

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

End-Point Assessment Kit



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

EPA-Kit

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### Versions:

ST0257 / v1.4

LGV v4.7

# How to Use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Large Goods Vehicle (LGV) Driver C and E Apprenticeship Standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 2 Large Goods Vehicle (LGV) Driver C and E Apprenticeship Standard.

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

Highfield also offers the Highfield Large Goods Vehicle (LGV) Driver C and E Standard Apprenti-Kit that is a comprehensive learning resource, which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Large Goods Vehicle (LGV) Driver end-point assessment.

## **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 apprenticeship provides the foundation knowledge, skills and behaviours for the role of large goods vehicle (LGV) driver within a wide range of sectors. Employers range from large organisations with their own in-house operations through to specialist contractors through to small businesses.

The broad purpose of the occupation is to drive large goods vehicles (LGV), which are vehicles with a gross combined weight of over 7500kg and include articulated and drawbar vehicles. LGV drivers drive in a safe and fuel-efficient manner, ensuring that the right products are delivered at the right time, location, condition and temperature (if required), with the correct documentation and within the shortest lead times. LGV drivers deliver to a range of settings, such as warehouses, shops and private homes. Their customer base ranges from large global organisations to sole traders, private customers and the military. They may work within one or more sub-sectors, including shipping, removals, import/export, freight, hazardous goods and food. They may be required to work shifts, unsociable hours and will usually work alone.

In their daily work, an LGV driver interacts with a wide range of people and customers including transport planners, transport managers, freight loaders, yard marshals, goods in personnel, other drivers and end users. LGV drivers strive to meet expectations by providing a quality service that encourages repeat business and customer satisfaction, showing drive and energy even when challenges arise. Individuals in this role are highly competent in using industry-recognised systems (such as systems for reporting defects) and associated services such as customer specifics on packaging or labelling and are able to work under pressure to tight deadlines.

LGV drivers will be responsible for maintaining the integrity of the load and vehicle by applying correct procedures for load restraint, performance and conduct on the road, fuel-efficient driving, vehicle defect checks, complying with all traffic legislation, working time and highway code rules whilst delivering first class customer service at all times.

The Driver Certificate of Professional Competence (Driver CPC) is a legal requirement for those driving LGVs professionally. The LGV driver will receive the Driver CPC card as a part of their C and E license acquisition. The driver must complete 35 hours of periodic training every five years in order to maintain the ability to drive LGVs professionally.

## On-programme requirements

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Although learning, development and on-programme assessment is flexible and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Level 2 Large Goods Vehicle (LGV) Driver C and E Apprenticeship Standard.

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

The on-programme aspect of the apprenticeship 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.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the practical assessment, multiple-choice test and interview.

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

- achievement of level 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.

## Additional, relevant on-programme qualification

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There are no mandatory qualifications for apprentices for this standard. Employers may wish to choose the Highfield Level 2 Certificate for Drivers of Large Goods Vehicles (RQF) to help structure the on-programme delivery.

Apprentices must acquire a Category C and E licence. As part of their C and E licence acquisition, the apprentice will receive the Driver CPC card and must complete 35 hours of periodic training every 5 years in order to maintain the ability to drive LGVs professionally.

## 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 apprentice must have completed and passed their category C and E driving test; this is mandatory for all apprentices.
- 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-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.

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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.

## **Specific considerations**

The evidence criteria for the multiple-choice test have been written by Highfield and are based on the Large Goods Vehicle (LGV) Driver C and E Apprenticeship Standard and assessment plan.

The practical assessment may take place in a simulated environment relating to the apprentice's natural work environment and does not need to be part of a daily work schedule or a commercial drive. The apprentice will drive the vehicle on a real road network to the final destination, which will be a simulated site chosen by Highfield. The simulated site could be, for example, a customer depot, a factory or building site. The vehicle does not need to be loaded for the practical assessment.

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# Gateway

## How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to 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
- Completed and passed their category C and E driving test

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

## The gateway meeting

The gateway meeting should 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, e.g., employee ID card, travel card, etc.

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## The Large Goods Vehicle (LGV) Driver C and E Apprenticeship Standard

The following pages contain the large goods vehicle (LGV) driver C and E apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

| Vehicle Preparation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Skills                                                                                                                                                                                                                                                                                                                                                                                                                      | Behaviour                                                                                                    |
| <p><b>K3</b> Vehicle preparation including safe coupling and uncoupling of trailers, vehicle safety checks/inspections, defect reporting, safety requirements, loading, securing and unloading processes, axle combinations</p> <p><b>K5</b> Planning and preparing processes (e.g., weather or traffic changes, planning fastest/most efficient route) including vehicle selection and contingency planning when circumstances change</p> <p><b>K11</b> Different types of cargo and their carriage requirements</p> | <p><b>S5</b> Prepare the vehicle and the load for deliveries, including safely using and positioning vehicle fitted equipment; carry out vehicle safety checks and deal with or report any defects or maintenance issues to the appropriate person; complete daily walk round check sheets</p> <p><b>S6</b> Ensure the vehicle is correctly loaded and is safely secured to minimize chances of damage or load shifting</p> | <p><b>B8</b> Take responsibility for the safety of the vehicle and load through effective vehicle checks</p> |

| Practical Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pass criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Distinction criteria                                                                                                                                                                            |
| <b>V1</b> Carries out the <b>safe preparation</b> and safety checks for an LGV vehicle and load in accordance with DVSA and organisation's guidelines and completes the appropriate documentation (K3, K5, S5, S6, B8)<br><b>V2</b> <b>Plans</b> a safe and efficient route (K3, K5, S5, S6, B8)<br><b>V3</b> Makes necessary changes to planned route reacting to traffic or weather situations (K3, K5, S5, S6, B8)                                                                                                                                                                                                                                                                                                                                                                                                | <b>V4</b> <i>Identifies individual axle weights and adjusts how this affects vehicle handling depending on the load and takes appropriate action to adjust accordingly (K3, K5, S5, S6, B8)</i> |
| Multiple-Choice Test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |
| <b>V5</b> Outline <b>different types of cargo</b> and their carriage requirements (K11)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                 |
| Amplification and Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• <b>Safe preparation:</b> <ul style="list-style-type: none"> <li>○ vehicle safety checks/inspections, defect reporting, safety requirements, loading, scanning and unloading processes</li> <li>○ identify vehicle dimensions – height, length, width, weight</li> <li>○ checking that the vehicle is suitable for the load being carried (axle combinations)</li> <li>○ checking paperwork to ensure it relates to the goods being transported</li> <li>○ checking the stability of the vehicle</li> </ul> </li> <li>• <b>Plans:</b> <ul style="list-style-type: none"> <li>○ most efficient routes, vehicle selection and contingency planning</li> <li>○ check for road/vehicle/delivery point restrictions</li> <li>○ use of navigation equipment</li> </ul> </li> </ul> |                                                                                                                                                                                                 |

- welfare issues for live loads

- **Different types of cargo:**

- hazardous/dangerous goods (for example, chemicals and hazardous materials) - a driver can only carry these without an ADR (European Agreement concerning the International Carriage of Dangerous Goods by Road) certificate under limited quantities regulations. These certificates are valid for 5 years.
- perishable goods (for example, food and drink) – need to be transported under temperature-controlled conditions.
- non-perishable goods.
- live loads.
- wide (abnormal) loads - these are loads that have a width of more than 2.9 metres. The relevant authorities must be informed when transporting abnormal loads in the UK.
- the term ‘cold chain’ can be used to describe the transportation and distribution of low-temperature goods.
- the type of goods being carried require specific licences, such as a restricted licence only allows a driver to carry their own goods.
- the type of good that is being transported will determine the type of vehicle used, such as for carrying aggregates a bulk tipper will be suitable.

| Drive Safely                                                                                                                                                                                                                                                                 |                                                                                                                                                                                            |                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                    | Skills                                                                                                                                                                                     | Behaviours                                                                                                    |
| <b>K1 The mechanisms of safe, controlled and fuel-efficient driving techniques</b> relating to driving the Large Goods Vehicle (LGV), considering fuel costs and other possible efficiencies, implications of differing vehicle configurations and associated safety issues, | <b>S1</b> Drive safely and efficiently on public and private roads, and manoeuvre the vehicle in restricted spaces; safely use and position vehicle fitted equipment (e.g., mobile cranes) | <b>B2</b> Take responsibility for their own safety and that of others at all times, particularly when driving |

| <p>including matching the appropriate trailer to the tractor unit</p> <p><b>K15</b> How to drive on roads alongside vulnerable road users, such as cyclists, pedestrians, motor cyclists, taking into account the physical difference of larger articulated vehicles and the space required to safely manoeuvre</p> <p><b>K18</b> How to accommodate different traffic situations and weather conditions</p>                                                                                                                                                                                                             | <p><b>S2</b> Proficiently control the vehicle in a range of traffic situations and weather conditions and show consideration for other drivers taking into account the size and type of vehicle and trailer</p> |                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practical Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                 |                                                                                                                                                                       |
| Pass criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                 | Distinction criteria                                                                                                                                                  |
| <p><b>DS1</b> Handles the LGV safely on public and private roads not endangering <b>other road users</b> by their actions (K15, K18, S1, S2, B2)</p> <p><b>DS2</b> Parks the vehicle safely in a restricted space and safely uses and positions <b>vehicle fitted equipment</b> (K15, K18, S1, S2, B2)</p> <p><b>DS3</b> Takes account of the size and type of the vehicle and trailer, ensuring a safe distance is maintained at all times (K15, K18, S1, S2, B2)</p> <p><b>DS4</b> Proficiently controls the vehicle in a range of traffic <b>situations</b> and in consideration of the weather conditions, e.g.,</p> |                                                                                                                                                                                                                 | <p><b>DS5</b> <i>Explains the consequences of a <b>given scenario</b> outlining the danger to individuals or the impact on the vehicle (K15, K18, S1, S2, B2)</i></p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| urban/country environment, peak-time, snow, windy conditions (K15, K18, S1, S2, B2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Multiple-Choice Test</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>DS6</b> Outline the <b>mechanisms of safe, controlled and fuel-efficient driving techniques</b> relating to driving the Large Goods Vehicle (LGV) (K1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>Amplification and Guidance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <ul style="list-style-type: none"> <li>• <b>Other road users:</b> <ul style="list-style-type: none"> <li>○ cyclists, motorcyclists, pedestrians, children, older drivers, newer drivers, horse riders, mobility scooters, tractors and prams</li> </ul> </li> <li>• <b>Vehicle fitted equipment:</b> <ul style="list-style-type: none"> <li>○ mobile cranes, tail lifts, PTO (Power Take-Off), chilled units, cruise control, speed limiters and lane assist</li> </ul> </li> <li>• <b>Situations:</b> <ul style="list-style-type: none"> <li>○ weather i.e., snow, rain, sleet, wind, fog, sunshine and standing water</li> <li>○ busy/quiet</li> <li>○ roadworks (width, height, length, weight and speed restrictions)</li> <li>○ overhanging infrastructure – trees, lamp posts and bins</li> </ul> </li> <li>• <b>Given scenario:</b> <ul style="list-style-type: none"> <li>○ a relevant scenario as selected by the assessor</li> </ul> </li> <li>• <b>Mechanisms of safe, controlled and fuel-efficient driving techniques:</b> <ul style="list-style-type: none"> <li>○ Consider fuel costs and other possible efficiencies</li> <li>○ Implications of differing vehicle configurations and associated safety issues</li> </ul> </li> </ul> |  |

- Matching the appropriate trailer to the tractor unit
- Manoeuvre vehicle safely in confined spaces/through roadworks
- Close Quarter Manoeuvre (CQM)
- Defensive driving characteristics
- Follow The Highway Code, for example, the two-second rule
- Load vehicles in the most fuel efficient way
- Consider different weather and road conditions, for example:
  - floods or fords
  - rain – slow down to reduce spray
  - night driving
  - wind – slowing down in exposed areas
  - freezing conditions – increase in stopping distances
  - fog – using fog lights when visibility is less than 100 metres
- Straddling lanes when necessary to navigate around sharp corners

| Professionalism                                                                                        |                                 |
|--------------------------------------------------------------------------------------------------------|---------------------------------|
| Behaviours                                                                                             |                                 |
| <b>B4</b> Work in a professional manner in relation to timekeeping, personal appearance and dress code |                                 |
| Practical Assessment                                                                                   |                                 |
| Pass criteria                                                                                          | Distinction criteria            |
| <b>P1</b> Arrives on time, wearing appropriate company-issued PPE and any company uniform (B4)         | <i>No distinction criteria.</i> |

| Use of equipment & IT                                                                                                                                                                                                                                                                                                          |                                                                                              |                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                      | Skills                                                                                       | Behaviours                                       |
| <b>K2</b> Safe use of <b>equipment and machinery</b> e.g., manual handling equipment, vehicle and delivery systems, including where to find relevant instructions or guidance<br><br><b>K6</b> All <b>role-related technology and systems</b> including tachographs, adaptive braking, hand-held scanners, on board telematics | <b>S9</b> Use relevant IT systems appropriately and in line with organisational requirements | <b>B7</b> Competent using information technology |
| Practical Assessment                                                                                                                                                                                                                                                                                                           |                                                                                              |                                                  |
| Pass criteria                                                                                                                                                                                                                                                                                                                  |                                                                                              | Distinction criteria                             |
| <b>EI1</b> Uses digital tachograph and any onboard telematics, GPS, cameras, reversing sensors (where fitted) (B7)                                                                                                                                                                                                             |                                                                                              | <i>No distinction criteria.</i>                  |
| Multiple-Choice Test                                                                                                                                                                                                                                                                                                           |                                                                                              |                                                  |
| <b>EI2</b> State how to use <b>equipment and machinery</b> safely including where to find relevant instructions and guidance (K2)<br><b>EI3</b> Describe all the <b>role-related technology and systems</b> (K6)                                                                                                               |                                                                                              |                                                  |
| Interview                                                                                                                                                                                                                                                                                                                      |                                                                                              |                                                  |
| Pass criteria                                                                                                                                                                                                                                                                                                                  |                                                                                              | Distinction criteria                             |
| <b>EI4</b> Uses the organisation's IT systems to access and record tasks (S9)                                                                                                                                                                                                                                                  |                                                                                              | <i>No distinction criteria.</i>                  |

### Amplification and Guidance

- **Equipment and machinery:**
  - manual handling equipment - the equipment's user manual should be referred to for guidance
  - vehicle and delivery systems
  - any technology, such as mobile phones that don't have a hands-free function, must only be used when the driver has stopped in a safe place
  - when choosing equipment such as satellite navigation, the suitability of the device for the vehicle should be considered
  - if a card fault shows on a tachograph, a '24hr' print out from the tachograph at the start and end of the shift should be obtained
- **Role-related technology and systems:**
  - tachographs - in the UK these have 4 modes - driving, rest, other work and period of availability (POA)
  - forward and rear-facing CCTV
  - driver fatigue monitor
  - blind-spot cameras
  - audible warnings
  - reversing cameras and detectors
  - adaptive braking
  - satellite navigation - these must be chosen depending on the suitability of the device to the vehicle
  - hand-held scanners
  - on-board telematics
  - cruise control/speed limiter
  - auxiliary brakes
  - hands-free mobile/Bluetooth

| Route Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Skills                                                                                                                                                                             |
| <b>K14</b> The implications of <b>city restrictions</b> , such as congestion charging, Low Emission Zones (LEZs), night restrictions for goods vehicles, route restrictions for goods vehicles and vehicle equipment requirements                                                                                                                                                                                                                                       | <b>S8</b> Effectively plan the most economical route to be used, minimising waste and loss; plan, prioritise and adapt accordingly when situations arise out of the normal routine |
| Practical Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                    |
| Pass criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Distinction criteria                                                                                                                                                               |
| <b>RP1</b> <b>Plans</b> the most economical route to the directed location adapting route to avoid known traffic hotspots/hazards, taking into account congestion, low bridges and weight restrictions (S8)                                                                                                                                                                                                                                                             | <b>RP2</b> <i>Justifies their chosen route (S8)</i><br><b>RP3</b> <i>Explains the potential impact of selecting an <b>alternative route</b> (S8)</i>                               |
| Multiple-Choice Test                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                    |
| <b>RP4</b> State the implications of <b>city restrictions</b> (K14)                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                    |
| Amplification and Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• <b>Plans:</b> <ul style="list-style-type: none"> <li>○ most efficient routes, vehicle selection and contingency planning</li> <li>○ check for road/vehicle/delivery point restrictions</li> <li>○ use of navigation equipment</li> <li>○ welfare issues for live loads</li> </ul> </li> <li>• <b>Justifies:</b> <ul style="list-style-type: none"> <li>○ explaining why they have come to that decision</li> </ul> </li> </ul> |                                                                                                                                                                                    |

- **Alternative route:**

- a relevant alternative route as suggested by the assessor

- **City restrictions:**

- Congestion charging
- Low Emission Zones (LEZs)
- London Lorry Control Scheme (LLCS)
- Night restrictions for goods vehicles
- Route restrictions for goods vehicles, such as routes that include the '7.5 tonne except for access' road sign
- Restricted horn use between 11:30pm and 7:00am
- Weight and unloading/loading
- Timed entry and red routes
- Vehicle equipment requirements

## Trailer

### Skills

**S3** Use relevant equipment and machinery safely and efficiently to ensure the safe handling of customer goods, safely open and restrain trailer and vehicle body doors

**S17** Use and connect to the correct type of trailer and its operating systems

| Practical Assessment                                                                                                                                                                                       |                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Pass criteria                                                                                                                                                                                              | Distinction criteria                                                  |
| <b>T1</b> Checks the trailer number against the manifest/paperwork and connects it following company procedures (S3, S17)<br><b>T2</b> Safely opens and restrains trailer and vehicle body doors (S3, S17) | <b>T3</b> Explains the consequences of a <b>given fault</b> (S3, S17) |
| Amplification and Guidance                                                                                                                                                                                 |                                                                       |
| <ul style="list-style-type: none"> <li>• <b>Given fault:</b> <ul style="list-style-type: none"> <li>○ a relevant fault as selected by the independent assessor</li> </ul> </li> </ul>                      |                                                                       |

| Delivery and Customer Service                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                    |                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                              | Skills                                                                                                                                                                                                                                                                                                                             | Behaviour                                                                                                  |
| <b>K8</b> How to communicate <b>effectively</b> and appropriately with customers and colleagues<br><br><b>K10</b> Importance of delivering excellent customer service to customers and colleagues, for example identifying customer/colleague needs and responding appropriately in line with situation and organisational style/culture; importance of organisation reputation and how their own performance can contribute to organisational success | <b>S4</b> Carry out delivery and other relevant activities in a safe and efficient manner complying with relevant systems and processes, following instructions and organisational policy<br><br><b>S12</b> Use appropriate methods to communicate effectively with customers and colleagues in line with organisational standards | <b>B5</b> Interact positively and professionally with customers and wider team. Using their own initiative |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>S14</b> Work closely with suppliers and customers to ensure any problems, damages or anomalies are corrected |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Interview</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Pass criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                 | <b>Distinction criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>DCS1</b> Explains how they deliver excellent customer service to customers and colleagues, resolving any errors or problems in line with company guidance (K8, K10, S4, S12, S14, B5)</p> <p><b>DCS2</b> Communicates <b>effectively</b> in line with company style and culture, and their own initiative, to maintain the organisation's reputation (K8, K10, S4, S12, S14, B5)</p> <p><b>DCS3</b> Describes how they carry out delivery and other activities in a safe and efficient manner, following instructions, organisational policy and Health &amp; Safety guidelines (K8, K10, S4, S12, S14, B5)</p> |                                                                                                                 | <p><b>DCS4</b> Describes the impact of key performance indicators in relation to delivery, performance and service levels. For example, meets timed deliveries (K8, K10, S4, S12, S14, B5)</p> <p><b>DCS5</b> Explains how they have exceeded performance targets without compromising safety and outline the impact on the business (K8, K10, S4, S12, S14, B5)</p> <p><b>DCS6</b> Explains how they have managed difficult conversations with customers/colleagues e.g., when a delivery has had an unanticipated delay (K8, K10, S4, S12, S14, B5)</p> |
| <b>Amplification and Guidance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• <b>Effectively:</b> <ul style="list-style-type: none"> <li>○ interaction with other team members</li> <li>○ actions impacting on the team or on customers</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Structure of Organisation and Industry                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Behaviour                                                                                                                                                                                                                                                                              |
| <p><b>K9</b> Structure of the industry; the modes of transport and how these affect transport operations such as loading and unloading; issues facing the sector; the roles available within the sector in general and in relation to their own career aspirations</p> <p><b>K16</b> Holistic view of the logistics industry and the role of the LGV driver within that, for example multimodal transport procedures or reverse logistics</p>                                 | <p><b>B1</b> Demonstrates integrity, credibility, honesty and personal drive, and promotes organisational values and brand</p>                                                                                                                                                         |
| Interview                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                        |
| Pass criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Distinction criteria                                                                                                                                                                                                                                                                   |
| <p><b>SO1</b> Describes how their role contributes to the organisation's commercial position and safety and the wider logistics sector and the roles available to them within the industry (K9, K16, B1)</p> <p><b>SO2</b> Outlines issues facing the sector (K9, K16, B1)</p> <p><b>SO3</b> Explains how they maintain integrity, credibility and honesty (K9, K16, B1)</p> <p><b>SO4</b> Explains how they promote their organisational values and brands (K9, K16, B1)</p> | <p><b>SO5</b> <i>Outlines the impact of negative publicity on the sector and how that may affect their organisation (K9, K16, B1)</i></p> <p><b>SO6</b> <i>Explains the impact of reputational damage on the organisation's brand and the impact on the business (K9, K16, B1)</i></p> |

| Environment                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                 |
| <b>K12</b> Environmental impact of the industry, sector and role and how this can be minimised, including their own responsibilities to use safe and fuel-efficient driving techniques including selecting the correct trailer design to reduce wind resistance                                                                                                                                                          |                                                                                                                 |
| Interview                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                 |
| Pass criteria                                                                                                                                                                                                                                                                                                                                                                                                            | Distinction criteria                                                                                            |
| <b>E1</b> Explains the environmental impact of the industry and what they and industry can do to <b>minimise</b> this impact including fuel efficient driving techniques, trailer and cab design (K12)                                                                                                                                                                                                                   | <b>E2</b> <i>Explains how their chosen route respects clean air zones and other regional restrictions (K12)</i> |
| Amplification and Guidance                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                 |
| <ul style="list-style-type: none"> <li>• <b>Minimise:</b> <ul style="list-style-type: none"> <li>○ utilising load space within vehicles, reduce wasted journeys, introduction of fuel-efficient vehicles and equipment</li> <li>○ maintain the momentum of the vehicle as much as possible</li> <li>○ observation, anticipation and planning (OAP)</li> <li>○ look, assess, decide and act (LADA)</li> </ul> </li> </ul> |                                                                                                                 |

| Health and Safety                                                                                                                                                                                   |                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                           | Skills                                                                                 |
| <b>K13</b> How their role can affect their health; the need to maintain a level of fitness appropriate to their role, awareness of the benefits of a healthy diet, the impact of shift working etc. | <b>S11</b> Work safely adhering to the health, safety guidelines e.g., manual handling |

| Interview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Pass criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Distinction criteria                                                                                        |
| <b>HS1</b> Discusses <b>lifestyle challenges</b> of the role and how they mitigate risks to their health and well being (K13, S11)<br><b>HS2</b> Explains how they take a <b>safety-first approach</b> to their role (K13, S11)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>HS3</b> <i>Explains the health risks and risks to the business in a <b>given scenario</b></i> (K13, S11) |
| Amplification and Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                             |
| <ul style="list-style-type: none"> <li>• <b>Lifestyle challenges:</b> <ul style="list-style-type: none"> <li>○ shift work:               <ul style="list-style-type: none"> <li>○ sleep deprivation/disorders, fatigue, stress, effects on family/home life, poor dietary choices, ergonomic issues – back problems and incorrect seating</li> <li>○ actions – regular breaks, shift patterns, good dietary choices and importance of rest</li> </ul> </li> </ul> </li> <li>• <b>Safety-first approach:</b> <ul style="list-style-type: none"> <li>○ wear appropriate personal protective equipment (PPE)</li> <li>○ follow rules, regulations and safe working practices</li> <li>○ keep vehicle keys and documents secure</li> </ul> </li> <li>• <b>Given scenario:</b> <ul style="list-style-type: none"> <li>○ a relevant scenario as selected by the independent assessor</li> </ul> </li> </ul> |                                                                                                             |

| Vehicle Protection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Skills                                                                                              |
| <b>K4</b> How to <b>protect</b> the vehicle and associated loads, including management of unlawful access to vehicle and loads                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>S7</b> Ensure techniques are used to <b>protect</b> the vehicle and load from theft and damage   |
| Multiple-Choice Test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                     |
| Criteria covered in multiple-choice test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                     |
| <b>VP1</b> State how to <b>protect</b> the vehicle and associated loads, including management of unlawful access to vehicle and loads (K4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                     |
| Interview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                     |
| Pass criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Distinction criteria                                                                                |
| <b>VP2</b> Describes how they take steps to <b>protect</b> the vehicle and load from theft and damage in line with company security and safety procedures including using any vehicle fitted security equipment (S7)                                                                                                                                                                                                                                                                                                                                                                                                           | <b>VP3</b> <i>Explains the impact on the business in a given 'vehicle protection' scenario (S7)</i> |
| Amplification and Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                     |
| <ul style="list-style-type: none"> <li>• <b>Protect:</b> <ul style="list-style-type: none"> <li>○ manage unlawful access</li> <li>○ ensure vehicle is locked on exit (at all times)</li> <li>○ use appropriate and safe parking areas</li> <li>○ conduct security checks</li> <li>○ use vehicle security checks and conduct daily checks</li> <li>○ equipment/personal items stowed away correctly and from view</li> <li>○ use methods to combat theft such as roof markings on vehicles</li> <li>○ using suitable load restraints to ensure 100% of the load weight is secured in a forward direction</li> </ul> </li> </ul> |                                                                                                     |

- **Given ‘vehicle protection’ scenario:**
  - a relevant ‘vehicle protection’ scenario as selected by the independent assessor

| Legislation                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                     | Skills                                                                                                                    |
| <p><b>K7 Relevant regulation and legislation</b> relating to the role of a professional LGV driver governing the Transport and Warehousing industry and in specific relation to the role, including the working time directive and medical and license requirements</p> <p><b>K17</b> The role of the Driver and Vehicle Standards Agency (DVSA) and the Traffic Commissioners in compliance, fair competition and safety</p> | <p><b>S10</b> Fully comply with appropriate legislation and regulation within the transport industry</p>                  |
| Multiple-Choice Test                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                           |
| <p><b>L1</b> State the <b>relevant regulation and legislation</b> relating to the role of a professional LGV driver governing the Transport and Warehousing industry and in specific relation to the role (K7)</p> <p><b>L2</b> Outline the role of the <b>Driver and Vehicle Standards Agency (DVSA)</b> and the <b>Traffic Commissioners</b> in compliance, fair competition and safety (K17)</p>                           |                                                                                                                           |
| Interview                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |
| Pass criteria                                                                                                                                                                                                                                                                                                                                                                                                                 | Distinction criteria                                                                                                      |
| <p><b>L3</b> Describes how they comply with <b>relevant regulations and legislation</b> that impact on LGV (S10)</p>                                                                                                                                                                                                                                                                                                          | <p><b>L4</b> <i>Explains the impact on the business in a <b>given ‘legislation or regulations’ scenario</b> (S10)</i></p> |

### Amplification and Guidance

- **Relevant regulation and legislation:**

- Including the working time directive and medical and licence requirements.
- ADR (European Agreement concerning the International Carriage of Dangerous Goods by Road).
- The Highway Code.
- The Driver and Vehicle Licensing Agency (DVLA) requires LGV drivers to submit a medical examination report at the age of 45 and then every 5 years until they reach the age of 65. After 65, they will need to submit a report every year.
- Under the current Working Time Regulations, a driver is classified as a night worker if they are working between the hours of 12:00am and 4:00am.
- The daily recording period ends every 24 hours.
- If a driver does not stop at the scene of an accident, they must report it to the police within 24 hours.
- Data from driver cards must be downloaded every 28 days.
- The Working Time Directive states a driver must take a break after working for 6 hours.
- The EU Driver's Hours Rules state a driver must take a 45-minute break after 4.5 hours of driving.
- The Road Transport (Working Time) Regulations outline the maximum time a professional driver can spend on the road within a given period.
- A vehicle height indicator must be displayed at a height of 3 metres.
- A digital tachograph driver's card is valid for 5 years.
- The Working Time Directive states that if a driver has worked for over 9 hours, they must have a minimum break of 45 minutes.
- Drivers must complete 35 hours of periodic training every 5 years to maintain Driver Certificate of Professional Competence (DCPC).

- **Driver and Vehicle Standards Agency (DVSA):**

- The Operator Compliance Risk Score (OCRS) is used to assess the risk of commercial vehicles not following safety rules

- Roadside checks are conducted to ensure vehicles meet safety standards
- Drivers must immediately stop in a safe place when requested to by the DVSA
- A DVSA examiner can issue a PG9 prohibition
- **Traffic Commissioners:**
  - regulate and license drivers of large goods vehicles
- **Given 'legislation or regulations' scenario:**
  - a relevant 'legislation or regulations' scenario as selected by the independent assessor

| Ways of Working                                                                                      |                                                                                                                                             |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Skills                                                                                               | Behaviour                                                                                                                                   |
| <b>S13</b> Work independently using own initiative                                                   | <b>B3</b> Take ownership for their own performance and training committing to self- improvement. Keep up to date with industry developments |
| <b>S15</b> Work as part of a team, showing an ability to work under pressure and to agreed deadlines |                                                                                                                                             |
| <b>S16</b> Support colleagues and contribute to achieving objectives or goals                        | <b>B6</b> Has a flexible approach to their work e.g., driving different vehicles, different shifts or hours                                 |

| Interview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Pass criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Distinction criteria                   |
| <p><b>W1</b> Outlines the difference their contributions have made when working as part of a team (S13, S15, S16, B3, B6)</p> <p><b>W2</b> Explains which tasks are an individual responsibility and how they take accountability for that (S13, S15, S16, B3, B6)</p> <p><b>W3</b> Explains how they prioritise tasks and how they manage periods of high workload to ensure deadlines are achieved (S13, S15, S16, B3, B6)</p> <p><b>W4</b> Outlines the difference they have made when supporting a colleague (S13, S15, S16, B3, B6)</p> <p><b>W5</b> Explains how they have improved their performance over time and kept up-to-date with industry developments (S13, S15, S16, B3, B6)</p> <p><b>W6</b> Explains how they manage change, including and how their flexibility makes a difference to the business (S13, S15, S16, B3, B6)</p> | <p><i>No distinction criteria.</i></p> |

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# Assessment Summary

The end-point assessment for the Level 2 Large Goods Vehicle (LGV) Driver C and E Apprenticeship Standard is made up of 3 components:

1. Practical assessment of 2-hour duration
2. Multiple-choice test consisting of 30 questions of 45-minutes duration
3. Interview of 30-minutes duration

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 mark.

## Practical assessment

---

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

## Multiple-choice test

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Total marks available are 30.

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

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

## 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

---

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

In order to pass the apprentice is required to pass each of the three assessment methods.

In order to achieve a distinction, the apprentice must achieve a distinction in all three assessment methods.

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

| Practical assessment                        | Multiple-choice test | Interview   | Overall grade awarded |
|---------------------------------------------|----------------------|-------------|-----------------------|
| Fail any of the three assessment activities |                      |             | <b>Fail</b>           |
| Pass                                        | Pass                 | Pass        | <b>Pass</b>           |
| Pass                                        | Distinction          | Pass        | <b>Pass</b>           |
| Pass                                        | Pass                 | Distinction | <b>Pass</b>           |
| Distinction                                 | Pass                 | Pass        | <b>Pass</b>           |
| Pass                                        | Distinction          | Distinction | <b>Pass</b>           |
| Distinction                                 | Pass                 | Distinction | <b>Pass</b>           |
| Distinction                                 | Distinction          | Pass        | <b>Pass</b>           |
| Distinction                                 | Distinction          | Distinction | <b>Distinction</b>    |

## Retake and Resit information

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Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist.

A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake. An apprentice, who fails one or more assessment methods, and therefore the EPA in the first instance, will be required to resit or retake.

The timescales for a resit/retake is agreed between the employer and Highfield. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

All assessment methods must be taken within a 3 month period, otherwise the entire EPA will need to be resat/retaken.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass unless Highfield determines there are exceptional circumstances requiring a resit or retake.

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## Assessing the Practical Assessment

---

Apprentices will be observed by an independent assessor while completing the practical assessment. The independent assessor will conduct and observe only one apprentice at a time during this assessment method.

The practical assessment will be conducted in an employer's premises or another suitable venue such as a supplier's facility, training provider's premises or another employer's premises. The practical assessment may take place in a simulated environment relating to the apprentice's natural work environment and representative of normal workplace conditions. It does not need to be part of a daily work schedule or a commercial drive. The apprentice will be assessed under normal conditions. The training provider or employer must ensure that the venue has the necessary equipment and controlled conditions to allow a practical assessment with questions to take place. The vehicle will be provided by the employer or the training provider.

The practical assessment has three components and must be carried out in the following order.

1. Practical vehicle journey plan with questions
2. Pre-use checks with questions
3. Practical driving assessment with questions

The activities will be carried out over a total assessment time of 2 hours. Time taken to allow the apprentice to move to different parts of the practical assessment location or for comfort breaks does not count towards the assessment duration. Apprentices will be supervised during any breaks in the assessment and must not communicate with anyone else. If unforeseen circumstances occur, such as traffic congestion or an accident, then this will be reviewed by the Highfield Assessment team.

The independent assessor has the discretion to increase the time of all components by up to 10% to allow the apprentice to complete an activity.

All components include questioning. The questioning can assess those criteria that did not naturally occur. Follow up questions can be asked for clarification purposes and the assessor may use questioning to determine competence at distinction level.

### **Component 1: Practical vehicle journey plan**

The apprentice will be given 10 minutes to plan an approximately 30-minute journey using a route from their start location to the destination they have been allocated.

The employer will provide access to the resources that the apprentice uses in their daily role such as a map, satellite navigation system, or electronic devices, to allow the apprentice to carry out this task.

In planning the route, the apprentice must take into account:

1. Most efficient routes (shortest or fastest and taking other workloads into consideration)
2. Vehicle selection and contingency planning
3. Check for road/vehicle/delivery point restrictions
4. Use of navigation equipment
5. Welfare issues for live loads

The independent assessor has the discretion to increase the time of the practical assessment by up to 10% to allow the apprentice to complete this component.

The independent assessor will review the route ahead of the practical driving assessment to confirm it is suitable and will then have 5 minutes to ask a minimum of 2 questions about the apprentice's route such as road closures, traffic and weight of the load.

The independent assessor will obtain feedback on the route from the manager at the employer site or alternative venue who can propose a different route only if they are aware of any difficulties with the proposed route such as road works or road closures.

The manager at the employer site or alternative venue cannot ask questions or correct any errors. If an alternative route is proposed, the apprentice will be advised of the new route.

## **Component 2: Pre-use checks**

The training provider or employer must ensure that a suitable Cat C and E vehicle is available for the practical driving assessment. Suitable means roadworthy, taxed, insured and meets the definition of an LGV C+E, either an articulated LGV or a non-articulated LGV towing a trailer larger than 750kg. The employer will determine if the vehicle is sourced by the employer or training provider.

If the apprentice fails the pre-use checks, then they will **not** be allowed to proceed to the practical driving assessment, this will result in a fail for the entire practical assessment.

The apprentice must walk around the vehicle they will be driving that day for the practical assessment and complete the relevant pre-journey checks in line with DVSA guidelines for vehicle roadworthiness.

The following should also be completed:

1. Check paperwork/manifest to ensure that the trailer and load are the correct ones
2. Check the stability of the vehicle and adjust vehicle dimensions – height, length, width and weight
3. Couple up to a trailer

4. Complete any defect documentation as required and report to the appropriate person
5. Complete a manual entry on the tachograph

The pre-use checks will last for 30 minutes, followed by 10 minutes of questions and as a minimum include:

- risks to unsafe coupling of trailers and how they are mitigated
- safety requirements
- planning and preparation process

The independent assessor will ask a minimum of 3 questions. Scenario-based questions will be used to assess potential faults such as a faulty seatbelt.

### **Component 3: Practical driving assessment**

The assessment of the practical driving skills will take place on the public highway and be in a large goods vehicle (LGV) requiring a C+E licence (either an articulated LGV or a non-articulated LGV towing a trailer larger than 750kg). The apprentice will drive the vehicle on a real road network to the final destination, which will be a simulated site chosen by Highfield. The simulated site could be, for example, a customer depot, a factory or building site. The vehicle does not need to be loaded.

Apprentices will be provided with instructions on the tasks they must complete, including the timescales they are working to. Time for this instruction is exclusive of the assessment time.

The approved vehicle journey plan includes a range of road types/conditions, for example:

- entering and manoeuvring in confined spaces e.g., factories, ports, warehouses or a distribution centre
- motorway or dual carriageway driving for long haul operations
- town driving

The assessment will be conducted by an independent assessor who is expected to observe the apprentice driving throughout the assessment as the passenger. The independent assessor will not speak to the apprentice during the practical assessment unless there is a risk to safety.

The independent assessor has the authority to end the assessment at any point should the apprentice put either themselves or others at risk.

Before the apprentice can start the practical driving assessment, they must demonstrate successful completion of the pre-use checks to assure themselves that the vehicle is roadworthy.

The practical driving assessment will last for 45 minutes to accommodate the approximately 30-minute journey planned, followed by 20 minutes of questioning and as a minimum include:

- planned risks and how they will be mitigated
- health and safety
- road/weather conditions
- traffic situations
- bridges or restrictions
- fuel efficiency

The independent assessor will ask a minimum of 6 questions to assess the related underpinning knowledge, skills and behaviours. The questioning will take place in a quiet room, free from distractions and influence such as the cab.

### **Before the assessment**

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

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

### **Employers/training providers should:**

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment
- 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

## Grading the practical assessment

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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

## 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 include the following elements in its planning:

- the mock practical assessment should take place in a large goods vehicle (LGV).
- 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 of customers, team members, other road users, etc.
  - it is strongly recommended that the mock practical assessment has been practised beforehand and all personnel involved are properly briefed on their roles
  - the roles should provide the opportunity for the apprentice to demonstrate both the 'pass' level and the 'distinction' level criteria
- a minimum 2-hour time slot should be available. This allows for a complete mock practical assessment of all 3 components 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.

### **Component 1: Practical vehicle journey plan**

This component has a duration of 10 minutes, followed by 5 minutes of questioning. The assessor will ask a minimum of 2 questions about the apprentice's route.

Example questions include:

- How have you ensured this is the most economical route?
- Tell me about the considerations you have made when planning this route.

### **Component 2: Pre-use checks**

This component has a duration of 30 minutes, followed by 10 minutes of questioning. The assessor will ask a minimum of 3 questions.

Example questions include:

- Tell me the actions you would take if you found a defect during your pre-use checks.
- How do you mitigate any risks to unsafe coupling of trailers?
- Tell me about the process to ensure the load is prepared safely.

### **Component 3: Practical driving assessment**

This component has a duration of 45 minutes, followed by 20 minutes of questioning. The assessor will ask a minimum of 6 questions.

Example questions include:

- How do you change your driving techniques according to different weather conditions such as heavy rain?
- Tell me the ways you drive to maintain fuel efficiency.
- What actions would you take if there were a number of low bridges along your route?
- Tell me about the considerations you must make when driving at peak times.

## Practical Assessment Criteria

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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.

| Vehicle Preparation                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                               |
| <b>V1</b> Carries out the safe preparation and safety checks for an LGV vehicle an load in accordance with DVSA and organisation's guidelines and completes the appropriate documentation (K3, K5, S5, S6, B8) |
| <b>V2</b> Plans a safe and efficient route (K3, K5, S5, S6, B8)                                                                                                                                                |
| <b>V3</b> Makes necessary changes to planned route reacting to traffic or weather situations (K3, K5, S5, S6, B8)                                                                                              |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                                                                 |
| <b>V4</b> <i>Identifies individual axle weights and adjusts how this affects vehicle handling depending on the load and takes appropriate action to adjust accordingly (K3, K5, S5, S6, B8)</i>                |

| Drive Safely                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                                        |
| <b>DS1</b> Handles the LGV safely on public and private roads not endangering other road users by their actions (K15, K18, S1, S2, B2)                                                                                  |
| <b>DS2</b> Parks the vehicle safely in a restricted space and safely uses and positions vehicle fitted equipment (K15, K18, S1, S2, B2)                                                                                 |
| <b>DS3</b> Takes account of the size and type of the vehicle and trailer, ensuring a safe distance is maintained at all times (K15, K18, S1, S2, B2)                                                                    |
| <b>DS4</b> Proficiently controls the vehicle in a range of traffic situations and in consideration of the weather conditions, e.g., urban/country environment, peak-time, snow, windy conditions (K15, K18, S1, S2, B2) |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                                                                          |
| <b>DS5</b> <i>Explains the consequences of a given scenario outlining the danger to individuals or the impact on the vehicle (K15, K18, S1, S2, B2)</i>                                                                 |

| Professionalism                                                                                |
|------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                               |
| <b>P1</b> Arrives on time, wearing appropriate company-issued PPE and any company uniform (B4) |
| <b>To gain a distinction, the following must be evidenced.</b>                                 |
| <i>No distinction criteria.</i>                                                                |

| Use of equipment & IT                                                                                              |
|--------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                   |
| <b>EI1</b> Uses digital tachograph and any onboard telematics, GPS, cameras, reversing sensors (where fitted) (B7) |
| <b>To gain a distinction, the following must be evidenced.</b>                                                     |
| <i>No distinction criteria.</i>                                                                                    |

| Route Planning                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                     |
| <b>RP1</b> Plans the most economical route to the directed location adapting route to avoid known traffic hotspots/hazards, taking into account congestion, low bridges and weight restrictions (S8) |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                                                       |
| <b>RP2</b> Justifies their chosen route (S8)                                                                                                                                                         |
| <b>RP3</b> Explains the potential impact of selecting an alternative route (S8)                                                                                                                      |

| Trailer                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                          |
| <b>T1</b> Checks the trailer number against the manifest/paperwork and connects it following company procedures (S3, S17) |
| <b>T2</b> Safely opens and restrains trailer and vehicle body doors (S3, S17)                                             |
| <b>To gain a distinction, the following must be evidenced.</b>                                                            |
| <b>T3</b> Explains the consequences of a given fault (S3, S17)                                                            |

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## Assessing the Multiple-Choice Test

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The following areas of the Level 2 Large Goods Vehicle (LGV) Driver C and E apprenticeship standard will be assessed by a 45-minute multiple-choice test consisting of 30 questions. The **pass** mark is 21 out of 30 and the **distinction** mark is 27 out of 30.

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

The topics covered within the multiple-choice test are listed below:

- vehicle preparation
- drive safely
- use of equipment & IT
- route planning
- vehicle protection
- legislation

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:**

The employer/training provider should:

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

## Multiple-Choice Test Criteria

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### Vehicle Preparation

**V5** Outline different types of cargo and their carriage requirements (K11)

### Drive Safely

**DS6** Outline the mechanisms of safe, controlled and fuel-efficient driving techniques relating to driving the Large Goods Vehicle (LGV) (K1)

### Use of Equipment & IT

**EI2** State how to use equipment and machinery safely including where to find relevant instructions and guidance (K2)

**EI3** Describe all the role-related technology and systems (K6)

### Route Planning

**RP4** State the implications of city restrictions (K14)

### Vehicle Protection

**VP1** State how to protect the vehicle and associated loads, including management of unlawful access to vehicle and loads (K4)

### Legislation

**L1** State the relevant regulation and legislation relating to the role of a professional LGV driver governing the Transport and Warehousing industry and in specific relation to the role (K7)

**L2** Outline the role of the Driver and Vehicle Standards Agency (DVSA) and the Traffic Commissioners in compliance, fair competition and safety (K17)

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## Assessing the Interview

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The interview consists 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 two-way discussion. It will involve questions that will focus on topics that may be difficult to see as part of a practical assessment because they may not naturally occur or require the apprentice to demonstrate their understanding of the sector.

The interview will take place in a suitable environment and will last for 30 minutes. The independent assessor has the discretion to increase the time of the interview by up to 10% to allow the apprentice to complete their last answer.

During the interview, the independent assessor will ask a minimum of 5 open questions. Follow-up questions are allowed to gain clarification.

### Before the assessment:

Employers/training providers should:

- plan the interview to allow the apprentice the opportunity to demonstrate each of the required standards
- 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

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It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that they experience a mock interview in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should include the following elements:

- the mock interview should take place in a suitable location.
- a 30-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.
- structured 'open' questions should be used as part of the interview that do not lead the apprentice but allow them to express their knowledge and experience in a calm and comfortable manner.

Some examples of this may include the following:

- In what ways have you adapted to changes to your working environment/demand?
- How do you identify and ensure that the root causes of problems are resolved?
- Tell me about the different customer groups you work with and how you communicate with them.

## Interview Criteria

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During the interview, the following standards should be evidenced. Apprentices should prepare for the interview 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.

| Use of equipment & IT                                                         |
|-------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                              |
| <b>EI4</b> Uses the organisation's IT systems to access and record tasks (S9) |
| <b>To gain a distinction, the following must be evidenced.</b>                |
| <i>No distinction criteria.</i>                                               |

| Delivery and Customer Service                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                                |
| <b>DCS1</b> Explains how they deliver excellent customer service to customers and colleagues, resolving any errors or problems in line with company guidance (K8, K10, S4, S12, S14, B5)                        |
| <b>DCS2</b> Communicates effectively in line with company style and culture, and their own initiative, to maintain the organisation's reputation (K8, K10, S4, S12, S14, B5)                                    |
| <b>DCS3</b> Describes how they carry out delivery and other activities in a safe and efficient manner, following instructions, organisational policy and Health & Safety guidelines (K8, K10, S4, S12, S14, B5) |
| <b>To gain a distinction, the following must be evidenced.</b>                                                                                                                                                  |
| <b>DCS4</b> <i>Describes the impact of key performance indicators in relation to delivery, performance and service levels. For example, meets timed deliveries (K8, K10, S4, S12, S14, B5)</i>                  |
| <b>DCS5</b> <i>Explains how they have exceeded performance targets without compromising safety and outline the impact on the business (K8, K10, S4, S12, S14, B5)</i>                                           |
| <b>DCS6</b> <i>Explains how they have managed difficult conversations with customers/colleagues e.g., when a delivery has had an unanticipated delay (K8, K10, S4, S12, S14, B5)</i>                            |

| Structure of Organisation and Industry                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                      |
| <b>SO1</b> Describes how their role contributes to the organisation's commercial position and safety and the wider logistics sector and the roles available to them within the industry (K9, K16, B1) |
| <b>SO2</b> Outlines issues facing the sector (K9, K16, B1)                                                                                                                                            |
| <b>SO3</b> Explains how they maintain integrity, credibility and honesty (K9, K16, B1)                                                                                                                |
| <b>SO4</b> Explains how they promote their organisational values and brand (K9, K16, B1)                                                                                                              |

|                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>To gain a distinction, the following must be evidenced.</i></b>                                                                 |
| <b>SO5</b> <i>Outlines the impact of negative publicity on the sector and how that may affect their organisation (K9, K16, B1)</i>    |
| <b>SO6</b> <i>Explains the impact of reputational damage on the organisation's brand and the impact on the business (K9, K16, B1)</i> |

| Environment                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                |
| <b>E1</b> Explains the environmental impact of the industry and what they and industry can do to minimise this impact including fuel efficient driving techniques, trailer and cab design (K12) |
| <b><i>To gain a distinction, the following must be evidenced.</i></b>                                                                                                                           |
| <b>E2</b> <i>Explains how their chosen route respects clean air zones and other regional restrictions (K12)</i>                                                                                 |

| Health and Safety                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                            |
| <b>HS1</b> Discusses lifestyle challenges of the role and how they mitigate risks to their health and well being (K13, S11) |
| <b>HS2</b> Explains how they take a safety-first approach to their role (K13, S11)                                          |
| <b><i>To gain a distinction, the following must be evidenced.</i></b>                                                       |
| <b>HS3</b> <i>Explains the health risks and risks to the business in a given scenario (K13, S11)</i>                        |

| Vehicle Protection                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                                                                                                                              |
| <b>VP2</b> Describes how they take steps to protect the vehicle and load from theft and damage in line with company security and safety procedures including using any vehicle fitted security equipment (S7) |
| <b><i>To gain a distinction, the following must be evidenced.</i></b>                                                                                                                                         |
| <b>VP3</b> <i>Explains the impact on the business in a given 'vehicle protection' scenario (S7)</i>                                                                                                           |

| Legislation                                                                                                 |
|-------------------------------------------------------------------------------------------------------------|
| <b>To pass, the following must be evidenced.</b>                                                            |
| <b>L3</b> Describes how they comply with relevant regulations and legislation that impact on LGV (S10)      |
| <b><i>To gain a distinction, the following must be evidenced.</i></b>                                       |
| <b>L4</b> <i>Explains the impact on the business in a given 'legislation or regulations' scenario (S10)</i> |

## Ways of Working

### **To pass, the following must be evidenced.**

**W1** Outlines the difference their contributions have made when working as part of a team (S13, S15, S16, B3, B6)

**W2** Explains which tasks are an individual responsibility and how they take accountability for that (S13, S15, S16, B3, B6)

**W3** Explains how they prioritise tasks and how they manage periods of high workload to ensure deadlines are achieved (S13, S15, S16, B3, B6)

**W4** Outlines the difference they have made when supporting a colleague (S13, S15, S16, B3, B6)

**W5** Explains how they have improved their performance over time and kept up-to-date with industry developments (S13, S15, S16, B3, B6)

**W6** Explains how they manage change, including and how their flexibility makes a difference to the business (S13, S15, S16, B3, B6)

### **To gain a distinction, the following must be evidenced.**

*No distinction criteria.*

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