



Supply Chain Skills
Delivering Excellence

Large Goods Vehicle (LGV) Driver Trailblazer Apprenticeship Approach to Assessment

LGV Driver Trailblazer Apprenticeship: Approach to Assessment

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1. Introduction and Overview

The apprenticeship standard for Large Goods Vehicle (LGV) Driver was designed by employer representatives of the supply chain and logistics industry, and is suitable for apprentices employed in a wide variety of organisations.

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

LGV Drivers are responsible for ensuring that the right products are delivered at the right time. They are skilled and careful drivers and maintain the integrity of their load and vehicle at all times. LGV Drivers will deliver to a range of settings, such as warehouses, shops and private homes, and their customer base will range from large global organisations to sole traders and private customers. They may be required to work in shifts and will usually work alone. They operate in many different localities such as inner city, towns, and rural locations.

They may work within one or more subsectors, including: shipping, removals, import/export, freight, hazardous goods, and food.

Employers likely to use these standards include:

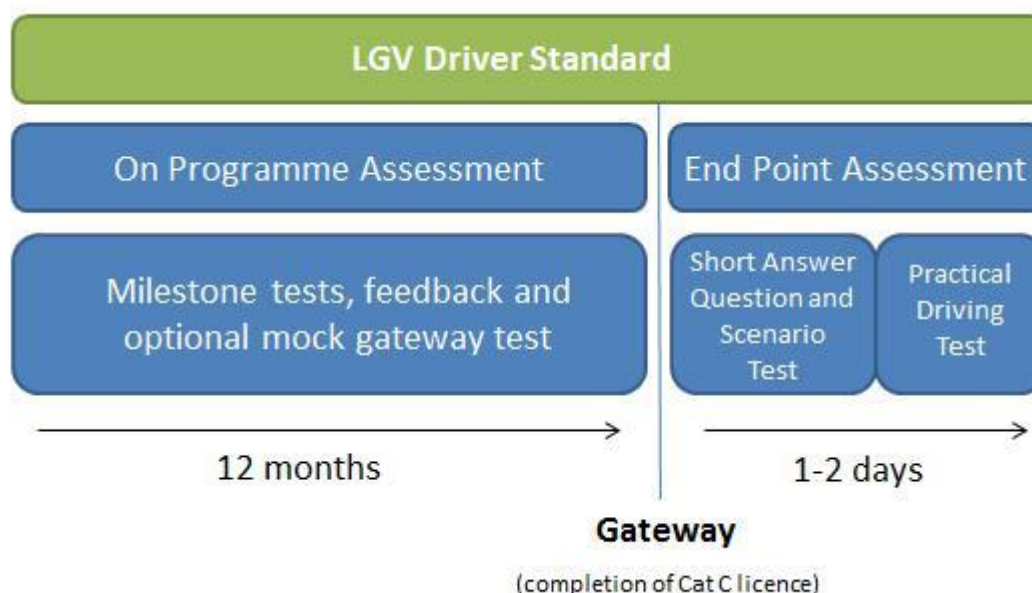
- public, private and voluntary organisations
- the armed forces, which offers apprenticeship programmes in a number of logistic roles
- small to medium-sized specialist supply chain organisations who employ a small number of apprentices as core and/or support staff to provide the skills for growth
- larger specialist supply chain organisations
- small to medium sized non-supply chain organisations, who may employ a small number of apprentices
- larger non-supply chain organisations, who may take on a handful of apprentices.

The approach to assessment has been designed to be appropriate, manageable and valid in a range of contexts while also ensuring consistency.

Employers have adopted the following basic principles to inform the approach:

- the apprenticeship should add real value to the apprentice and the employer, by developing the apprentice to such a point as they're able to start in a career in the industry, not just get a job.
- The apprenticeship should be manageable, cost-effective and appropriate for all employers within the industry regardless of size.
- The assessment process should confirm full competence within the relevant occupation, with differentiation given for those high-performing individuals.
- The apprenticeship should have maximum relevance to the job wherever possible.
- The apprentice is not over-assessed.

Assessment Overview



2. Content – what is being assessed?

The standards for LGV Driver were developed by the trailblazer employer group, made up of around 50 different employers in this sector. The same group produced a list of learning outcomes which represent the higher order skills and knowledge that should be assessed at end point assessment stage (appendix 1). It is these learning outcomes which must be achieved in order for the apprentice to be deemed a competent LGV Driver. Core occupational competencies include, driving skills, industry expertise, regulation and compliance, product knowledge, systems and processes, quality service delivery, customer communication, planning and prioritising and using systems and processes.

3. On Programme Assessment

The employer and training provider will use the LGV Driver Standard and the list of learning outcomes (appendix 1) to develop a training plan.

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. They will also complete English and maths if required, and may achieve nationally-recognised vendor or other qualifications if the employer chooses such as licence acquisition, initial Driver CPC and elements of continuing Driver CPC.

The on programme aspect of the apprenticeship is expected to take a minimum of 12 months to complete, and should include specific milestones to ensure that the apprentice continues to make good progress towards their end point assessment. 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. Apprentices may also wish to compile a portfolio of evidence or a learner journey log to help them keep a record of their progress.

This period of learning and associated assessments must be complete before the end point assessment can take place.

4. Gateway for Progression to End Point Assessment

Quarterly milestone meetings will allow the employer, apprentice and training provider to keep track of progress and will be a good indicator of when the apprentice is ready for their end point assessment. A mock end point test or completed portfolio of evidence may also help.

Apprentices must have completed their Category C driving test before progressing to the end point assessment. This is mandatory for all apprentices. Some employers may also require their apprentices to have completed Cat C+E.

Apprentices must also have completed the relevant English and maths qualifications before attempting the end point assessment.

5. End Point Assessment

The end point assessment will comprise of the following two methods.

Both elements will be equally weighted at 50% of the overall grade and ideally will take place over a one day period.

i. Knowledge and Behaviours Test

The knowledge test will cover the learning outcomes listed as 'knowledge' in appendix 1. These are higher order learning outcomes taken from the wider LGV Driver standard. The assessment will be externally set and marked by the selected Assessment Organisation and will consist of structured short answer and scenario based questions (SAQs). This test will be taken under exam conditions and assessed by the selected Assessment Organisation.

The knowledge test will include enough questions to assess the apprentice's understanding of all knowledge based learning outcomes, including at least 2 scenario based short answer questions replicating a real situation that the LGV Driver could come up against. These scenario based questions will assess how an apprentice would deal with a particular situation relevant to LGV driving and should be used to assess the apprentice's ability to demonstrate the learning outcomes grouped under 'behaviours' in appendix 1. The

Assessment Organisation will design a suitable and reliable mark scheme to assess these behaviours. The end point assessment organisation may choose to use scenario based questions throughout the knowledge test to assess the knowledge and behaviour outcomes in an integrated way.

The test does not need to be written and has the option to be delivered online so long as the employer or test centre has the appropriate technology and we suggest that video clips might make the scenarios more realistic and perhaps easier to relate to. It is the responsibility of the assessment organisation to design the knowledge test as appropriate including a suitable and reliable mark scheme for assessing behaviours.

To pass this assessment learners will need to demonstrate full competence in the necessary knowledge and behaviours required for an LGV Driver.

Distinction candidates will:

- provide more advanced, sophisticated examples and detailed and relevant responses relating to equipment and machinery and driving techniques
- have a detailed understanding of key concepts, how they interlink and the importance of underpinning knowledge
- recognise the varying impact of different strengths and weaknesses to overall outcomes, and explain effective ways to improve the outcomes or processes
- show detailed planning, organisation and investigatory skills in a well-structured and thorough format
- demonstrate the ability to work to tight deadlines and to review plans.

Distinction candidates may also be more likely to evidence exceptional behaviours.

The recommended duration of the knowledge and behaviours assessment is 1 hour.

ii. Practical Driving Assessment:

The practical driving assessment should cover the learning outcomes listed as 'skills' in appendix 1. These are the higher order skills taken from the wider LGV Driver standard. This test will take place in a large goods vehicle or using virtual reality technology if available and will test the apprentice's practical ability to prepare, drive and control the vehicle in various on-road situations. An independent assessor from the selected Assessment Organisation should be in attendance to make the assessment judgement. The selected assessment organisation will produce a test specification and outline the controlled conditions for this practical assessment.

To pass this assessment learners will need to demonstrate full competence in the necessary skills required for an LGV Driver.

Distinction candidates will:

- make fewer errors and start to demonstrate advanced and courteous driving skills for example enhanced application of the Highway Code and defensive and economic driving skills

go above and beyond what is expected of their role, for example, demonstration of particularly fast, efficient and new ways of working and improved ways of working

- demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials
- complete tasks independently to a level that far exceeds the minimum standard with few or no errors
- select and use appropriate skills and processes, justifying their choices
- be able to challenge where appropriate and identify solutions rather than just problems or issues.

Distinction candidates may also be more likely to evidence exceptional behaviours.

The recommended duration of the practical driving assessment is 1 hour.

6. Grading

The apprentice will achieve an overall grade of pass or distinction. The grade will be made up from the two end point assessment methods; the knowledge test and the practical test. Both elements are equally weighted towards the final grade. Grading descriptors will be developed by the Assessment Organisation and standardised by the external quality assurer to outline clearly what a distinction or pass candidate would look like.

A pass candidate will be someone who is fully job ready. They will have met all of the standards for the LGV Driver Trailblazer apprenticeship. They will be able to make their own decisions and complete tasks independently, as a competent member of staff.

A distinction candidate will be someone who goes above and beyond what may be expected of them and provides a faultless drive. A good place to see examples of distinction evidence may be in the behaviours.

We have set the following grade boundaries:

- Distinction – 90+%
- Pass – 70%

These boundaries must be achieved separately in both assessment methods, so a pass mark can only be awarded where the learner has achieved 70% in the knowledge assessment and 70% in the practical assessment.

7. Quality Assurance

Internal – The Assessment Organisation carrying out the end point assessment will be expected to put in place their own quality assurance procedures adhering to best practice and their regulator’s requirements. This will include minimum occupational competence requirements for assessors and markers, annual assessment and standardisation training for markers and assessors and consistency across test conditions.

External – We have asked the Chartered Institute of Logistics and Transport (CILT) to carry out the external quality assurance function for this standard, in the first instance. This arrangement will be reviewed in due course and CILT are happy to work with other professional bodies in the sector as required. As an established and well respected professional body in this sector, with an awarding organisation arm, CILT has a wealth of professional and sector expertise to draw on as well as robust quality assurance procedures which are already in place and can be applied to ensure consistency and quality across end point assessments for this standard. CILT propose to do this through the employment of external verifiers and moderators who will arrange a series of visits to end point assessment organisations, sampling assessment evidence, monitoring the policies of assessment organisations (such as equal opportunities) and keeping logs of good practice.

Following an initial approval visit, assessment organisations will be subject to regular visits by the External Verifier (EV) who will be a representative from CILT. The frequency of these visits is dependent on the status of the assessment organisation (ie their experience and performance in previous visits) but they are advised to budget for at least three visits per year, where on average we carry out two per year. There may also be the option to carry out remote sampling of assessment material.

The purpose of the EV visit is to develop the working relationships between the assessment organisation and the external quality assurer, to assess the management systems of the assessment organisation, ensure that the administrative, managerial and physical resources are maintained and to provide continued support to the assessment organisation. The EV is

also responsible for ensuring that provision, assessment and internal verification meets the required standards.

It is part of the EV role to sample learner evidence and to monitor the consistency and quality of the assessment process. When sampling, the EV will take into account the experience of the assessment organisation, the number of assessors, the number of learners and the number of assessment locations. The sample chosen will reflect assessment across areas and assessors to ensure consistency of assessment and will also include consideration of IV sampling records. The EV will request a greater sample size if there is a large number of assessors or if the assessment organisation considers that there are any other factors which justify closer monitoring of the quality assurance of an individual assessment organisation.

No profit will be made through conducting this activity.

8. Ensuring Independence and Impartiality

Our approach to delivery and end point assessment demonstrates clear impartiality and independence, with the inclusion of an independent assessor at end point assessment stage. In addition, no single party who has been involved in delivery can make the sole decision on whether the driver is competent. The employer and training provider will jointly make the decision about whether the learning is complete and the apprentice is ready for end point assessment and an independent assessor will make the final judgement surrounding competency and grading.

The independent assessor will be recruited and trained by the assessment organisation and participation in standardisation activities as organised by the assessment organisation will be mandatory. The independent assessor will take a holistic view of the apprentice's work, as well as the grade to be awarded, based on the evidence provided in the knowledge and practical tests.

9. Delivering consistent, reliable judgements

The assessment methods used for the LGV Driver trailblazer apprenticeship are designed to produce assessment outcomes consistently and reliably, and when combined with the standards which set out what knowledge, skills and behaviours all apprentices must successfully demonstrate, ensure a true comparison between apprentices regardless of their employer or specific role. Training Providers and Assessment Organisations will appear on the relevant SFA register and should have suitable and current experience in the supply chain and logistics sector.

10. Delivering accurate, valid judgements

The assessment methods for the LGV Driver Trailblazer standards have been designed by experts with both sector and educational assessment expertise as the most valid methods of determining competence in this role.

Assessment of apprentices will be based on their individual performance and measured against the skills, knowledge and behaviours as set out in the standards. The elements of the end point assessment build a holistic picture of the individual apprentice's development and performance over the apprenticeship, allowing the independent assessor to judge whether or not the apprenticeship has been achieved, and if performance deserving of a distinction has been demonstrated.

We recommend that Assessment Organisations consider using practices such as double or split marking to strengthen the accuracy and reliability of their assessment judgements.

Assessors should meet the minimum requirements for expertise in assessment principles and practices and occupational competence as laid out by the Assessment Organisation, including the following:

- Assessors must hold the necessary licenses, certificates and/or permits to operate/drive the Apprentice's vehicle such as Cat C1, Cat C or Cat C+E.
- Assessors must satisfy the external verifier that they are occupationally competent in the employment context in which assessment is undertaken.
- When assessment takes place involving the movement and handling of dangerous goods, the assessor must hold a current ADR certificate.

11. Affordability and Sustainability

We have considered the costs and the most appropriate forms of assessment in great detail to ensure that organisations of all types and size are not excluded from hiring and assessing an apprentice. Resits will be kept to a minimum by the gateway requirements. We have selected only two methods of assessment with one of these including integrated assessment of knowledge and behaviours in order to minimise stress and over-assessment for the apprentice, as well as to keep costs down.

Consultation with a number of awarding organisations and training providers has confirmed the costs so they are a realistic estimation. We estimate that end point assessment will make up 10-15% of the overall cost of the apprenticeship.

Centres will also be able to use the Assessment Organisation's Reasonable Adjustments Policy to give additional assistance to meet evidence requirements as needed.

The costs will provide a high return on investment as successful completion of the LGV Driver standard is expected to fill increasing skills gaps in the sector, with expected annual volumes of 600-800 starts annually.

12. Manageability and Feasibility

This approach to assessment has been designed to be viable for both large and small employers, with a wide geographical take-up across a number of different settings.

The fact that there are only 2 methods of assessment will make the assessment more manageable for employers, apprentices and end point Assessment Organisations. We also

expect that both the practical and knowledge test could be administered on the same day, meaning that the apprentice would be off-site for the least amount of time possible. The knowledge test could be taken on the employer's premises if it is under exam conditions with an invigilator and the practical driving assessment is something which is feasible and relevant for an LGV Driver.

Appendix 1: Learning Outcomes

	Learning Outcomes	Assessed by
Knowledge	1. Safe and controlled driving techniques relating to the LGV	Short Answer Question (SAQ) Test
	2. Safe use of equipment and machinery	Short Answer Question (SAQ) Test
	3. How to prepare the vehicle for driving	Short Answer Question (SAQ) Test
	4. How to protect the vehicle and its load	Short Answer Question (SAQ) Test
	5. How to plan for a journey and delivery	Short Answer Question (SAQ) Test
	6. How to use relevant technology	Short Answer Question (SAQ) Test
	7. How to use relevant IT applications	Short Answer Question (SAQ) Test
	8. Relevant regulation and legislation governing the Supply Chain Industry	Short Answer Question (SAQ) Test
	9. The structure of the industry	Short Answer Question (SAQ) Test
	10. the importance of delivering excellent customer service	Short Answer Question (SAQ) Test
	11. Understand proposed and actual changes to systems, processes and technology	Short Answer Question (SAQ) Test
	12. The environmental impact of the industry and how it can be minimised	Short Answer Question (SAQ) Test
	13. The implications their role may have on their health and actions that can be taken	Short Answer Question (SAQ) Test
	14. The implications of city restrictions	Short Answer Question (SAQ) Test
	15. How to drive alongside vulnerable road users	Short Answer Question (SAQ) Test
	16. How to process returned and rejected goods	Short Answer Question (SAQ) Test
Skills	1. Drive safely and efficiently on public and private roads	Practical driving assessment
	2. Use and position vehicle fitted equipment	Practical driving assessment
	3. Control the vehicle in all traffic situations	Practical driving assessment
	4. Use relevant equipment and machinery safely	Practical driving assessment
	5. Comply with relevant systems and processes (legislation and regulation)	Practical driving assessment
	6. Prepare the vehicle and load for deliveries	Practical driving assessment
	7. Protect the driver, vehicle and load	Practical driving assessment
	8. Plan routes effectively	Practical driving assessment
	9. Use basic IT systems	Practical driving assessment
	10. Maintain the health, safety and security of people at all times	Practical driving assessment
Behaviours	1. Establish a good rapport with customers	Scenario based element of

	and colleagues	SAQ
	2. Work effectively in a team	Scenario based element of SAQ
	3. Demonstrate integrity, credibility and honesty	Scenario based element of SAQ
	4. Demonstrate a positive and professional attitude	Scenario based element of SAQ
	5. Demonstrate willingness to accept change	Scenario based element of SAQ
	6. Demonstrate effective communication	Scenario based element of SAQ

Appendix 2: Roles and Responsibilities

Training Provider	<ul style="list-style-type: none"> • Works with employer to develop a training plan tailored to the apprentice to cover the knowledge, skills and behaviours outlined in the standards. • Participates in some milestone meetings over the course of the on programme delivery and provides constructive feedback to the apprentice and employer. • Works with the employer to decide when the apprentice is ready for end point assessment. • Supports the apprentice throughout the learning journey. • Helps the employer to find a suitable end point Assessment Organisation.
Assessment Organisation	<ul style="list-style-type: none"> • Develops the test specification for each method of assessment. • Develops the grading descriptors for end point assessment. • Works with occupationally competent writers to design and develop valid assessments. • Employs occupationally competent assessors and ideally has geographical coverage across England. • Provides the option for apprentices to sit their knowledge test in a test centre if the employer doesn't have the facilities to run it on-site. • Provides and requires CPD for assessors.
Independent Assessor	<ul style="list-style-type: none"> • Attends the practical driving assessment to make the assessment judgement about the apprentice's competence. • Marks the knowledge test to make the assessment judgement about the apprentice's competence.
Employer	<ul style="list-style-type: none"> • Creates opportunities for learners to achieve all standards and go above and beyond. • Decides jointly on readiness for end point assessment. • Commits to continuous review with the training provider.
Professional Body	<ul style="list-style-type: none"> • Carries out the external quality assurance function to ensure consistency, accuracy and independence across end point Assessment Organisations and assessment conditions.

