



As of 1 August 2022, the English and maths requirements for on-programme and new apprentices undertaking level 2 apprenticeships have changed and are detailed as part of the [apprenticeship funding rules](#). These requirements supersede the current wording in this apprenticeship standard and EPA plan.

# End-point assessment plan for urban driver apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0125	2	No

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## Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the urban driver apprentices. End-point assessment organisations (EPAOs) must follow this when designing and delivering their EPA.

Urban driver apprentices, their employers and training providers should read this document.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 12 months on-programme (this means in training before the gateway) working towards competence as an urban driver. All apprentices must spend at least 12 months on-programme. All apprentices must spend at least 20% of their on-programme time completing off-the-job training.

This EPA has 3 EPA methods.

The grades available for each EPA method are:

EPA method 1 - Multiple-choice test:

- fail
- pass
- distinction

EPA method 2 - Practical assessment:

- fail
- pass
- distinction

EPA method 3 - Interview:

- fail
- pass
- distinction

The result from each EPA method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

## EPA Summary table

<b>On-programme</b> (typically 12 months)	<p>Training to develop the knowledge, skills, and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics qualifications at Level 2<sup>1</sup>, if required.</p> <p>Training towards any other qualifications listed in the occupational standard.</p> <p>The qualification(s) required are for the UK:</p> <p>Category C drivers' licence</p> <p>or</p> <p>Category C1 drivers' licence</p>
<b>End-point assessment gateway</b>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> <li>• is working at or above the occupational standard</li> <li>• has the evidence required to pass the gateway and is ready to take the EPA</li> </ul> <p>An apprentice must have passed any other qualifications listed in the urban driver occupational standard ST1025.</p> <p>The qualification(s) required are:</p> <p>Category C drivers' licence</p> <p>Or</p> <p>Category C1 drivers' licence</p> <p>Apprentices must have passed English and mathematics qualifications at Level 1 and have taken the tests for Level 2<sup>1</sup></p>
<b>End-point assessment</b> (typically 3 months)	<p><b>Grades available for each method:</b></p> <p>Multiple-choice test</p>

	<ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Practical assessment</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Interview</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>
<b>Re-sits and re-takes</b>	<ul style="list-style-type: none"> <li>• Re-take and re-sit grade cap: pass</li> <li>• Re-sit timeframe: typically, 2 months</li> <li>• Re-take timeframe: typically, 3 months</li> </ul>

<sup>1</sup>For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

## Length of EPA period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

## Order of end-point assessment methods

The assessment methods can be delivered in any order.

## EPA Gateway

The apprentice's employer must confirm that the apprentice is working at or above the occupational standard as an urban driver. They will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

Apprentices must meet the following gateway requirements before starting their EPA.

These are:

- achieved English and mathematics Level 1 and taken the tests for Level 2<sup>1</sup>  
and either
- achieved Category C drivers' licence  
or
- achieved Category C1 drivers' licence

Apprentices must submit any policies and procedures as requested by the EPAO.

The EPA period starts when the EPAO confirms all gateway requirements have been met. The expectation is they will do this as quickly as possible.

## End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

### End-point assessment method 1: Multiple-choice test

#### Overview

A test is an assessment for asking questions in a controlled and invigilated environment.

#### Rationale

This EPA method is being used because it allows for the efficient testing of knowledge where there is a right or wrong answer

- it does not require independent assessor time, reducing cost.
- the multiple-choice test can be administered, invigilated and marked by an independent person appointed by the EPAO.
- it allows for flexibility in terms of when, where and how it is taken
- it allows larger volumes of apprentices to be assessed at one time.

#### Delivery

This method must be appropriately structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The multiple-choice test can be computer or paper based.

The multiple-choice test will consist of 30 multiple-choice questions.

Multiple-choice questions will have 4 options, including one correct answer.

Apprentices must be given at least 2 weeks' notice of the date and time of the multiple-choice test.

The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test. The EPAO is responsible for ensuring the security of any tests they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

## Test administration

Apprentices must have 45 minutes to complete the test.

The multiple-choice test is closed book which means that the apprentice cannot refer to reference books or materials whilst taking the test.

The multiple-choice test must be taken in the presence of an invigilator who is the responsibility of the EPAO. Specialised (proctor) software can be used if the test can be taken on-line, to ensure the security of the test.

The EPAO must have an invigilation policy setting out how the multiple-choice test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the identity of the apprentice.

The EPAO is responsible for the security of the multiple-choice test including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the multiple-choice test.

## Marking

The multiple-choice test must be marked by markers employed by the EPAO. They must follow a marking scheme produced by the EPAO. Marking by computer is allowed where question types support this.

A correct answer gets 1 mark.

Any incorrect or missing answers get zero marks.

## Assessment location

Apprentices must take the multiple-choice test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The multiple-choice test can take place remotely if the appropriate technology and systems are in place to prevent malpractice. EPAOs must verify the apprentice's identity and ensure invigilation of apprentices for example with, and not limited to, 360-degree cameras and screen sharing facilities.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The invigilator may be an independent assessor, another independent person employed by the EPAO or specialised (proctor) software, if the test is taken on-line.

## Question and resource development

EPAOs must write a test specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security

and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The test specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place. For example, considering previous item performance data, item analysis, standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs must produce the following materials to support the multiple-choice test:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - test specification
  - sample test and mark schemes
  - live tests and mark schemes
  - question bank
- EPA guidance for the apprentice and employer

## End-point assessment method 2: Practical assessment

### Overview

In a practical assessment, the independent assessor observes the apprentice completing a task or series of tasks set by the EPAO. The EPAO decides where it takes place, and the test environment must closely relate to the apprentice's natural working environment.

The practical and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade for the practical assessment.

### Rationale

This EPA method is being used because:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- practical assessment makes use of employer resources and equipment, which will be familiar to the apprentice and will allow them to perform at their best
- tasks completed during the practical assessment should contribute to workplace productivity and are valid



- it is a holistic assessment method.

## Delivery

The practical assessment must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The independent assessor must only observe one apprentice to ensure quality and rigour they must be as unobtrusive as possible.

The EPAO must give an apprentice 2 weeks' notice of the practical assessment.

The practical assessment must take 2 hours in total. This is broken down into components further below.

The independent assessor can increase the time of the practical assessment by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The practical assessment cannot be split, other than for comfort breaks or to allow apprentices to move from one location to another. Where breaks occur, they will not count towards the total EPA time.

EPAOs must manage the invigilation of apprentices at all times to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the practical assessment before it begins. This does not count towards the assessment time.

The independent assessor should observe the following during the practical assessment. These activities provide the apprentice with the opportunity to demonstrate the KSBs as shown in the mapping:

### **Component 1 - practical vehicle journey plan (15 minutes total)**

#### **Delivery**

On the day of the assessment, the EPAO must provide the destination for the practical driving assessment, as this is necessary for the apprentice to decide a vehicle journey plan (the route to follow). Due to the wide variance in urban delivery schedules, the practical assessment will be point-to-point – i.e., not multi-drop.

Before the practical assessment commences, the employer or training provider will provide a category C or category C1 vehicle, that is road legal and a minimum of 35000 KG, that the apprentice is familiar with. The employer determines if the vehicle is sourced by the employer or training provider. The vehicle is **not required** to carry a load for the assessment.

In addition, the employer or training provider will provide access to the resources that the apprentice uses in their daily role, for example in-cab systems, map, satellite navigation system, or electronic devices, to allow the apprentice to carry out this task. Neither the employer nor the training provider has any involvement in the development of the end-point assessment materials.

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

The destination will be on site, meaning accessible and suitable premises typically found in the sector in which the apprentice normally works. It **must** involve an element of being off-road. This could mean, for example, a builder's yard or a depot.

The assessment will require the apprentice to plan the route and they must take in to account:

- most efficient routes
- vehicle type and limitations
- road features
- use of navigation equipment.

The apprentice's chosen route will be required in writing for the independent assessor.

The independent assessor will review the written 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 choice of route, considering any road closures, traffic, and vehicle type and limitations to justify how they plan to meet contractual arrangements.

The independent assessor must 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 for example, an obstacle unknown to the apprentice, road works, road closures.

If an alternative route is proposed for these difficulties, the apprentice is advised of the new route, and this will not impact their grade.

The manager at the employer site or alternative venue cannot ask questions or correct any errors.

If the apprentice fails, the practical vehicle journey plan then they will **not** be allowed to proceed to the practical pre use checks. This will result in a fail of the entire practical assessment.

## **Component 2 – practical pre-use checks (40 minutes total)**

### **Delivery**

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 of the entire practical assessment.

Component 2 will consist of pre-journey vehicle checks safety requirements in line with the DVSA guidelines for vehicle roadworthiness, which will take 30 minutes.

The apprentice must walk around the vehicle they will be driving that day for the practical assessment and complete checks in-line with Driver and Vehicle Standards Agency (DVSA) guidelines. The following should also be completed:

1. checking the fuel or charge level of the vehicle
2. checking the condition of the cab,
3. identifying any defects

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

- safety requirements

- planning and preparation processes

the independent assessor must ask a minimum of 3 questions. Scenario-based questioning should be used to assess potential faults, for example, faulty seat belt.

### **Component 3 – practical driving assessment (1 hour 5 minutes total)**

#### **Delivery**

Apprentices must be provided with instructions on the driving the route they planned in component 1, including the timescales they are working to. Time for this instruction is exclusive of the assessment time.

Component 3 will involve the apprentice driving the category C or category C1 vehicle to the destination allocated to the apprentice by the EPAO, with the independent assessor alongside in the cab (30 minutes). They will then visually risk assess the destination and park the vehicle (10 minutes). Questions are asked at the end (25 minutes).

The following activities must be observed during the practical driving assessment. A practical assessment without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method:

- drive a category C1 or category C vehicle via a combination of A and B roads (as defined by Driver and Vehicle Licensing Agency (DVLA)).
- ensure elements of the journey are driven through an urban area, meaning a town or city.
- usage of in-cab electronic devices during the journey.
- perform a visual risk assessment of the destination site.
- manoeuvre the vehicle onto the site and park up.

The EPAO must ensure the approved vehicle journey plan, from component 1, includes a range of road types. These activities provide the apprentice with the opportunity to demonstrate the KSBs as shown in the mapping.

Questions must be asked. The purpose of the independent assessor's questions will be to assess the following themes:

- drive safely and professionally
- use of equipment and IT
- risk assessment

Questions must be asked after the practical. The total time for the practical element is 40 minutes +10%. The time allocated for questioning is 25 minutes +10%.

The independent assessor must ask at least 5 questions from across the themes and follow up questions to clarify any points or evidence any KSB's that did not naturally occur. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor conducts and assesses the practical assessment. They must record the KSBs observed, KSBs demonstrated in answers to questions, the apprentice's answers to questions and the grade achieved.

The independent assessor makes all grading decisions.

The independent assessor has the ability to terminate the practical assessment if the apprentice performs illegal or unsafe driving behaviours.

## Assessment location

The apprentice will drive the vehicle on a real road network to the final destination, which will be a simulated site chosen by the EPAO. This should relate to the apprentice's natural work environment and could be for example a customer depot, factory, building site or similar.

The practical assessment will commence in a simulated environment selected by the EPAO (for example the EPAO's or employer's premises). The simulated environment must relate to the apprentice's natural work environment. Equipment and resources needed for the practical assessment must be provided by the EPAO, who can liaise with the employer and the training provider to provide these.

Questioning that occurs after the practical assessment should take place in a quiet room (including for example the cab), free from distractions and influence.

## Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place. For example, considering standardisation, training, and moderation. EPAOs will ensure that questions are refined and developed to a high standard. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs must produce the following materials to support the practical assessment:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and employer

## End-point assessment method 3: Interview

### Overview

An interview consists of an independent assessor asking an apprentice a series of questions to assess their competence against the KSBs. The independent assessor's role is restricted to asking set questions, and it is not a two-way discussion. The independent assessor leads this process to obtain information from the apprentice to enable structured assessment decision making to occur. It gives the apprentice the opportunity to demonstrate their competency across the KSBs as shown in the mapping.

### Rationale

This EPA method is being used because:

- it allows the apprentice to be assessed against KSBs that would take too long to observe or do not lend themselves to practical assessment
- it allows for testing of responses where there are numerous potential answers that couldn't be tested through the multiple-choice test
- it is cost effective, as apart from a venue it does not require additional resources
- the conversation is led by the independent assessor and the apprentice must respond.

### Delivery

The interview must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The purpose of the independent assessor's questions will be to clarify the apprentice's understanding and the themes that must be all covered are:

- vehicle & load management
- on site services
- health and safety
- structure of organisation and industry
- environment & sustainability
- legislation
- use of IT
- ways of working

The EPAO must give an apprentice 2 weeks' notice of the interview.

The interview must last for 45 minutes. The independent assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

For the interview, the independent assessor must ask at least 8 questions across the themes. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor conducts and assesses the interview.

The independent assessor must keep accurate records of the assessment. They must record the KSBs observed, KSBs demonstrated in answers to questions, the apprentice's answers to questions and the grade achieved.

The independent assessor will make all grading decisions.

## Assessment location

The interview must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises).

The interview can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The interview should take place in a quiet room, free from distractions and influence.

## Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training, and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs must produce the following materials to support the interview:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and employer

## Map KSBs to grade themes

### Practical assessment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Vehicle preparation K1 S1 S2 S3 B4	Urban vehicle preparation and maintenance requirements, within limits of own role. (K1)	<p>Prepare a fixed axle vehicle over 3500 kg in weight for the planned daily workload. This includes the cab, fluid levels, and general inspection. (S1)</p> <p>Monitor charge or fuel level of the vehicle to meet the daily requirements of the urban schedule. (S2)</p> <p>Check the vehicle for defects. (S3)</p>	Takes ownership of own work. (B4)

### Practical assessment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Route planning K12 S8	Map reading techniques relating to the UK road network and urban environments. (K12)	Plan and/or adapt a driving route to meet contractual arrangements. For example, single and multiple urban deliveries or collections. (S8)	N/A

### Practical assessment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Drive safely & professionally K6 K9 S9 S12	The capability and limitations of fixed axle vehicles over 3500 kg in weight. This includes manoeuvrability, space requirements, access requirements, legal	Drive fixed axle vehicles over 3500 kg in weight considering all relevant factors. This includes vehicle type, road surface, goods, environmental	N/A

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
	<p>restrictions, and physical constraints. (K6)</p> <p>A range of driving techniques applicable to fixed axle vehicles over 3500 kg in weight. (K9)</p>	<p>conditions, and other road users. (S9)</p> <p>Manoeuvre fixed axle vehicles over 3500 kg in weight on site. For example, a customer driveway, building site, or recycling centre. (S12)</p>	

### Practical assessment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Use of equipment and IT</p> <p>K17</p> <p>S10</p>	<p>Uses and limitations of urban vehicle in-cab technology for safety, reporting and compliance. This includes driver aids, telematics, handheld terminals, and on-board weighing systems. (K17)</p>	<p>Use on-board electronic systems in line with operating procedures. (S10)</p>	N/A



## Practical assessment

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Risk assessment S13 B2	N/A	Perform dynamic risk assessment of a site and take remedial action. For example, adjusting or aborting a delivery or collection due to safety issues. (S13)	Puts safety first for themselves and others. (B2)

## Interview

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Vehicle & load management K16 S5 S6 S7 B5	Techniques for protecting goods in urban areas, including both when in transit and when the vehicle is unattended. (K16)	<p>Apply protections, manual handling, and mechanical aids to the situation, when loading or off-loading goods. (S5)</p> <p>Prepare, position and secure goods appropriate for the goods type, the vehicle type and the urban conditions. (S6)</p> <p>Manage goods in transit. For example, security, and checking seals for signs of damage and leaks. (S7)</p>	Sources solutions. (B5)

## Interview

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
On site services K18 K19 K25 S17 S18 S19 B3 B7	<p>The importance of brand identity in the urban delivery sector. (K18)</p> <p>The role of customer services standards in urban delivery, including the impact that own service provision can have on both the customer and on the wider organisation. (K19)</p> <p>The range and applications of own organisations products and on-site services. (K25)</p>	<p>Complete contractual obligations on site. For example, installing white goods in a home, or removing waste, leaving the site to the expected standard. (S17)</p> <p>Brief the customer on the technical specifications of the delivery, collection, or installation, answering questions. This could mean, for instance, demonstrating how a product works. (S18)</p> <p>Adjust the services provided in response to customer requirements, within the limits of own role. (S19)</p>	<p>Respectful of others. (B3)</p> <p>Acts in a professional and ethical manner. (B7)</p>

## Interview

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Health & Safety K13 K23 S11	<p>Hazard perception techniques when driving, including the different approaches used in urban areas and other UK road environments. (K13)</p> <p>Techniques for managing own well-being (physical and mental health) in an urban delivery environment. (K23)</p>	<p>Respond and adapt to urban driving incidents, accidents roadworks and hazards. (S11)</p>	N/A

## Interview

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Structure of organisation and industry K24	The different types of organisations that make up the urban delivery supply chain. (K24)	N/A	N/A

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Environment & sustainability K15	Environmental and sustainability factors when driving in urban areas. (K15)	N/A	N/A

## Interview

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Legislation S20	N/A	Comply with relevant legislation and regulation, both when driving and on site (S20)	N/A

## Interview

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Use of IT S16	N/A	Utilise available IT systems to manage data relating to the delivery/collection contract. (S16)	N/A

## Interview

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Ways of working K20	Different forms of communication. For example, electronic,	Co-ordinate own work with others to meet	Work flexibly (for example, working

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
S4 S14 S15 B1 B6	written and in-person. (K20)	business priorities. (S4)  Manage relationships that enable successful urban delivery, collection and on-site contracts. (S14)  Adapt communication style to meet the needs of the audience. (S15)	alone and in a team as required). (B1)  Committed to keeping continuous professional development up to date with industry best practice. (B6)

## Overall EPA grading

The EPA methods contribute equally to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of:

- fail
- pass
- distinction

Independent assessors must individually grade the practical assessment and interview according to the requirements set out in this EPA plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass.

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

Assessment method 1 Practical Assessment	Assessment method 2 Multiple-Choice Test	Assessment method 3 Interview	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

Any grade = fail, pass or distinction

## Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Failed EPA methods must be re-sat or re-taken within a 6 month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

## Roles and responsibilities

ROLE	RESPONSIBILITY
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers must:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the level required by the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• require the training provider and EPAO to ensure the EPA is booked in a timely manner</li> </ul> <p>Post-gateway, employers must:</p>

ROLE	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the KSBs to be met</li> <li>• remain independent from the delivery of the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO</li> <li>• approve the vehicle for assessment</li> <li>• feedback on the apprentice route plan for as part of the practical assessment 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 e.g., an obstacle unknown to the apprentice, road works, road closures.</li> </ul>
EPAO	<p>As a minimum, EPAOs must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors and oversee their working</li> </ul>



ROLE	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e., HEI), there must be no conflict of interest</li> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed <ul style="list-style-type: none"> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul> </li> </ul> <p>Pre-gateway, EPAOs must:</p> <ul style="list-style-type: none"> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> </ul>

ROLE	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer.</li> </ul> <p>At the gateway, EPAOs must:</p> <ul style="list-style-type: none"> <li>• confirm all gateway requirements have been met as quickly as possible.</li> </ul> <p>Post-gateway, EPAOs must:</p> <ul style="list-style-type: none"> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> </ul>
Independent assessor	<p>As a minimum, independent assessors must:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence, up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e., HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> </ul>

ROLE	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan)</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPAO. Where the training provider is the EPA (i.e., a HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>
Marker	<p>As a minimum, markers should:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances including when the EPAO is the training provider (i.e., HEI)</li> <li>• mark test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e., HEI)</li> </ul>

ROLE	RESPONSIBILITY
	<ul style="list-style-type: none"> <li>invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</li> </ul>

## Internal quality assurance (IQA)

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
  - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 3 years or significant experience of the occupation or sector
  - meet the following minimum requirements:
    - must hold at least category c1 or c licence
    - must have competence and knowledge of loading, driving, operating, managing a category c1 or c vehicle (i.e., a commercial fixed axle vehicle weighing over 3500 kg)
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

## Value for money

Affordability of the EPA will be aided by using at least some of the following:

- completing applicable assessment methods online (for example computer-based assessment)
- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the method of assessment permits this
- using the employer's premises
- conducting assessment methods on the same day

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

## Mapping of knowledge, skills and behaviours (KSBs)

KNOWLEDGE	ASSESSMENT METHOD
<p><b>K1:</b> Urban vehicle preparation and maintenance requirements, within limits of own role.</p>	<p>Practical assessment</p>
<p><b>K2:</b> Different types of goods transported by fixed axle vehicles over 3500 kg in weight.</p>	<p>Multiple-choice test</p>
<p><b>K3:</b> Personal protective equipment selection and use.</p>	<p>Multiple-choice test</p>
<p><b>K4:</b> The principles of load and weight distribution applicable to fixed axle vehicles over 3500 kg in weight.</p>	<p>Multiple-choice test</p>
<p><b>K5:</b> Mechanical and manual handling techniques when using auxiliary equipment. For example, using a mechanical grab for waste collection.</p>	<p>Multiple-choice test</p>
<p><b>K6:</b> The capability and limitations of fixed axle vehicles over 3500 kg in weight. This includes manoeuvrability, space requirements, access requirements, legal restrictions, and physical constraints.</p>	<p>Practical assessment</p>
<p><b>K7:</b> The regulations and legislation that impact on professional driving. For example, the drivers' hours and working time directive.</p>	<p>Multiple-choice test</p>
<p><b>K8:</b> The highway code road laws and road restrictions applicable to category C and C1 licence holders.</p>	<p>Multiple-choice test</p>
<p><b>K9:</b> A range of driving techniques applicable to fixed axle vehicles over 3500 kg in weight.</p>	<p>Practical assessment</p>
<p><b>K10:</b> Methods to counteract for road and weather conditions impacting fixed axle vehicles over 3500 kg in weight.</p>	<p>Multiple-choice test</p>

KNOWLEDGE	ASSESSMENT METHOD
<b>K11:</b> The features found in urban environments including congestion charging, street furniture, pedestrians, and other road users.	Multiple-choice test
<b>K12:</b> Map reading techniques relating to the UK road network and urban environments.	Practical assessment
<b>K13:</b> Hazard perception techniques when driving, including the different approaches used in urban areas and other UK road environments.	Interview
<b>K14:</b> Accident reporting and incident management.	Multiple-choice test
<b>K15:</b> Environmental and sustainability factors when driving in urban areas.	Interview
<b>K16:</b> Techniques for protecting goods in urban areas, including both when in transit and when the vehicle is unattended.	Interview
<b>K17:</b> Uses and limitations of urban vehicle in-cab technology for safety, reporting and compliance. This includes driver aids, telematics, handheld terminals, and on-board weighing systems.	Practical assessment
<b>K18:</b> The importance of brand identity in the urban delivery sector.	Interview
<b>K19:</b> The role of customer services standards in urban delivery, including the impact that own service provision can have on both the customer and on the wider organisation.	Interview
<b>K20:</b> Different forms of communication. For example, electronic, written and in-person.	Interview

KNOWLEDGE	ASSESSMENT METHOD
<b>K21:</b> A range of dynamic risk assessment methods and associated reporting.	Multiple-choice test
<b>K22:</b> The different regulations and legislation that apply when working on-site. For example, compliance and health and safety requirements in yards, businesses, and homes.	Multiple-choice test
<b>K23:</b> Techniques for managing own well-being (physical and mental health) in an urban delivery environment.	Interview
<b>K24:</b> The different types of organisations that make up the urban delivery supply chain.	Interview
<b>K25:</b> The range and applications of own organisations products and on-site services.	Interview
SKILL	ASSESSMENT METHODS
<b>S1:</b> Prepare a fixed axle vehicle over 3500 kg in weight for the planned daily workload. This includes the cab, fluid levels, and general inspection.	Practical assessment
<b>S2:</b> Monitor charge or fuel level of the vehicle to meet the daily requirements of the urban schedule.	Practical assessment
<b>S3:</b> Monitor the vehicle for defects.	Practical assessment
<b>S4:</b> Co-ordinate own work with others to meet business priorities.	Interview
<b>S5:</b> Apply protections, manual handling, and mechanical aids to the situation, when loading or off-loading goods.	Interview
<b>S6:</b> Prepare, position and secure goods appropriate for the goods type, the vehicle type, and the urban conditions.	Interview



KNOWLEDGE	ASSESSMENT METHOD
<p><b>S7:</b> Manage goods in transit. For example, security, and checking seals for signs of damage and leaks.</p>	Interview
<p><b>S8:</b> Plan and/or adapt a driving route to meet contractual arrangements. For example, multiple urban deliveries or collections.</p>	Practical assessment
<p><b>S9:</b> Drive fixed axle vehicles over 3500 kg in weight considering all relevant factors. This includes vehicle type, road surface, goods, environmental conditions, vulnerable road users and pedestrians.</p>	Practical assessment
<p><b>S10:</b> Use on-board electronic systems in line with operating procedures.</p>	Practical assessment
<p><b>S11:</b> Respond and adapt to urban driving incidents, accidents roadworks and hazards.</p>	Interview
<p><b>S12:</b> Manoeuvre fixed axle vehicles over 3500 kg in weight on site. For example, a customer driveway, building site, or recycling centre.</p>	Practical assessment
<p><b>S13:</b> Perform dynamic risk assessment of a site and take remedial action. For example, adjusting or aborting a delivery or collection due to safety issues.</p>	Practical assessment
<p><b>S14:</b> Manage relationships that enable successful urban delivery, collection, and on-site contracts.</p>	Interview
<p><b>S15:</b> Adapt communication style to meet the needs of the audience.</p>	Interview
<p><b>S16:</b> Utilise available IT systems to manage data relating to the delivery/collection contract.</p>	Interview

BEHAVIOUR	ASSESSMENT METHODS
<b>B1:</b> Work flexibly (for example, working alone and in a team as required).	Interview
<b>B2:</b> Puts safety first for themselves and others.	Practical assessment
<b>B3:</b> Respectful of others.	Interview
<b>B4:</b> Takes ownership of own work.	Practical assessment
<b>B5:</b> Sources solutions.	Interview
<b>B6:</b> Committed to keeping continuous professional development up to date with industry best practice.	Interview
<b>B7:</b> Acts in a professional and ethical manner.	Interview
KNOWLEDGE	ASSESSMENT METHOD
<b>S17:</b> Complete contractual obligations on site. For example, installing white goods in a home, or removing waste, leaving the site to the expected standard.	Interview
<b>S18:</b> Brief the customer on the technical specifications of the delivery, collection, or installation, answering questions. This could mean, for instance, demonstrating how a product works.	Interview
<b>S19:</b> Adjust the services provided in response to customer requirements, within the limits of own role.	Interview
<b>S20:</b> Comply with relevant legislation and regulation, both when driving and on site	Interview

## Grading descriptors

### Multiple-choice test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	20
Pass	21	26
Distinction	27	30

### Practical assessment

Fail - does not meet pass criteria

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
(Core) Vehicle preparation K1 S1 S2 S3 B4	<p>Prepare a fixed axle vehicle over 3500 KG for use, by performing general inspection around the vehicle, checking the cab set up, and fluid levels.</p> <p>Identify defects that could impact on the planned journey, in accordance with DVSA and employer guidelines. Escalates any concerns in-line with organisational procedures.</p> <p>Takes responsibility, by ensuring the vehicle has enough fuel and/or electric charge to meet planned journey requirements. Completes vehicle preparation tasks independently and within limits of authority.</p>	
(Core) Route planning K12 S8	Plans an economical route for the journey that is likely to meet the timescale requirements as per the	Justify their decision on either timescale or economic grounds.

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
	contract (or equivalent agreement). Factors in any known events impacting the road network, including roadworks and congestion.	
(Core) Drive safely & professionally K6 K9 S9 S12	Safely handles a fixed axle vehicle over 3500kg, when driving both on public roads and driving on-site, for example, a builder's yard or a depot.  Takes account of the vehicle's physical capability and limitations and adjusts their driving and parking to complete the job safely.  Considers and responds to potential risks posed by other both pedestrians and vulnerable road users (for example cyclists), adjusting their driving to suit.  Considers the environments they drive in, including driving conditions and weather conditions and adjusts their driving to complete the job safely.  Adheres to parking restrictions in the local area.	Explains the consequences of a given scenario, as selected by the independent assessor, outlining the danger to individuals or the impact on the vehicle
(Core) Use of equipment and IT K17 S10	Uses the available in-cab electronic systems, following both the operating procedures for that equipment, and the highway code requirements for safe driving.	
(Core) Risk assessment S13 B2	Completes a dynamic risk assessment of a site by	

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
	<p>considering all factors that present possible risk to the safety of any person or the vehicle and the on-site environment.</p> <p>Takes any remedial action required, by responding in a way that reduces risk. (e.g., adjusting delivery, aborting, reporting or escalating)</p>	Explains how they considered all factors to make a risk judgement

## Interview

Fail - does not meet pass criteria

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
(Core) Vehicle & load management K 16 S5 S6 S7 B 5	<p>Explains the process they follow that ensures protection to both themselves, the vehicle, and its contents when in transit and when parked.</p> <p>Identifies how they match the right manual or mechanical aids to a given situation as selected by the independent assessor, when loading and unloading a vehicle. Explains the techniques they apply to safe manual handling.</p> <p>Outlines how preparing, positioning, or securing goods must factor in a given scenario selected by the independent assessor.</p> <p>Describes how they protect the vehicle and its goods.</p>	Explains the impact on the business in a given 'vehicle protection' scenario (as selected by the independent assessor)

THEME	PASS	DISTINCTION
<b>KSBs</b>	<b>Apprentices must demonstrate all the pass descriptors</b>	<b>Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors</b>
(Core) On site services K18 K19 K25 S17 S18 S19 B3 B7	<p>Describes how they brief the customer on the technical specification of the delivery, collection or installation and the impact that has on the customer.</p> <p>Describes how they provide on-site services, meeting customer requirements and how they deal with additional customer requirements.</p> <p>Describes how they are professional and respectful with customers and colleagues</p> <p>Describes the impact this has on the brand.</p>	Explains the impact of reputational damage on the organisation's brand and the impact on the business
(Core) Health & Safety K13 K23 S11	<p>Describes how they consider potential hazards when driving in urban and non-urban areas. Describes how they adjust their driving when faced with unforeseen circumstances, as selected by the independent assessor.</p> <p>Describes how they mitigate risks to their physical and mental health and wellbeing.</p>	

(Core) Structure of organisation and industry K24	Outlines the different organisations in the urban delivery supply chain in which they operate.	Explains the potential impact on the wider supply chain if an organisation does not perform their role adequately
(Core) Environment & sustainability K 15	Describe the factors that impact on the environment and sustainability when driving in urban areas.	
(Core) Legislation S20	<p>Describes the steps they follow that ensures they work compliantly with both legislation and regulation.</p> <p>Outlines the relevant legislation or regulation for a given scenario as selected by the independent assessor.</p>	Explains the impact of legislation or regulation to the business for a given scenario as selected by the independent assessor
(Core) Use of IT S16	Describes how they use IT systems to correctly manage delivery or collection data	
(Core) Ways of working K20 S 4 S14 S15 B1 B6	<p>Describes how their flexible approach to work and managing relationships contributes to a coordinated team effort that ensures business priorities are met.</p> <p>Describes how they provide information clearly and concisely.</p> <p>Describes how they adapt their communication to meet the needs of the audience.</p> <p>Describes how their own commitment to continuous professional development helps this</p>	Explains how they manage difficult conversations with customers or colleagues, e.g., when a delivery has had an unanticipated delay

## Supporting information

### External quality assurance

Option selected: OFQUAL