

**Supply Chain Practitioner  
(Fast Moving Consumer Goods)  
Apprenticeship Standard  
Level 3**

**End-point Assessment Plan**

# Supply Chain Practitioner (Fast Moving Consumer Goods) Apprenticeship

## Summary of Apprenticeship

The Supply Chain Practitioner (Fast Moving Consumer Goods) apprenticeship is an integrated programme of knowledge and skills acquisition, developed alongside core behaviours expected of a competent supply chain practitioner in the fast moving consumer goods sector. The award of the apprenticeship certificate will signify recognition of competence in the role. Apprentices will typically spend 30 months working towards the apprenticeship standard, with the end-point assessment completed in the final 12 weeks. Performance in the end-point assessment will determine the apprenticeship grade of fail, pass or distinction.

There are no pre-requisite entry requirements for this apprenticeship.

Prior to the end-point assessment, apprentices will undertake a structured period of on-programme training to develop the knowledge, skills and behaviours required of the standard. Apprentices without English and maths at level 2 must achieve this level prior to taking their end-point assessment.

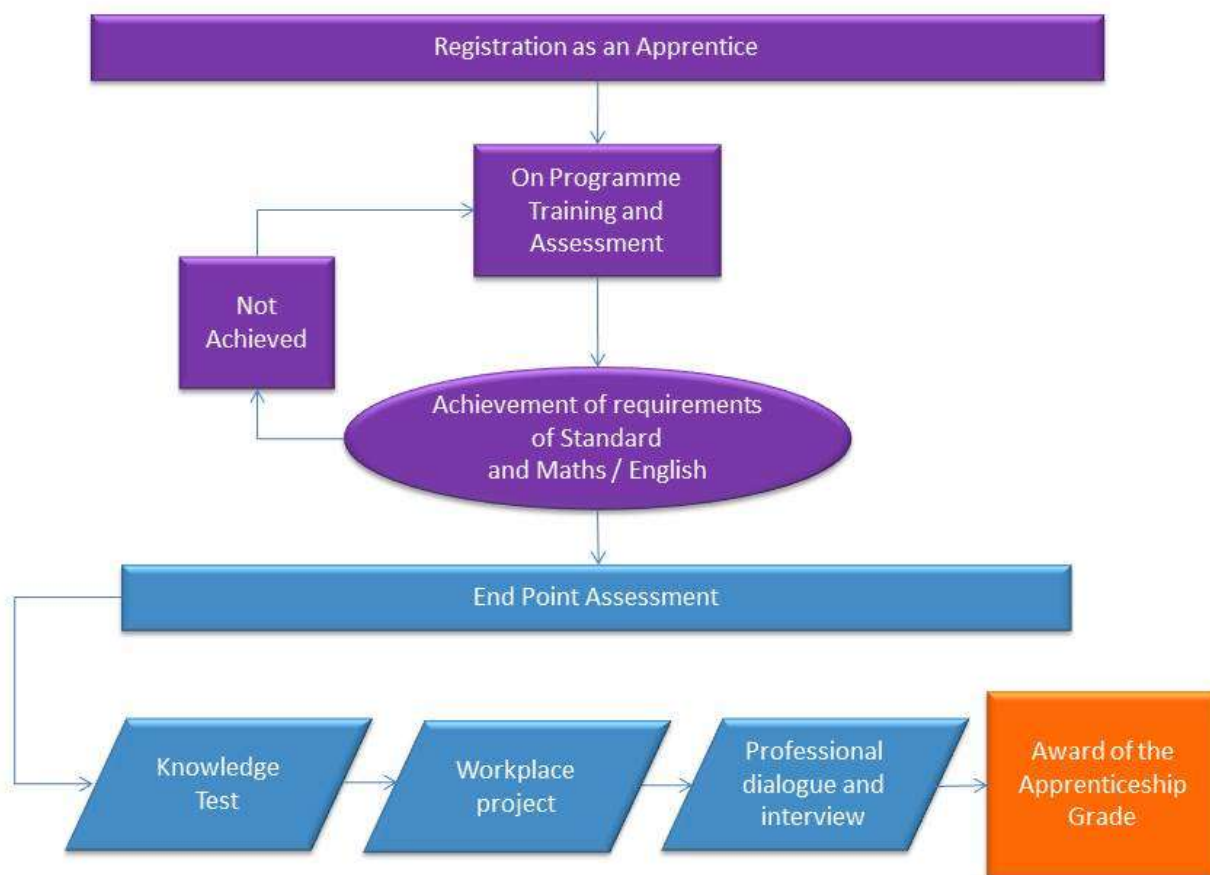
End-point assessment will be conducted by an Apprentice Assessment Organisation (AAO). AAOs must be on the Skills Funding Agency's (SFA) Register of Apprentice Assessment Organisations (RoAAO) and approved to offer this standard.

The end-point assessment consists of three distinct components:

- a **written knowledge test** answered through a combination of multiple choice questions and extended answer questions
- a **workplace project and presentation**
- a **professional dialogue and interview**, which is undertaken after all other end-point assessment components have been successfully completed

To achieve final certification, the apprentice must have completed and achieved a minimum of a pass in each end-point assessment component. A pass in the end-point assessment will demonstrate that the apprentice can apply the knowledge, skills and behaviours required by the standard. Apprentices achieving a distinction will be demonstrating performance above the requirements of the standard.

## Summary of the Assessment Model



## End-point Assessment Overview

Assessment Method	Area Assessed	Assessed by	Grading	Weighting
Written Knowledge Test	<i>All knowledge will be assessed in the written knowledge test. The knowledge test will be drawn from all of the knowledge statements within the Standard.</i>	Apprentice Assessment Organisation	Pass Distinction	25%
Workplace Project and Presentation	<i>The workplace project and presentation is a substantial piece of work that will allow the apprentice to plan, implement and present an individual work-based project. The apprentice will be assessed against a range of knowledge, skills and behaviours.</i>	Apprentice Assessment Organisation	Pass Distinction	50%
Professional Dialogue and Interview	<i>The professional dialogue and interview is a structured discussion between the apprentice and an independent assessor covering a range of knowledge, skills and behaviours. A set of standardised competency based questions will be used for the assessment.</i>	Apprentice Assessment Organisation	Pass Distinction	25%

## Assessment Gateway

Prior to undertaking the end-point assessment:

- the apprentice must have completed training ensuring they can consistently demonstrate competence against all elements of the apprenticeship standard
- apprentices without English and maths at level 2 must achieve this level
- an appropriate workplace project for the end-point assessment must be agreed for the apprentice, based on their current job role
- apprentices must have examples of work that they can use for reference in the professional dialogue and interview covering the knowledge, skills and behaviours being assessed by this assessment method

The employer will judge whether the apprentice is ready for the end-point assessment; they may wish to take advice from the training provider.

## End-point Assessment

### *Knowledge Test*

The knowledge test will be administered and marked by an independent assessor from an AAO. This written test should be taken as early as possible in the 12 week period of the end-point assessment and must be passed prior to the apprentice undertaking the professional dialogue and interview.

The knowledge test assesses the underpinning knowledge and understanding of the apprentice through 30 multiple choice questions (MCQs) with 4 options per question, worth 1 mark each, and 6 extended answer questions, worth 5 marks each. Total marks for the knowledge test = 60. Independent assessment organisations must develop a question bank.

The assessment will be undertaken under controlled conditions, with an invigilator approved by the AAO, with a maximum of 15 apprentices per invigilator. The maximum time limit for the test is 90 minutes. It will be undertaken in a test centre or in the workplace. It may be paper based or a computer based test. If the knowledge test is taken remotely online, invigilation can be provided using share screen and webcam.

Multiple choice questions will be drawn from the following statements from the standard:

- Critical supply chain key performance indicators: inventory, forecast accuracy, plan attainment, customer service, vehicle utilisation, on shelf availability and waste, quality and value in line with business requirements and expectations, commerciality; and their impact on other parts of the business
- Key legislation, policies and procedures that influence the supply chain: health and safety, environmental, sustainability and others relevant to the business context such as large goods vehicle (LGV) driver hours and food safety/safe manufacturing practices

- The characteristics and specific needs of different customer groups: retailers, business-to-business, ecommerce and export
- The key principles of Continuous Improvement (CI) Management and Problem Solving
- The importance of new products and how a product is costed
- Complete supply chain documentation for audit requirements

Extended answer questions will be drawn from the following statements from the standard:

- Procurement: the principles of buying – strategic and operational decision making (influences, risk, cost); and legal and customer requirements (anti-bribery policies, ethical approaches and frameworks)
- Forecasting: the levers and influences on customer and consumer demand (market trends, weather, competitor activity and seasonality); the impact of merchandising on supply chain decisions; and others relevant to the business context
- Plan manufacture: the principles of developing and implementing a supply plan taking account of capacity, product life and the key drivers of success
- Customer service: the principles of order capture and management, from order receipt to delivery through to customers, the importance of customer fulfilment
- Logistics: the importance of logistics cost, the impact of short-lead time and high demand volatility logistics on network planning
- Analyse data on key trends and themes that affect demand; use data to make recommendations to internal and external customers

The knowledge test will be marked out of 60. The grading boundaries will be as set out in the table below:

Acceptable achievement – Pass	Outstanding achievement – Distinction
40-50 marks	51-60 marks

### ***Workplace Project and Presentation***

The workplace project is a substantial piece of work that will allow the apprentice to plan, implement and present an individual work-based project. The workplace project assesses the apprentice's ability to effectively use the techniques described within the standard. It should be conducted as part of an apprentice's normal work during the EPA period.

Projects must be comparable in terms of content and complexity; it is the context within which the knowledge, skills and behaviours must be demonstrated that will vary. Employers will agree the most appropriate project with each apprentice, based on their current job role. The AAO will be responsible for developing a bank of business-based projects which will be available for end-point assessment. There should be an opportunity for employers to propose project opportunities in line with their operations, which will lead to development of agreed project briefs and criteria. These should be comparable to the bank of projects developed by the AAO and cover the elements of the standard described below.

Assessment of the project will be through a report, presentation and a question and answer session with the independent assessor.

The apprentice will produce a report of no more than 3,000 words which describes how the project was planned, implemented and the outcome, which is presented to the independent assessor. Appendices will not count towards the 3,000 word limit.

The assessment process for the project elements will be as follows:

- The report must be submitted to the independent assessor one week before the date of the presentation and Q&A.
- Collectively the presentation and Q&A will typically last 45 minutes and no more than one hour; the presentation will be for a maximum of 15 minutes of this time period.
- Presentations can take place in the workplace under controlled conditions or in assessment centres run by the AAOs. Wherever the presentation is undertaken it must take place in a room, free from distractions.
- The presentation may be undertaken remotely using video conferencing, to reduce travel and time costs.
- The outcomes of the assessment elements will be documented using the AAO's standard documentation.

The projects should be structured around coverage of the knowledge, skill and behaviours from within the apprenticeship standard, specifically:

### **Knowledge**

- Critical supply chain key performance indicators: inventory, forecast accuracy, plan attainment, customer service, vehicle utilisation, on shelf availability and waste, quality and value in line with business requirements and expectations, commerciality; and their impact on other parts of the business
- Information technology (IT) systems for the supply chain: Excel, material requirements planning (MRP) systems and business planning systems

### **Skills**

- Prioritise the flow of FMCG products or services based on evolving and changing information; meeting critical deadlines to ensure the efficient running of the FMCG supply chain, including managing unexpected demand
- Lead and participate in everyday problem solving activities required for the FMCG industry where small process improvements can have a significant improvement on the rest of the supply chain, using recognised techniques: 5 Whys and fishbone analysis
- Use continuous improvement techniques to improve performance in the FMCG supply chain, such as forecast accuracy

- Manipulate and interpret constantly changing data sets to inform decision making in the supply chain function(s)
- Develop and manage a small project plan within a supply chain function(s) to improve operational performance
- Identify, manage and escalate risks to the business, such as customers significantly exceeding their forecast, factory breakdowns, supplier failures, delivery failures and customer relationship issues through to not fulfilling an order in full, to ensure that products produced and delivered against very short lead times are available whenever and wherever consumers choose to purchase, at the lowest possible cost
- Communicate using appropriate methods and FMCG terminology; verbal, email, face-to-face

## Behaviours

- Responsiveness to change: demonstrates and encourages curiosity to foster new ways of thinking and working to ensure economic benefits are maximised
- Pride in work: aims for excellence, time management, adherence to deadlines
- Have courage/conviction in their decisions and demonstrates ownership of work
- Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately, leads by example
- Tenacious approach to problem-solving by working to identify and ensure root causes are resolved to ensure supply chains remain flexible and agile
- Highly effective communicator at all levels and with a variety of stakeholders: always acting with integrity and respect

Examples of projects:

### ***Example 1: Process review focussed project***

- Choose an area of the supply chain (could be a stock keeping unit, pack, brand, category, customer, channel, depot, delivery point, team, department, function – or some combination, i.e. seasonal confectionary)

[Note the size and scale of the area selected will differ depending on the size of the organisation / supply chain an apprentice is working in]

- Complete an end to end review of the processes undertaken in that area (will require a defined start and end-point as part of the project scope)
- Identify improvement area(s) / alternative ways of working measured against relevant metrics (including, but not exhaustively: On-Shelf Availability (OSA), inventory levels, stock turn, lead time, damages, vehicle fill, turnaround time, shrinkage, customer service (On Time In Full) – internal or customer measure, cost to serve, efficiency, forecast accuracy, manual handling, rework / double handling, communication, duplication, waste, quality, write-offs, markdowns...etc.)

Example:



- Follow a product from A to B (where A and B can be any key points in the supply chain, i.e. from end of production line to shelf in a particular customer or from retailer to shelf... etc.)
- Identify process improvements, areas of inefficiency, changes to ways of working, examples of waste, etc.
- Make recommendations to improve
- Test / pilot recommendations to quantify results
- Propose implementation plan based on pilot

**Example 2: Issue focussed project**

- Select a metric / key performance indicator / customer feedback which is not at the desired level (as above including, but not exhaustively: on-shelf availability, inventory levels, stock turn, lead time, damages, vehicle fill, turnaround time, shrinkage, customer service (on time in full) – internal or customer measure, cost to serve, efficiency, forecast accuracy, manual handling, rework / double handling, communication, duplication, waste, quality, write-offs, markdowns, etc.)

[Metric can be selected at level appropriate to the project, for example: total business, category, channel, customer, region, distribution centre. It could also be an internal measure or a customer measure. There may be feedback in surveys that suggest areas for improvement]

- Complete analysis to identify root cause of the metric performance
- Identify solutions to address the identified causes

**Example:**

- On-shelf availability of X in retail stores of customer Y is x% (where X can be a particular ongoing, promotional or seasonal product, and Y can be any particular customer and % on-shelf availability is a target)
- Complete a root cause analysis to identify the cause of the on-shelf availability issue
- Make recommendations to improve
- Test / pilot recommendations to quantify results
- Propose implementation plan based on pilot

## Project &amp; Presentation Marking Criteria

Column A: Standard Statement	Column B: Acceptable achievement will accrue 50% of available marks	Column C: Outstanding Achievement will accrue 51-100% of marks available	
<p>Critical supply chain key performance indicators: inventory, forecast accuracy, plan attainment, customer service, vehicle utilisation, on shelf availability and waste, quality and value in line with business requirements and expectations, commerciality; and their impact on other parts of the business</p> <p>Total marks = 10 Minimum marks required = 5</p>	<p>(5 out of 10 points) Understands own key performance indicators within area of responsibility and their impact on upstream and downstream operations (5);</p>	<p>(10 out of 10) Understands own key performance indicators within area of responsibility and those of other teams within the supply chain and their impact on upstream and downstream operations (10);</p>	
<p>Information technology (IT) systems for the supply chain: Excel, material requirements planning (MRP) systems and business planning systems</p> <p>Total marks = 10 Minimum marks required = 10</p>	<p>(10 out of 10) Correctly uses IT systems in their supply chain to complete tasks (10)</p>		
<p>Prioritise the flow of FMCG products or services based on evolving and changing information; meeting critical deadlines to ensure the efficient running of the</p>	<p>(5 out of 10) Ensures the flow of FMCG products or services, reacting to factors affecting the operation as they occur (3)</p>	<p>(10 out of 10) Ensures the flow of FMCG products or services, considers factors that may impact on the efficient running</p>	

<p>FMCG supply chain, including managing unexpected demand</p> <p>Total marks = 10 Minimum marks required = 5</p>	<p>Meets critical deadlines (2)</p>	<p>of the FMCG supply chain and has contingency plans in place(6); Exceeds deadlines (4)</p>	
<p>Lead and participate in everyday problem solving activities required for the FMCG industry where small process improvements can have a significant improvement on the rest of the supply chain, using recognised techniques: 5 Whys and fishbone analysis</p> <p>Total marks = 10 Minimum marks required = 5</p>	<p>(5 out of 10) Lead and participate in everyday problem solving activities, using a recognised technique (5)</p>	<p>(10 out of 10) Lead and participate in everyday problem solving activities, using multiple techniques; end to end understanding demonstrated; longer term horizon considered, element of 'future proofing'/forward thinking (10)</p>	
<p>Use continuous improvement techniques to improve performance in the FMCG supply chain, such as forecast accuracy</p> <p>Total marks = 10 Minimum marks = 5</p>	<p>(5 out of 10) Use up to 2 CI techniques to identify one or two potential improvement for the workplace and shows how improvements could be embedded in the workplace (5);</p>	<p>(10 out of 10) Uses 3plus CI techniques to identify 3 or more potential outcomes and shows how improvements could be embedded in the workplace (10)</p>	

<p>Manipulate and interpret constantly changing data sets to inform decision making in the supply chain function(s)</p> <p>Total marks = 10 Minimum marks = 5</p>	<p>(5 out of 10)</p> <p>Identify patterns and trends to make informed decisions using appropriate techniques and drawing logical conclusions (5)</p>	<p>(10 out of 10)</p> <p>Identify patterns and trends to make informed decisions using appropriate techniques and drawing logical conclusions; making reasoned and sound/logical recommendations based on data analysis for potential business benefits (10)</p>	
<p>Develop and manage a small project plan within a supply chain function(s) to improve operational performance</p> <p>Total marks = 10 Minimum marks = 5</p>	<p>(5 out of 10)</p> <p>Develops a project plan with milestones, key project stages and deliverables (5)</p>	<p>(10 out of 10)</p> <p>Develops a project plan with activities, milestones, roles and responsibilities, key stages and deliverables, risk log; demonstrates adherence to plan and re-planning based on project findings (10)</p>	

<p>Identify, manage and escalate risks to the business, such as customers significantly exceeding their forecast, factory breakdowns, supplier failures, delivery failures and customer relationship issues through to not fulfilling an order in full, to ensure that products produced and delivered against very short lead times are available whenever and wherever consumers choose to purchase, at the lowest possible cost</p> <p>Total marks = 10 Minimum marks = 5</p>	<p>(5 out of 10)</p> <p>Identify, manage and escalate risks to the business within own area of responsibility, based on project outcomes (3); Ensure product availability (2)</p>	<p>(10 out of 10)</p> <p>Identify, manage and escalate risks within own area of responsibility and to other areas of the supply chain/business (internal and external), based on project outcomes (6); Ensure product availability, anticipating and contingency planning for internal and external factors which may impact on product availability (4)</p>	
<p>Communicate using appropriate methods and FMCG terminology; verbal, email, face-to-face</p> <p>Total marks = 10 Minimum marks = 5</p>	<p>(5 out of 10)</p> <p>Presents reasoned conclusions (3); Communicates message, using appropriate methods and FMCG terminology (2)</p>	<p>(10 out of 10)</p> <p>Presents reasoned conclusions and sound/logical recommendations for future implementation (6); Communicates message using appropriate method and FMCG terminology, adapts style according to the audience (4)</p>	
<p>Responsiveness to change: demonstrates and encourages curiosity to foster new ways of thinking and working to ensure economic benefits are maximised</p>	<p>(2)</p> <p>Demonstrates flexibility to changing working environment and demands (2)</p>	<p>(4)</p> <p>Demonstrates flexibility to changing working environment and demands; constructively questions and challenges to understand the reasons behind the change; sets a</p>	

Total marks = 4 Minimum marks required = 2		positive example for others about change (4)	
Pride in work: aims for excellence, time management, adherence to deadlines  Total marks = 6 Minimum marks required = 3	(3 out of 6) Aims to meet objectives, demonstrates good time management (3)	(6 out of 6) Aims for exceed objectives; actively reviews performance with a critical eye and looks for ways to improve performance (6)	
Have courage/conviction in their decisions and demonstrates ownership of work  Total marks = 4 Minimum marks required = 2	(2 out of 4) Accepts responsibility; plans work to meet objectives (2)	(4 out of 4) Accepts responsibility; plans to exceed objectives;; effectively prioritises and re-prioritises work to meet objectives (4)	
Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately, leads by example  Total marks = 6 Minimum marks required = 4	(3 out of 6) Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately (3)	(6 out of 6) Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately; contributes to team based discussions/problem solving (6)	
Tenacious approach to problem-solving by working to identify and ensure root causes are resolved to ensure supply chains remain flexible and agile  Total marks = 6 Minimum marks required = 3	(3 out of 6) Works to identify and ensure root causes of problems are resolved (3)	(6 out of 6) Works to identify and ensure root causes of problems are resolved; adopts a preventative approach to problem solving (6)	

<p>Highly effective communicator at all levels and with a variety of stakeholders: always acting with integrity and respect</p> <p>Total marks = 4 Minimum marks required = 2</p>	<p>(2 out of 4)</p> <p>Communicates message to different audience, honest and polite (2)</p>	<p>(4 out of 4)</p> <p>Communicates message to different audiences, honest and polite. Reviews effectiveness communication to identify ways to improve; demonstrates effective influencing skills (4)</p>	
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The project will result in a fail, pass or distinction grade and will contribute 50% to the weighting of the final apprenticeship grade. Knowledge, skill and behaviour areas assessed through the project & presentation are shown in column A. To pass candidates must as a minimum demonstrate acceptable performance for each area assessed as shown in column B and in doing so will accrue 66/120. Additional marks are achieved for outstanding performance as shown in column C, which incorporates the criteria and mark for acceptable performance i.e. candidates will achieve marks as shown in either column B or column C.

The grading boundaries are as follows:

Pass	Distinction
66-90 marks	91-120 marks

## ***Professional Dialogue and Interview***

The professional dialogue and interview is a structured discussion between the apprentice and their independent assessor. It is recommended that the independent assessor conducting the professional discussion is not the same person who carried out the assessment of the workplace project and presentation. Apprentices can only undertake the professional dialogue and interview component once a pass as a minimum has been achieved in each of the other two end-point assessment components.

The apprentice can bring examples of their work from the entire programme to refer to in providing their answers and showcase their demonstration of the apprenticeship standard - this work will not be directly assessed.

The professional dialogue and interview assesses the following areas of the standard:

### **Knowledge**

- The characteristics and specific needs of different customer groups: retailers, business-to-business, ecommerce and export

### **Behaviours**

- Safe working: ensures safety of self and others, challenges safety issues
- Responsiveness to change: demonstrates and encourages curiosity to foster new ways of thinking and working to ensure economic benefits are maximised
- Have courage and conviction in their decisions and demonstrates ownership of work
- Acts in alignment with the business vision and values, desire to learn about the FMCG industry, acts as an ambassador
- Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately, leads by example
- Tenacious approach to problem-solving by working to identify and ensure root causes are resolved to ensure supply chains remain flexible and agile

The discussion must be appropriately structured to draw out the best of the apprentice's competence and excellence. The professional dialogue and interview will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. The interview will typically last 30 minutes and be no more than 45 minutes duration.

Independent assessors will select six questions from a bank of standardised competency based questions to ensure a consistent approach is adopted, as well as ensuring all required areas of the standard are appropriately covered.

The professional dialogue and interview provides a basis for the independent assessor to make a holistic decision about the grade to be awarded for this component.



A structured brief and question bank will be developed by AAOs and independent assessors will be developed and trained in the art of professional discussions and reaching consistent judgement.

## Professional dialogue and interview marking criteria:

<b>Column A: Standard Statement</b>	<b>Column B: Acceptable achievement will accrue 50% of available marks</b>	<b>Column C: Outstanding Achievement will accrue 51-100% of marks available</b>
<p>The characteristics and specific needs of different customer groups: retailers, business-to-business, ecommerce and export</p> <p>Total marks = 12 Minimum marks = 6</p>	<p>(6 out of 12)</p> <p>Demonstrates an understanding of the needs of a single customer group (6)</p>	<p>(12 out of 12 )</p> <p>Demonstrates an understanding of the needs of multiple customer groups (12)</p>
<p>Safe working: ensures safety of self and others, challenges safety issues</p> <p>Total marks = 8 Minimum marks = 4</p>	<p>(4 out of 8 )</p> <p>Ensures safety of self and others, hygienic (2); Challenges safety issues (2)</p>	<p>(8 out of 8 )</p> <p>Ensures safety of self and others, hygienic (2); Challenges safety issues (2) Promotes safe working (4)</p>
<p>Responsiveness to change: demonstrates and encourages curiosity to foster new ways of thinking and working to ensure economic benefits are maximised</p> <p>Total marks = 8 Minimum marks required = 4</p>	<p>(4 out of 8 )</p> <p>Demonstrates flexibility to changing working environment and demands (4)</p>	<p>(8 out of 8 )</p> <p>Demonstrates flexibility to changing working environment and demands; constructively questions and challenges to understand the reasons behind the change; sets a positive example for others about change (4)</p>
<p>Have courage/conviction in their decisions and demonstrates ownership of work</p> <p>Total marks = 8 Minimum marks required = 4</p>	<p>(4 out of 8 )</p> <p>Accepts responsibility, is proactive, plans work (4)</p>	<p>(8 out of 8 )</p> <p>Accepts responsibility; plans to exceed objectives;; effectively prioritises and re-prioritises work to meet objectives (4)</p>

<p>Acts in alignment with the business vision and values, desire to learn about the FMCG industry, acts as an ambassador</p> <p>Total marks = 8 Minimum marks = 4</p>	<p>(4 of 8)</p> <p>Acts in alignment with the business vision and values (2); Completes activity to learn about FMCG industry (2)</p>	<p>(8 out of 8 )</p> <p>Acts in alignment with the business vision and values; promotes business vision and values to others (4); Completes activity to learn about FMCG industry, undertakes activity to promote the supply chain profession (4)</p>
<p>Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately, leads by example</p> <p>Total marks = 8 Minimum marks required = 4</p>	<p>(4 Out of 8)</p> <p>Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately (4)</p>	<p>(8 out of 8)</p> <p>Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately; contributes to team based discussions/problem solving)</p>
<p>Tenacious approach to problem-solving by working to identify and ensure root causes are resolved to ensure supply chains remain flexible and agile</p> <p>Total marks = 8 Minimum marks required = 4</p>	<p>(4 out of 8)</p> <p>Works to identify and ensure root causes of problems are resolved, demonstrating a tenacious approach (4)</p>	<p>(8 out of 8 )</p> <p>Works to identify and ensure root causes of problems are resolved; adopts a preventative approach to problem solving (6)</p>

Areas of the standard assessed through the professional dialogue and interview are shown in column A. Candidates must as a minimum demonstrate acceptable performance for each area assessed as shown in column B and in doing so will accrue half of the marks available: 30/60. Additional marks are achieved for outstanding performance as shown in column C, which incorporates the criteria and mark for acceptable performance i.e. candidates will achieve marks as shown in either column B or column C

The grading boundaries are as follows:

Pass	Distinction
30-45 marks	46-60 marks

## Apprenticeship Grading

The final decision on whether the apprentice has passed the end-point assessment lies solely with the independent assessor who will grade each EPA method and combine them to determine the overall grade, according to the requirements set out in this plan. Where more than one independent assessor is involved, the assessor who conducts the final assessment will be responsible for combining the grades. The assessor's decisions will be subject to moderation and verification by the AAO.

Each component of the end-point assessment is individually marked and awarded a fail, pass or distinction based on the guidance given in this assessment plan. To achieve a pass overall the candidate must achieve a minimum of a pass in the end-point assessment components: knowledge test, workplace project and presentation and professional dialogue and interview.

In order to achieve a distinction, candidates are required to achieve a distinction in the workplace project & presentation and at least one of the other assessment components. Grading combinations to determine the apprenticeship grade are shown below:

<b>Knowledge Test</b>	<b>Workplace Project &amp; Presentation</b>	<b>Professional Dialogue &amp; Interview</b>	<b>Apprenticeship Grade</b>
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Pass	Distinction
Distinction	Distinction	Distinction	Distinction

## Re-sits/re-takes

Apprentices will be offered the opportunity to take re-sits/retakes if they fail any element of end-point assessment. Any EPA component re-sit/re-take must be taken during the maximum 12 week EPA period, otherwise the entire EPA must be re-taken in full in a new 12 week period. They are not offered to apprentices wishing to move from pass or distinction. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

Apprentices who take a re-sit/re-take will only be able to achieve a pass in their overall grade, unless there are exceptional circumstances which are beyond the control of the apprentice as determined by assessment organisations.

## End-point Assessment – Summary of Roles and Responsibilities

The employer, who may take advice from the training provider, will be responsible for signing off the apprentice as being ready to undertake end-point assessment.

End-point assessment will be conducted by an independent assessor working for an AAO on the SFA's RoAAO.

The AAO will be responsible for:

- design of a question bank for the written knowledge test component
- design of a bank of workplace project briefs as a guide/framework
- design of a bank of competency based questions for the professional dialogue & interview component

AAOs will be required to employ suitably experienced assessment staff who are able to administer and assess in line with the requirements of the assessment plan.

AAOs will need to employ independent assessors who are capable of overseeing and undertaking these different elements of assessment:

- review of any documentation from on-programme elements
- administration and marking of the knowledge test
- assessment of an apprentice's project report, presentation and Q&A
- leading and assessing the professional dialogue and interview

Independent assessors must be able to demonstrate they possess practical and up-to-date knowledge of current working practices appropriate to the sector in which they are carrying out assessment practice through having at least 3 recent years' experience of supply chain activities as detailed in the Supply Chain Practitioner (Fast Moving Consumer Goods) apprenticeship standard. They must hold an assessor qualification.

### **Internal Quality Assurance**

Once assessment has been undertaken, the AAO will be responsible for:

- moderation and verification of the knowledge test component
- moderation and verification of assessor judgements of the outputs from the workplace project and presentation
- moderation and verification of assessor judgements of the professional dialogue and interview
- standardisation of assessment judgements
- secure recording and storage of all assessment decisions
- verification of achievement of apprenticeship certificate
- administration of certification process

Moderation, verification and standardisation of the assessment judgements is part of an AAOs internal quality assurance system. The judgement of the independent assessor must

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be subject to moderation and verification by the AAO's quality assurance team. Quality assurance team staff must have quality assurance qualifications, for example external verifier award.

AAOs will monitor the assessment process and verify the assessment judgements to ensure consistency across assessors and across employers. This must be performed on a risk basis, i.e. new or poorly performing assessors must have every element of every assessment quality assured, but established, high performing assessors can be quality assured on a sampling basis, with at least one assessment component being subject to either desk based or live internal quality assurance activity.

AAOs will run standardisation events for assessors at least every six months to ensure consistency in the practice of marking observations, knowledge tests and professional dialogues.

AAOs will employ expert assessors, but must also have internal quality assurance mechanisms and staff to verify assessor decisions and to administer the awarding of the apprenticeship.

### **External Quality Assurance**

External quality assurance will be carried out by the Institute for Apprenticeships (IFA).

### **Implementation**

It is anticipated there will be a minimum of 50 apprenticeship starts per year on this apprenticeship.

The end-point assessment will cost no more than 20% of the apprenticeship funding band. The use of technology should be used to minimise assessment costs where possible.

AAO's will need to develop end-point assessment tools, materials and processes.