chain industry
- K7** The **structure** of the industry
- K9** The **vision, objectives and brand** of the organisation

### Building relationships

Effective communication with customers that store goods with the company/colleagues (including those working remotely, third-party carriers, agencies and other organisations) in line with situation and organisational style/culture.

The importance of delivering excellent customer service to customers and colleagues, including identifying needs and

- K8** The importance of delivering excellent customer service

Building relationships	
responding appropriately in line with situation and organisational style/culture.	
Demonstrate integrity, credibility, honesty, positivity and personal drive in every aspect of their role; demonstrate a belief in the services that the organisation offers.	<p><b>B1</b> Communicate effectively with customers and colleagues</p> <p><b>B2</b> Work effectively in a warehousing team</p> <p><b>B3</b> Demonstrate <b>integrity, credibility, positivity and honesty</b></p>

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## Assessing the practical assessment

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The assessment plan states that the practical assessment should last 1 hour. It will be pre-planned and scheduled at a time when the apprentice will be in their normal place of work, to enable the assessor to observe the apprentice carrying out their everyday tasks.

For some, a simulated scenario may be more appropriate. In this situation, the apprentice will be given a task or job sheet as they would on a normal given day. A situation will be created in either the warehouse or assessment centre, whereby the apprentices can demonstrate all required skills of the role. The assessor may use questions or prompts with each apprentice to make sure the apprentice can react to changing or unexpected situations. This can also be used to collect any evidence they haven't been able to demonstrate during the practical assessment, so no apprentices are disadvantaged by the nuances of their job role.

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

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

### Before the assessment:

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

- operate a vehicle
- use and position vehicle fitted equipment
- safely and efficiently loading and unloading items
- use correct equipment and procedures to record receiving and stowing goods
- manage waste effectively
- select, prepare and use most appropriate packaging materials
- safely and efficiently move, handle, pack and unpack different items
- use IT systems and other relevant technology and systems

**Employers/training providers should:**

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment (a minimum of 1 hour)
- ensure the apprentice knows which criteria will be assessed
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience in preparation for their assessment

**Aim for a distinction**

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

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

**The practical assessment - mock assessment**

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommends that the apprentice experiences a mock practical assessment in advance of the end-point assessment. The training provider/employer will have the opportunity to give feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should consider the following:

- the mock practical assessment should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities.
- the participation of other personnel to play the parts team members, in which case:
  - it is strongly recommended that it has been practiced beforehand and all personnel involved are properly briefed on their roles
  - the roles should provide the opportunity for the apprentice to demonstrate both the pass and the distinction criteria

- a minimum 1-hour time slot should be available. This allows for a complete mock practical assessment, if it is intended to be a complete mock practical assessment covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience.
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

The assessor may ask questions or prompts during the practical assessment. These should be open questions, such as:

- can you tell me why you chose that piece of equipment for this task?
- can you tell me why you decided on that process and would you change anything?
- have any changes in the industry affected how you carry out your role?

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

## **20 minutes**

### **Receiving of goods (S3, S4, S5, S7 & S8)**

- Receive goods into warehouse
- Unload goods from container/lorry onto the appropriate handling equipment
- Stowing of goods
- Complete records – manual/ IT systems and other relevant technology and systems
- Unpack items
- Dispose of waste packaging

## **10 minutes**

### **Stowing of goods (S3, S4, S7 & S8)**

- Move goods to storage location
- Safely load items into warehouse location
- Complete records – manual/ IT systems and other relevant technology and systems

## **30 minutes**

### **Dispatch of goods (S3, S4, S5, S6 & S8)**

- Pick/assemble goods from storage location
- Move goods using appropriate equipment
- Pack goods using appropriate transit packaging
- Dispose of waste packaging



- Load goods into appropriate moving equipment of container
- Complete records – manual/ IT systems and other relevant technology and systems

During the practical assessment, the apprentice must:

**Operate at least one vehicle/MHE safely and efficiently (S1, S2 & S7)**

- Select one vehicle (hand pallet truck as a minimum)
- Carry out pre-use checks
- Fit and/adjust vehicle fitted equipment as required
- Manoeuvre the vehicle or equipment safely

**Use IT systems and other relevant technology and systems (S8)**

This could include:

- barcode scanner
- computer system
- tablets
- mobile phones
- walkie-talkies
- email
- printing of labels/other paperwork

## Practical assessment criteria

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

Safe use of equipment, vehicles and machinery	
<p>Operate and handle equipment safely and efficiently as required for their role, such as forklift trucks, high reach trucks, powered pallet trucks or man up trucks; manoeuvre vehicles in restricted spaces; safely use and position vehicle fitted equipment such as mirror requirements.</p> <p>Safely and efficiently load and unload items into and from vehicles, buildings, containers, lift vans, crates and/or boxes; use appropriate MHE or machinery where necessary; ensure items are safely and efficiently packed, assembled and/or disassembled as appropriate.</p> <p>Use correct equipment and procedures to record receiving or stowing goods; produce relevant paperwork or labelling processes.</p>	<p><b>S1</b> Operate at least one <b>vehicle</b> safely and efficiently</p> <p><b>S2</b> Use and position <b>vehicle fitted equipment</b></p> <p><b>S5</b> Safely and efficiently load and unload items</p> <p><b>S7</b> Use correct equipment and procedures to record receiving or stowing goods</p>

Environmental management	
<p>Work individually and as part of a team to safely move and handle objects; maintain a high level of housekeeping and manage waste effectively; know where to find instructions or guidance; check for damaged or missing items as appropriate; take responsibility for maintaining health, safety and security of people at all times.</p> <p>Select, prepare and use packaging materials appropriate to the job efficiently and in a way which reduces waste, costs and environmental impact; taking into consideration the item(s) to be moved, and their current and final destinations.</p>	<p><b>S4</b> Manage waste effectively</p> <p><b>S6</b> Select, prepare and use most appropriate packaging materials</p>

### Working in accordance with warehousing systems and processes

Comply with appropriate rules, regulations and processes for safely and efficiently moving, handling, packing and unpacking different items, both manually and using relevant equipment (such as MHE, vehicle and delivery systems); understand consequences of incorrect use.

Use IT applications and other relevant technology and systems, including warehousing management, data capture, radio and barcoding systems, to ensure the safe and efficient processing of goods.

**S3** Safely and efficiently move, handle, pack and unpack different items

**S8** Use IT systems and other relevant technology and systems

### Distinction criteria

- D1** Go **above and beyond** what is expected of their role, for example increased awareness and application of health and safety skills, dealing with more complex situations, spatial awareness and demonstration of particularly fast, efficient and new ways of working and improved ways of working
- D2** Demonstrate **advanced driving skills and techniques** in relation to relevant vehicles
- D3** Demonstrate a keen interest in the sector and in the job and in keeping up to date with industry changes
- D4** Demonstrate **originality** in the consistent, effective application of technical processes, resources, techniques and materials
- D5** Complete tasks independently to a level that far exceeds the minimum standard with few or no errors
- D6** Select and use appropriate skills and processes, **justifying their choices**
- D7** Be able to challenge where appropriate and identify solutions rather than just problems or issues.

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