

# Highfield Level 3 End-Point Assessment for ST0201 Supply Chain Practitioner (Fast Moving Consumer Goods)

End-Point Assessment Kit



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EPA-Kit

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# How to Use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Supply Chain Practitioner (Fast Moving Consumer Goods) Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Supply Chain Practitioner (Fast Moving Consumer Goods) Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

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

## Key facts

|                                      |   |
|--------------------------------------|---|
| <b>Apprenticeship standard:</b>      | Supply Chain Practitioner (Fast Moving Consumer Goods)                                      |
| <b>Level:</b>                        | 3   |
| <b>On Programme Duration:</b>        | Typically 30 months   |
| <b>End-Point Assessment Window:</b>  | 12 weeks  |
| <b>Grading:</b>                      | Pass/distinction  |
| <b>End-Point Assessment methods:</b> | Knowledge Test<br>Workplace Project and Presentation<br>Professional Dialogue and Interview |

## In this kit, you will find:

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

# Introduction

## Standard overview

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Fast-moving consumer goods (FMCG) supply chain practitioners will work in one or more supply chain functions. Supply chain functions include procurement, forecasting, planning manufacture, customer service and logistics. Typical duties could include forecasting customer demand as a junior demand planner, liaising with the factories' schedule production as a junior supply planner, processing orders as a customer service operative and working with hauliers and distribution centres as an assistant transport planner.

They have a comprehensive understanding of the entire supply chain, are responsible for their impact on each function and strive to deliver the best value for their business and customer. Due to the high number of interactions both within and outside of the business, they need strong relationship building, influencing, stakeholder management and communication skills alongside sound analytical, information technology and numeracy skills, with an ability to work in a fast-paced environment with frequently changing requirements.

Fast-moving consumer goods (FMCG) supply chain practitioners will be able to progress to management or specialist roles.

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

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

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

## On-programme requirements

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Although learning, development and on-programme assessment are flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Supply Chain Practitioner (Fast Moving Consumer Goods) Apprenticeship Standard.

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

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

The apprentice should gather suitable examples of work into a portfolio of evidence while on-programme that they can use for reference in the professional dialogue and interview.

## Readiness for end-point assessment

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

- the apprentice must have achieved **Level 2** English and maths.
- an appropriate **workplace project** for the end-point assessment must be agreed for the apprentice, based on their current job role.
- the apprentice must have gathered suitable 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 line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **12-week** end-assessment window. Further information about the gateway process is covered later in this kit.

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

### Workplace Project

The workplace project will allow the apprentice to plan, implement and present an individual work-based project. It should be completed as part of an apprentice's normal work during the end-point assessment window. Employers will agree the most appropriate project with each apprentice, based on their current job role. There is an opportunity for employers to propose project opportunities in line with their operations. These should be comparable to the bank of projects already available and cover the elements of the standard outlined in this EPA kit. Any proposed project briefs must be checked and approved by Highfield.

## Order of end-point assessments

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The order of end-point assessment is the knowledge test; the workplace project and presentation; then the professional dialogue and interview.

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# The Highfield Approach

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

## Documents used in developing this end-point assessment

Standard (2017)

[Supply chain practitioner \(fast moving consumer good\) \(previously Operator Manager\) / Institute for Apprenticeships and Technical Education](#)

End-point assessment plan (2017 ST0201/AP01)

<https://www.instituteforapprenticeships.org/media/1451/supply-chain-practitioner-assessment-plan.pdf>

## Specific considerations

The criteria used for the knowledge test have been written by Highfield and are based on the Supply Chain Practitioner Apprenticeship Standard and assessment plan.

In the assessment plan for both the workplace project and presentation and the professional dialogue and interview, there are marks allocated to each of the 'acceptable' achievement criteria and 'outstanding' achievement criteria. However, it is impossible to pass either assessment component without achieving all of the acceptable achievement criteria. Therefore, we have only allocated the marks to the outstanding achievement criteria.

In order to achieve a **pass** in the workplace project and presentation, the apprentice must meet **all** of the acceptable achievement criteria and in order to gain a **distinction**, the apprentice must meet **all** of the acceptable achievement criteria and score **at least 26 marks** from the outstanding achievement criteria. Similarly, in order to achieve a **pass** in the professional dialogue and interview, the apprentice must meet **all** of the acceptable achievement criteria and in order to gain a **distinction**, the apprentice must meet all of the acceptable achievement criteria and score at least **16 marks** from the outstanding achievement criteria.

IfATE have introduced the flexibility framework which removes the need to complete assessments in a certain order if stated in the assessment plan. Therefore, Highfield have removed the need to first complete and pass the knowledge test and workplace project and report within this standard. This means these assessment methods can take place at any point in the assessment window, and a pass grade is not required in order to complete the remaining assessment methods.

The project should be chosen with a view to it being possible to complete within the assessment window. However, where the implementation is not possible due to

circumstances outside the apprentice's control, then some implementation can be undertaken within the window and then the apprentice can explain in their presentation how they would complete their project.

In the assessment plan the outstanding achievement criteria frequently starts with the acceptable achievement criteria. To prevent the duplication, where it is suitable the repeated wording has been removed from the outstanding achievement criteria.

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# Gateway

## How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to have:

- achieved **Level 2** English
- achieved **Level 2** maths
- gathered suitable examples of work into a portfolio of evidence that they can use for reference in the professional dialogue and interview

The portfolio does not need to be submitted but the apprentice should confirm that they have gathered suitable examples of work.

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

In advance of gateway, employers will need to have:

- agreed on an appropriate workplace project with the apprentice based on their current job role
- completed the project proposal approval form

## **Project Proposal Approval Form**

Employers will agree the most appropriate project with each apprentice, based on their current job role. The project brief will be selected and confirmed with Highfield at gateway.

The work project can be chosen from the bank of work project briefs provided by Highfield. If a brief has been selected from the bank, please indicate this on the project proposal approval form and include the title and code of the chosen brief. For example, Project Brief 1 (WP-SCP3001) – Process review: Journey of a Product.

If none of the briefs in the provided bank are suitable, please indicate this on the project proposal approval form and include the title and scope for a proposed project brief. This will then be reviewed and approved by an assessor. Please ensure any proposed projects are comparable in terms of content and complexity to those in the provided bank. There are some templates below.

### **Process review focussed project template**

- Choose an area of the supply chain you work in such as a customer, depot, delivery point, department, function or some combination.  
(The size and scale of the area will differ depending on the size of the organisation/supply chain that you work in)
- Complete an end-to-end review of the process undertaken in that area. You will need to include a defined start and end-point as part of the project scope.
- Identify any areas for improvement or alternative ways of working measured against any relevant metrics. Some examples of the relevant metrics include On-Shelf Availability (OSA), inventory levels, lead time, damages, forecast accuracy, manual handling, communication, waste, quality, etc.

### **Issue focussed project template**

- Select a metric, key performance indicator or customer feedback that is not at the desired level. Some examples of the metrics or key performance indicators you could use are On-Shelf Availability (OSA), inventory levels, lead time, damages, turnaround time, customer service (on time in full), cost to serve, forecast accuracy, waste, etc.  
The metric can be at the selected level appropriate to the project, for example: total business, customer, region, distribution centre, etc. There may be feedback in surveys that suggest areas for improvement.
- Complete analysis to identify the root cause of the metric performance
- Identify some solutions to address the identified causes

## The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

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

### Reasonable adjustments and special considerations

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

### ID requirements

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

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

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

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# The Supply Chain Practitioner (Fast Moving Consumer Goods) Apprenticeship Standard

The following pages contain the supply chain practitioner (fast moving consumer goods) apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

## Knowledge

- K1** 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.
- K2** 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
- K3** The characteristics and specific needs of different customer groups: retailers, business-to-business, e-commerce, and export
- K4** The key principles of Continuous Improvement (CI) Management and Problem Solving
- K5** The importance of new products and how a product is costed
- K6** 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)
- K7** 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
- K8** Plan manufacture: the principles of developing and implementing a supply plan taking account of capacity, product life and the key drivers of success

**K9** Customer service: the principles of order capture and management, from order receipt to delivery through to customers, the importance of customer fulfilment

**K10** Logistics: the importance of logistics cost, the impact of short-lead time and high demand volatility logistics on network planning

**K11** Information technology (IT) systems for the supply chain: Excel, material requirements planning (MRP) systems and business planning systems

### Knowledge Test

**K1.1** Outline the **critical supply chain key performance indicators** (K1)

**K1.2** State the **impact of critical supply chain key performance indicators on other parts of the business** (K1)

**K2.1** State key **legislation, policies and procedures that influence the supply chain** such as health and safety, environment and sustainability (K2)

**K2.2** State key legislation, **policies and procedures that are relevant to the business context** such as large goods vehicle (LGV) driver hours and **food safety/safe manufacturing practices** (K2)

**K3.1** Outline the **characteristics and specific needs of different customer groups** (K3)

**K4.1** Outline the **key principles of Continuous Improvement (CI) Management** (K4)

**K4.2** Outline the key principles of **Problem Solving** (K4)

**K5.1** State the **importance of new products** and **how a product is costed** (K5)

**K6.1** Outline the **principles of buying** such as strategic and operational decision making (K6)

**K6.2** Outline the **legal and customer requirements** such as anti-bribery policies, ethical approaches and frameworks (K6)

**K7.1** Explain the **levers and influences on customer and consumer demand** such as market trends, weather, competitor activity and seasonality (K7)

**K7.2** Explain the **impact of merchandising on supply chain decisions** (K7)

**K8.1** Outline the **principles of developing and implementing a supply plan** taking account of capacity, product life and the **key drivers of success** (K8)

**K9.1** Explain **the principles of order capture and management, from order receipt to delivery through to customers** (K9)

**K9.2** Explain **the importance of customer fulfilment** (K9)

**K10.1** Explain **the importance of logistics cost** (K10)

**K10.2** Outline **the impact of short-lead time and high demand volatility logistics on network planning** (K10)

#### Amplification and Guidance

**Critical supply chain key performance indicators (KPIs):**

- inventory accuracy:
  - displaying the correct product availability will lead to customers not ordering out-of-stock items
  - accurate inventory planning will lead to a smoother order fulfilment process and faster shipping
  - completing accurate stock movement records will improve the traceability of stock
- forecast accuracy:
  - the prediction of long- and short-term sales
  - demand forecasting enables the estimation of total sales and revenue
  - accurate sales forecasting is essential for making key decisions for short-term spending
  - consequences of inaccurate forecasting may be stock shortfalls, revenue loss, service level agreement (SLA) penalties, wastage and decreased customer satisfaction
- plan attainment:

- this is used to judge the overall achievement of the demand, for example, if you had a sales forecast of £10,000 and sold £9,000 your forecast attainment would be 90%
- how to carry out a scheduled attainment plan
- customer service:
  - delivering excellent customer service, obtaining reviews, gathering feedback. Customer satisfaction can be measured through reviewing site ratings and net promoter score (NPS), dealing with queries/complaints efficiently and providing transparency.
  - meeting customer demand, on-time delivery, tracking information for the customer and ensuring promises are kept and expectations are managed.
- vehicle utilisation:
  - recording how many hours vehicles are in service and the servicing schedule to reduce disruption
  - checking the allowed gross weight of each vehicle
  - selecting the most appropriate route and vehicle to reduce mileage, cut emissions and reduce fuel usage
  - boosting productivity and reducing maintenance of vehicles
  - driver availability and customer requirements
- on-shelf availability:
  - ensuring products are available for customers at the right time and in the designated location, so that products can be sold, which would be beneficial for the business
- waste management:
  - robust waste management procedures in place
  - waste management of retailer packaging materials, the 5Rs – Refuse, Reduce, Reuse, Repurpose and Recycle
  - segregation of waste supporting the environment
  - cost-effective processes and procedures
  - machinery for bailing
  - training for staff
- quality and value:

- quality is the degree to which the product satisfies its requirements - can be measured quantitatively and qualitatively
- ensuring items/products meet the company's standards for value for money, for example, bulk discounts or changed payment terms, longer shelf life or sale or return
- ensuring the quality of the product, for example, packaging that prevents deterioration and damage, better storage in transition or high-quality raw materials
- value is a measure of the benefit provided by a good or service

**The impact of critical supply chain key performance indicators on other parts of the business:**

- loss of customers
- fluctuation in global customer demand
- increase in inventory costs
- discrepancies of stock – overage or shortage
- reduced operational efficiency
- health and safety risks/issues
- reduction in staff morale
- product availability

**Legislation, policies and procedures that influence the supply chain:**

- Health and Safety at Work etc Act – general duties of employers and employees and risk assessment requirements:
  - employer's policies may require staff to wear protective clothing for certain tasks
  - employer's procedures may require staff to follow a particular pedestrian route in the warehouse
  - employers must train staff appropriately for tasks they are carrying out, such as lifting heavy objects
  - risk assessments are required for organisations with 5 or more staff



- Workplace (Health, Safety and Welfare) Regulations – ensures the working environment is safe, free from risk and that appropriate equipment is provided where necessary. For example, adequate heating and lighting.
- General Data Protection Regulation (GDPR) and Data Protection Act – the 7 principles when handling data.
- Modern Slavery Act – measures that should be in place on how modern slavery and human trafficking should be dealt with.
- Environment Act – application of the legislation will improve air and water quality, tackle waste, increase recycling, halt the decline of species and improve our natural environment.
- Worker Protection (Amendment of Equality Act) Act – prevents discrimination in the workplace. Treating employees less favourably than someone else because they have 1 or more of the 9 protected characteristics.
- Food Safety Act – standards businesses need to meet in order to protect consumers such as the first-expired-first-out (FEFO) system and critical control points. Businesses have 3 main responsibilities. Procedures may implement the 5Ss.
- Control of Substances Hazardous to Health COSHH - the law requires employers to adequately control exposure to materials in the workplace that cause ill health.
- The Provision and Use of Work Equipment Regulations (PUWER) - requires that equipment provided for use at work is suitable for the intended use, safe for use, maintained in a safe condition and inspected to ensure it is correctly installed and does not subsequently deteriorate, in accordance with the manufacturer's guidelines.
- Lifting Operations and Lifting Equipment Regulations (LOLER) - designed to make lifting operations and the use of lifting equipment as safe as possible. The regulations apply to any lifting equipment used in the workplace.
- Working Time Directive – protects workers by limiting the individual working hours per week and by setting minimum standards for rest time and annual leave, including the maximum number of hours driving per week.
  - an LGV driver can only drive for a maximum of 56 hours per week.
  - an LGV driver must rest for a minimum of 9 hours within a 24 hour period.
- Driver Certificate of Professional Competence (CPC) - training requirements. States that HGV, LGV, coach and bus drivers must complete a minimum of 35 hours of periodic training every 5 years.
- Good Manufacturing Practice (GMP) - ensures that products are consistently produced and controlled according to quality standards which improves the overall performance of different systems.

**Policies and procedures that are relevant to the business context** may include:

- Health and safety policy
- Manual handling policy
- Flexible working policy
- Recycle, reuse and waste procedures
- Environmental policy
- Sustainability policy – a sustainable supply chain integrates environmental and ethical practices
- Goods in/out procedures
- MOT and vehicle servicing policies
- How to control environmental, organisational, individual, ergonomic, safety, biological, physical, chemical and workload hazards

**Food safety/safe manufacturing practices:**

- HACCP and stock rotation (first expired, first out)

**The characteristics and specific needs of different customer groups:**

- retailers:
  - supply products to the end user, customer and public
  - they require a reasonable mark-up margin, sale and return terms are in a place, a supply plan linked to commercial activity and promotions and comparable terms with their competitors
  - a 'perfect' customer order ensures that all the relevant customer metrics have been achieved
- business-to-business:
  - customers might be another supplier such as a trade supplier or a wholesaler
  - a trustworthy customer-centric experience should be provided

- they will expect commercial bulk discounts and agreed discount margins, potentially linked to discounts for early invoice payments and service level agreements (SLAs)
- penalties may be incurred for failing to supply sufficient quantities and in sufficient timescales
- e-commerce:
  - buying and selling goods and services online
  - these retailers/sellers may expect a warehouse-to-customer delivery model with packing and shipping included within the contract
  - enables a business to share and operate a variety of systems
  - internet security should be implemented to ensure safe transactions
  - extended return terms may be expected to comply with distance selling regulations, and export duties and tax might have to be included in contract terms
- export:
  - a product or service produced in one country but sold to a buyer abroad
  - exporters may be similar to e-commerce sellers in their expectation that goods are provided directly from the supplier to the customers
  - storage, packing and distribution are likely to be part of the contract terms and potential warehouse capabilities in the country goods are supplied to
  - logistics strategies and supply chain channels should inform export decisions
  - a bill of lading document must be completed for international shipments
  - freight charges, export taxes and duty will be clearly outlined in the contract terms
  - transit times

**The key principles of Continuous Improvement (CI) Management:**

- The ongoing effort to improve products, services or processes by reducing waste or increasing quality.
- There are several models used to ensure continuous improvement, the principles, however, should remain the same:

- identifying a need for change
- identifying the route cause
- analysing the current issue/problem
- gaining support/driving change
- implementing a solution
- monitoring and refining (restarting the cycle)

Examples of continuous improvement and **problem solving** tools/methodologies:

- Kaizen – this approach allows many small changes which can be easier to make and have a bigger impact in the long run.
- Plan, Do, Check, Act (PDCA) – provides an approach for solving problems and managing change. It can test improvement measures on a small scale before updating procedures and working practices.
- 5 Whys – asking the question why until the root cause is identified. Typically it takes ‘5 Whys’ to get to the root cause.
- Lean – the aim is for shopfloor-level employees to identify opportunities to streamline processes and minimise waste and downtime, leading to employees feeling valued and a CI culture becoming the norm. Which leads to optimal business efficiency.
- Six Sigma – a powerful business improvement strategy delivered through a range of methodologies and tools. The aim is to minimise errors and defects, increase customer satisfaction and reduce operational costs.
- Fishbone diagram – a cause and effect diagram that can help to identify possible causes of a problem and organise them into useful categories.
- Root cause analysis – identifies the cause of the problem. Trial and error is used, and solutions are tested until the right one is found.
- 5s of problem solving – Sort (organisation), Set in Order (correct place), Shine (cleanliness), Standardise (discipline) and Sustain (on-going Improvement).
- PESTLE analysis – political, economic, social, technological, legal and environmental factors that could affect an organisation including the main opportunities and threats in the market.
- SWOT analysis – a method for identifying and analysing internal strengths and weaknesses and external opportunities and threats.

- Staff development, including the use of continuing professional development, personal development plans, and performance reviews.
- Investigating issues and recording the cause, being flexible, combining collective knowledge, skills and ideas, and being able to change priorities.

#### **The importance of new products:**

- for an organisation to grow, new products are essential to meet current and future customer demand and to try to beat competitors on price, delivery methods and customer service
- this allows them to stand out from competitors
- new products should be superior and provide unique value to customers

#### **How a product is costed:**

- costs of products should reflect the direct monetary costs of the item's production including raw/direct materials, direct labour and production equipment
- this will help determine the optimal selling price
- additional uplifts may be considered for storage space, consumable supplies, contingency for machinery failure and upgrades, software, hardware, HR costs and distribution
- consideration of pricing strategies for new products to penetrate the market and attract customers away from competitors – value-based on which is based on the value that customers attach to the product and price skimming where the highest initial price is charged and is lowered over time
- ensuring the sustainability of the business
- calculating the value of a product
- implicit and explicit costs
- different pricing strategies such as competitive pricing, penetration pricing, premium pricing, price skimming and value pricing

- formulas used to value products, such as benefits/cost = value

#### **The principles of buying:**

- the right quality product for customers and the business
- ensuring that forecasts are accurate, therefore, holding the right quantity of products
- making sure it is the right time for the business to procure the product
- ensuring the right product has been sourced by reviewing the suppliers' methods, such as how ethical their approach is – if food products are promoting animal welfare, fair wages are being paid to workers and the environment is being protected
- enabling the organisation to get the right price for their products and the best value
- supporting the organisation in procuring products from the right place, considering factors such as local suppliers, producers and manufacturers, which reduces transport costs

#### **Legal and customer requirements:**

- ensuring the organisation and suppliers are committed to anti-bribery policies, for example, they have not been involved in paying foreign officials money to smuggle unregistered goods across a border
- working with partners who can provide full traceability of the supply chain
- a modern slavery policy if the company turnover exceeds £36 million
- a supplier vetting process and/or procurement policy
- sector-specific supply chain due diligence, for example, quality kitemarks on imported goods and duty paid
- ensuring items are genuine and having checks against counterfeit goods entering the chain
- responsible procurement:
  - visibility –be visible to suppliers
  - stability –provide steady business throughout the year for suppliers
  - time – give notice to suppliers to comply with laws and complete all relevant processes

- financials – have fair financial practices
- shared responsibility – improve environmental performance and working conditions
- specific legal requirements in relation to the type of products, such as:
  - food – traceability of products
  - alcohol – adherence to licensing or duty laws
  - electrical goods – to be marked with the UKCA mark
- ethical approaches, including:
  - corporate and social responsibility
  - fair treatment and pay of employees and sustainable workloads
  - green practices and responsible sourcing of materials

**Levers and influences on customer and consumer demand:**

- the influence of marketing – advertisements, posters, customer reviews, promotions, social media feedback and word of mouth on customers’ buying decisions
- seasonality – the influence of Christmas, Easter and other seasons, for example, in the Spring customers will start to think about improving their gardens and or decorating their home and will consider purchasing cleaning products and garden furniture
- weather – unseasonal weather may change a customer’s decision and particularly impacts industries such as retail, agriculture and tourism
- competitors – their behaviour and indications that they might be aware of a change in market activity such as changing prices, heavily promoting a new product or stocking a new-to-market brand
- market trends – can impact the demand for products and services such as changes in consumer preferences, emerging technologies or economic changes
- customer factors – including income and affordability of products and related goods, behaviour and expectations
- political events – elections, wars and political disruption

**Impact of merchandising on supply chain decisions:**

- Suppliers must be aware of factors such as:
  - when the retailer is planning to merchandise the product
  - how many units will be displayed and how many kept for replenishment
  - start and finish dates of a heavy promotional period to ensure sufficient stock for the beginning of the marketing period and to avoid waste at the end
  - if a new competing product is being launched to market or given merchandising space, less of the original product might be required

**Principles of developing and implementing a supply plan:**

- know what you/your customers need.
- adapting a supply chain plan to meet customers' needs - is your plan realistic?
- communicating the plan.
- customising the logistics network, for instance, gathering and cleansing data.
- developing IT systems for decision making across all departments, such as handheld scanners linked to the main warehouse management system.
- aligning demand planning across the supply chain, for example, sharing demand data with suppliers.
- differentiating product closer to the customer, for example, assembling the product only after the customer has placed the order.
- examining storage capacity and the products that are held, for example, best-before and use-by dates in the food industry.
- looking at historical data and reviewing what was successful and what could be improved.
- reviewing continuous improvement techniques.
- having an accurate forecast of the volume of goods to be produced, manufactured, received and dispatched.
- ensuring sufficient capacity in terms of logistics, warehouse space, materials and staffing.
- understanding the shelf life of perishable goods from manufacturer to end user.



- setting KPIs to manage inventory and distribution.
- agreeing SLAs and KPIs with all partners in the chain and their capacity to meet these.
- synchronising supply chain planning across an organisation through the use of software, being agile, applying systems that can make short and long-term forecasts and collaborating across all departments.
- monitor the progress of the plan.

**Key drivers of success** within a supply plan include:

- being transparent on sourcing of products, procurement and logistics relationships
- keeping production effective and using flexible manufacturing techniques
- production of a wide range of items to meet the changes and demands of customers
- having a robust inventory
- consideration of transport and location
- planning and collecting information and data

**The principles of order capture and management, from order receipt to delivery through to customers** include:

- principles of order capture include:
  - implementing systems for collecting and reviewing data, adhering to GDPR
  - collecting meaningful data about the entire procurement process
  - identifying which customers pay on time and which are late
  - identifying which materials are purchased most and least often
  - calculating the average time between sending a purchase order and receiving a shipment
- the automation or a manual system for the entire sales process by tracking each aspect of the sale:
  - products ordered – picked/packed in the warehouse
  - payments made – transactions, invoices, delivery notes, shipping costs and paperwork

- delivery status – the couriers used and tracking of delivery by the customer
- meeting the promises made for customer delivery – such as a tracked order for next-day delivery or first-class delivery
- order fulfilment:
  - the process of order fulfilment is the receiving, preparing and delivering orders and involves identification of the required items, sorting the stock, picking the required items, appropriate packaging of the order, the correct and safe movement of the completed orders and delivery of the orders
  - the steps in the order fulfilment process from order receipt to delivery include receiving inventory, storing inventory, processing the order, shipping the order and handling returns

**The importance of customer fulfilment:**

- prioritising a robust order fulfilment process ensures efficiency and accuracy and can help improve customer experiences which in turn leads to customer satisfaction and repeat business
- customer fulfilment can also increase brand reputation, a competitive advantage, customer loyalty and retention, reduced returns and business growth
- improving order fulfilment through manual or automated systems, timeliness and smooth customer relations through open communication, fair pricing, optimising warehouse layout and setting of realistic KPIs

**The importance of logistics cost:**

- when costing logistics, considerations should include:
  - freight charges
  - weight of the load
  - fuel
  - drivers' working hours
  - tolls
  - vehicle maintenance

- using the most appropriate vehicle for the load/location
- accurate route planning
- failure to accurately cost logistics and include this in the budget and pricing will impact the profit margin for the business
- methods for reducing transportation logistics costs include:
  - improved and automated processes
  - cheaper transportation methods and electric vehicles
  - improved relationships between suppliers and third parties
  - preventative maintenance of equipment and machinery
  - accurate route planning

**The impact of short-lead time and high-demand volatility logistics on network planning:**

- inaccurate forecasting and planning may lead to the supplier holding spoiled stock which would be wasted and impact profit margin
- margins for error are small such as logistical problems and storage shortages
- distributing short-lead items over a large geographical area requires accurate logistics planning and considerations around combined loads and regional distribution plans
- short lead time benefits include reduced carrying time, streamlined operations, improved productivity, customers receiving their orders quickly, customer satisfaction and an improved customer buying experience
- short lead time costs include a greater margin for missed deliveries or short-life products spoiling and increased financial cost if deliveries are more frequent or logistics are spread over a larger area
- long lead time benefits include more capability to group deliveries, longer cancellation windows and more accurate forecasts based on current sales and trends
- long lead time costs include credit reduction in stock inventory, costs may increase, and profits reduce, employees are paid more while producing less, customer dissatisfaction, competitors will benefit, limiting the response to changing customer demand and uncertainties within the industry

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>supply chain volatility: <ul style="list-style-type: none"> <li>causes including changes in demand and technology, increased customer choices, product customisation, global competition, marketing and promotions, and industry trends</li> <li>planning for volatility by having a holistic, systematic approach including complexity reduction, reducing lead time, streamlined processes and systems and flexible organisation</li> </ul> </li> </ul>                                    |   |
| <b>Workplace Project and Presentation</b>   |   |
| <b>Acceptable achievement criteria</b>  | <b>Outstanding achievement criteria</b>   |
| <b>K1.3</b> Understands own <b>key performance indicators</b> within area of responsibility and their impact on upstream and downstream operations (K1)   | <b>K1.4</b> <i>Understands own <b>key performance indicators</b> within area of responsibility and those of other teams within the supply chain and their impact on upstream and downstream operations (K1)</i> |
| <b>K11.1</b> Correctly uses <b>IT systems</b> in their supply chain to complete tasks (K11)   | <i>No outstanding criteria for K11.</i>   |
| <b>Professional Dialogue and Interview</b>  |   |
| <b>Acceptable achievement criteria</b>  | <b>Outstanding achievement criteria</b>   |
| <b>K3.2</b> Demonstrates an understanding of the needs of a single <b>customer group</b> (K3)   | <b>K3.3</b> <i>Demonstrates an understanding of the needs of multiple <b>customer groups</b> (K3)</i>   |
| <b>Amplification and Guidance</b>   |   |
| Supply chain <b>key performance indicators</b> : <ul style="list-style-type: none"> <li>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</li> </ul> <b>IT systems</b> : <ul style="list-style-type: none"> <li>Excel, material requirements planning (MRP) systems, business planning systems, internal software, warehouse management systems and telematics</li> </ul> |   |

**Customer groups:**

- Retailers, business-to-business, e-commerce and export

## Skills

- S1** Complete supply chain documentation for audit requirements
- S2** Analyse data on key trends and themes that affect demand; use data to make recommendations to internal and external customers
- S3** 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
- S4** 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
- S5** Use continuous improvement techniques to improve performance in the FMCG supply chain, such as forecast accuracy
- S6** Manipulate and interpret constantly changing data sets to inform decision making in the supply chain function(s)
- S7** Develop and manage a small project plan within a supply chain function(s) to improve operational performance
- S8** 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
- S9** Communicate using appropriate methods and FMCG terminology; verbal, email, face-to-face

### Knowledge Test

**S1.1 State how to complete supply chain documentation for audit requirements (S1)**

**S2.1 Analyse data on key trends and themes that affect demand (S2)**

**S2.2 Describe how to use data to make recommendations to internal and external customers (S2)**

### Amplification and Guidance

#### **How to complete supply chain documentation for audit requirements:**

- Certain fast-moving consumer goods (FMCG) such as food, must have a full supply chain traceability, including a basic item description, held by everyone in the supply chain including suppliers and producers of raw materials.
- Supply of food is subject to the Food Safety Act and the Health and Safety at Work etc Act, and documentation will likely include cleaning schedules and temperature checks.
- Import and export businesses will retain Customs Declarations Service data for HMRC customs audits.
- ISO certified businesses will have specific documentation required to meet ISO audits. This will vary between businesses. For supply chain businesses these are likely to be ISO 28000, 9001 and 14001.
- The importance of supply chain visibility (SCV), operator licence audits and dealing with discrepancies.
- Supply chain documents needed for compliance, risk mitigation and auditing purposes such as supplier contracts, picking lists, purchase orders, invoices, purchase requisitions, bill of materials, bill of lading, material-handling equipment (P) check sheets and use of version control.
- Supply chain traceability documentation, at a minimum, should include a basic description of the item.

#### **Data on key trends and themes that affect demand:**

- Methods for analysing data include:
  - Qualitative data from customer feedback
  - Social media reviews

- Verbal feedback
- Internal/external feedback from staff, suppliers and customers
- Historical data and data patterns over a specific period
- Quantitative data
- KPIs relating to stock inventory
- Sales figures
- Trends and themes which affect demands include:
  - availability of goods or substitutes
  - product price
  - seasonal trends
  - changes to legislation
  - inflation
  - analysing data specific to the industry and how to use data to make recommendations to internal and external customers
  - analysis can be by year-on-year sales, month-on-month comparisons or actual against forecast sales with a diagnostic analysis where they differ (finding the root cause of the variation)
  - political environment
  - economic conditions

Steps for collecting and analysing data include:

- identifying a problem
- collecting relevant data
- cleaning data
- interpreting data
- graphically displaying data
- analysing data for patterns and predictions

- presenting findings

**How to use data to make recommendations to internal and external customers**

- Internal recommendations could include:
  - customer service improvements
  - too low or too high stock levels, stock wastage, slow stock and dead stock
  - poor service from suppliers
  - recommendations can be made internally for bulk buying or increasing order size, reducing order quantities, potential volumes of waste and mitigations against this
- External recommendations could include:
  - need for more or less of a product or new products to market
  - potential delays to lead time
  - supply shortages
  - alternative products based on quality or value
  - data can be used externally to advise on an inability to meet order quantity, suggest fast-moving or profitable goods/lines

**Workplace Project and Presentation**

**Acceptable achievement criteria**

**S3.1** Ensures the flow of FMCG products or services, reacting to **factors** affecting the operation as they occur (S3)

**S3.2** Meets critical deadlines (S3)

**S4.1** Lead and participate in everyday **problem-solving activities**, using a recognised technique (S4)

**Outstanding achievement criteria**

**S3.3** Considers **factors** that may impact on the efficient running of the FMCG supply chain and has contingency plans in place (S3)

**S3.4** Exceeds deadlines (S3)

**S4.2** Lead and participate in everyday **problem-solving activities**, using multiple techniques; end to end understanding



|   |   |
|---|---|
| <p><b>S5.1</b> Use up to 2 <b>CI techniques</b> to identify one or two potential improvements for the workplace and shows how improvements could be embedded in the workplace (S5)</p> <p><b>S6.1</b> Identify patterns and trends to make informed decisions using appropriate techniques and drawing logical conclusions (S6)</p> <p><b>S7.1</b> Develops a project plan with milestones, key project stages and deliverables (S7)</p> <p><b>S8.1</b> Identify, manage and escalate risks to the business within own area of responsibility, based on project outcomes (S8)</p> <p><b>S8.2</b> Ensure product availability (S8)</p> <p><b>S9.1</b> Presents reasoned conclusions (S9)</p> <p><b>S9.2</b> Communicates message, using appropriate methods and <b>FMCG terminology</b> (S9)</p> | <p><i>demonstrated; longer-term horizon considered, element of 'future proofing'/forward thinking (S4)</i></p> <p><b>S5.2</b> <i>Uses 3 plus <b>CI techniques</b> to identify 3 or more potential outcomes and shows how improvements could be embedded in the workplace (S5)</i></p> <p><b>S6.2</b> <i>Making reasoned and sound/logical recommendations based on data analysis for potential business benefits (S6)</i></p> <p><b>S7.2</b> <i>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 (S7)</i></p> <p><b>S8.3</b> <i>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 (S8)</i></p> <p><b>S8.4</b> <i>Anticipating and contingency planning for internal and external <b>factors</b> which may impact on product availability (S8)</i></p> <p><b>S9.3</b> <i>Presents reasoned conclusions and sound/logical recommendations for future implementation (S9)</i></p> <p><b>S9.4</b> <i>Adapts style according to the audience (S9)</i></p> |
| <b>Amplification and Guidance</b>   |   |
| <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• for example, supply issues, transportation network failure and financial constraints</li> </ul>   |   |

**Problem-solving activities:**

- define problem
- alternative solutions
- evaluate alternative
- implementation

**CI techniques:**

- Kaizen
- Lean Transformation

**FMCG terminology:**

- examples include stock keeping unit (SKU), return on investment, productivity, effective coverage and consumer promotion

## Behaviours

- B1** Responsiveness to change: demonstrates and encourages curiosity to foster new ways of thinking and working to ensure economic benefits are maximised
- B2** Pride in work: aims for excellence, time management, adherence to deadlines
- B3** Have courage/conviction in their decisions and demonstrates ownership of work
- B4** Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately, leads by example
- B5** Tenacious approach to problem-solving by working to identify and ensure root causes are resolved to ensure supply chains remain flexible and agile
- B6** Highly effective communicator at all levels and with a variety of stakeholders: always acting with integrity and respect
- B7** Safe working: ensures safety of self and others, challenges safety issues
- B8** Acts in alignment with the business vision and values, desire to learn about the FMCG industry, acts as an ambassador

### Workplace Project and Presentation

#### Acceptable achievement criteria

- B1.1** Demonstrates flexibility to changing working environment and demands (B1)
- B2.1** Aims to meet objectives, demonstrates good time management (B2)
- B3.1** Accepts responsibility; plans work to meet objectives (B3)

#### Outstanding achievement criteria

- B1.2** *Constructively questions and challenges to understand the reasons behind the change. Sets a positive example for others about change (B1)*
- B2.2** *Aims for exceeding objectives. Actively reviews performance with a critical eye and looks for ways to improve performance (B2)*

|   |   |
|---|---|
| <p><b>B4.1</b> Builds good relationships with others, works <b>collaboratively</b>, contributes ideas and challenges appropriately (B4)</p> <p><b>B5.1</b> Works to identify and ensure root causes of problems are resolved (B5)</p> <p><b>B6.1</b> Communicates message to different audience, honest and polite (B6)</p>   | <p><b>B3.2</b> <i>Plans to exceed objectives. Effectively prioritises and re-prioritises work to meet objectives (B3)</i></p> <p><b>B4.2</b> <i>Contributes to team based discussions/problem solving (B4)</i></p> <p><b>B5.2</b> <i>Adopts a preventative approach to problem solving (B5)</i></p> <p><b>B6.2</b> <i>Reviews effectiveness of communication to identify ways to improve. Demonstrates effective influencing skills (B6)</i></p>  |
| <b>Professional Dialogue and Interview</b>  |   |
| <b>Acceptable achievement criteria</b>  | <b>Outstanding achievement criteria</b>   |
| <p><b>B1.3</b> Demonstrates flexibility to changing working environment and demands (B1)</p> <p><b>B3.3</b> Accepts responsibility, is proactive, plans work (B3)</p> <p><b>B4.3</b> Builds good relationships with others, works <b>collaboratively</b>, contributes ideas and challenges appropriately (B4)</p> <p><b>B5.3</b> Works to identify and ensure root causes of problems are resolved, demonstrating a <b>tenacious approach</b> (B5)</p> <p><b>B7.1</b> Ensures safety of self and others, hygienic (B7)</p> <p><b>B7.2</b> Challenges safety issues (B7)</p> <p><b>B8.1</b> Acts in alignment with the business vision and values (B8)</p> <p><b>B8.2</b> Completes activity to learn about FMCG industry (B8)</p> | <p><b>B1.4</b> <i>Constructively questions and challenges to understand the reasons behind the change. Sets a positive example for others about change (B1)</i></p> <p><b>B3.4</b> <i>Plans to exceed objectives. Effectively prioritises and re-prioritises work to meet objectives (B3)</i></p> <p><b>B4.4</b> <i>Contributes to team based discussions/problem solving (B4)</i></p> <p><b>B5.4</b> <i>Adopts a preventative approach to problem solving (B5)</i></p> <p><b>B7.3</b> <i>Promotes safe working (B7)</i></p> <p><b>B8.3</b> <i>Promotes business vision and values to others (B8)</i></p> <p><b>B8.4</b> <i>Undertakes activity to promote the supply chain profession (B8)</i></p> |

## Amplification and Guidance

### **Collaboratively:**

- working with others in a beneficial way
- using the expertise of others
- listening and contribution skills
- using teamwork to achieve results

### **Tenacious approach:**

- With determination and persistence

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# Assessment Summary

The end-point assessment for the Supply Chain Practitioner Apprenticeship Standard is made up of 3 components:

1. Knowledge test consisting of **30 multiple-choice questions** and **6 extended answer questions** of **90-minutes duration**
2. **3000-word** workplace project report and a presentation and Q&A that will typically last **45-minutes** and be no more than **1-hour**
3. Professional dialogue and interview that will typically last **30-minutes** and be no more than **45-minutes**

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

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit and a mark allocated. The grade will be determined using the combined mark.

## Knowledge test

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The knowledge test is weighted at **25%** of the end-point assessment. Total marks available are **60**.

- To achieve a **pass**, apprentices will score at least **40 out of 60**
- To achieve a **distinction**, apprentices will score at least **51 out of 60**
- **Unsuccessful** apprentices will have scored **39 or below**

It may be a paper-based or computer-based test and will be undertaken under 'controlled' conditions.

## Workplace Project and Presentation

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The workplace project and presentation is weighted at **50%** of the end-point assessment.

- To achieve a **pass**, apprentices must cover **all** the acceptable achievement criteria
- To achieve a **distinction**, apprentices must cover **all** the acceptable achievement criteria and score at least **26** from the outstanding achievement criteria

- **Unsuccessful** apprentices will **not** have met all the acceptable achievement criteria

The workplace project and presentation may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

## Professional dialogue and interview

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The professional dialogue and interview is weighted at **25%** of the end-point assessment.

- To achieve a **pass**, apprentices will cover all the acceptable achievement criteria
- To achieve a **distinction**, apprentices will cover all the acceptable achievement criteria and score at least **16** from the outstanding achievement criteria
- **Unsuccessful** apprentices will not have met all the acceptable achievement criteria

The professional dialogue and interview must be conducted in a ‘controlled’ environment. It may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

## Grading

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

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

In order to achieve a distinction, the apprentice must achieve a distinction in the workplace project & presentation and at least one of the other assessment methods.

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

| Knowledge test                              | Workplace project & presentation | Professional dialogue & interview | Overall grade awarded |
|---|----------------------------------|-----------------------------------|-----------------------|
| Fail any of the three assessment activities |                                  |                                   | <b>Fail</b>           |
| Pass  | Pass                             | Pass                              | <b>Pass</b>           |
| Pass  | Distinction                      | Pass                              | <b>Pass</b>           |
| Pass  | Pass                             | Distinction                       | <b>Pass</b>           |
| Distinction                                 | Pass                             | Pass                              | <b>Pass</b>           |
| Pass  | Distinction                      | Distinction                       | <b>Distinction</b>    |
| Distinction                                 | Pass                             | Distinction                       | <b>Pass</b>           |

|             |             |             |                    |
|-------------|-------------|-------------|--------------------|
| Distinction | Distinction | Pass        | <b>Distinction</b> |
| Distinction | Distinction | Distinction | <b>Distinction</b> |

## Retake and Re-sit information

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Should an apprentice fail an assessment activity on the first attempt, a resit should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield.

Any EPA component resit/retake must be taken during the maximum 12 week EPA period, otherwise, the entire EPA must be retaken in full in a new 12 week period. Apprentices should have a supportive action plan to prepare for the resit/retake. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted when the professional review has taken place.

Resits/retakes will not be offered to apprentices wishing to move from pass to distinction. Apprentices who take a resit/retake will only be able to achieve a pass in their overall grade, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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## Assessing the Knowledge Test

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The following knowledge areas of the Supply Chain Practitioner Apprenticeship Standard will be assessed by a **90-minute** knowledge test consisting of **30 multiple-choice questions** with **4 options** per question, worth **1 mark each**, and **6 extended-answer questions**, worth **5 marks each**, with a **pass** mark of **40 out of 60** and a **distinction** mark of **51 out of 60**.

The following knowledge areas will be assessed through the multiple-choice questions:

- **K1** 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
- **K2** 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
- **K3** The characteristics and specific needs of different customer groups: retailers, business-to-business, e-commerce and export
- **K4** The key principles of Continuous Improvement (CI) Management and Problem Solving
- **K5** The importance of new products and how a product is costed
- **S1** Complete supply chain documentation for audit requirements

The following knowledge areas will be assessed through the extended answer questions:

- **K6** 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)
- **K7** 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
- **K8** Plan manufacture: the principles of developing and implementing a supply plan taking account of capacity, product life and the key drivers of success
- **K9** Customer service: the principles of order capture and management, from order receipt to delivery through to customers, the importance of customer fulfilment
- **K10** Logistics: the importance of logistics cost, the impact of short-lead time and high demand volatility logistics on network planning

- **S2** Analyse data on key trends and themes that affect demand; use data to make recommendations to internal and external customers

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

### **Before the assessment**

The employer/training provider should:

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

## Knowledge Test Criteria

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### Knowledge

- K1.1** Outline the critical supply chain key performance indicators
- K1.2** State the impact of critical supply chain key performance indicators on other parts of the business
- K2.1** State key legislation, policies and procedures that influence the supply chain such as health and safety, environment and sustainability
- K2.2** State key legislation, policies and procedures that are relevant to the business context such as large goods vehicle (LGV) driver hours and food safety/safe manufacturing practices
- K3.1** Outline the characteristics and specific needs of different customer groups such as retailers, business-to-business, e-commerce and export
- K4.1** Outline the key principles of Continuous Improvement (CI) Management
- K4.2** Outline the key principles of Problem Solving
- K5.1** State the importance of new products and how a product is costed
- K6.1** Outline the principles of buying such as strategic and operational decision making
- K6.2** Outline the legal and customer requirements such as anti-bribery policies, ethical approaches and frameworks
- K7.1** Explain the levers and influences on customer and consumer demand such as market trends, weather, competitor activity and seasonality
- K7.2** Explain the impact of merchandising on supply chain decisions
- K8.1** Outline the principles of developing and implementing a supply plan taking account of capacity, product life and the key drivers of success
- K9.1** Explain the principles of order capture and management, from order receipt to delivery through to customers
- K9.2** Explain the importance of customer fulfilment
- K10.1** Explain the importance of logistics cost
- K10.2** Outline the impact of short-lead time and high demand volatility logistics on network planning

## Skills

**S1.1** State how to complete supply chain documentation for audit requirements

**S2.1** Analyse data on key trends and themes that affect demand

**S2.2** Describe how to use data to make recommendations to internal and external customers

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# Assessing the Workplace Project and Presentation

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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 project brief will be selected and confirmed with Highfield at gateway. The work project report is supported by an associated presentation that takes place after the work project report has been assessed.

This component consists of **3 aspects**:

- work project report
- presentation
- questions and answers (Q&A) session

## Work project report

The apprentice will produce a report of no more than **3000 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 3000-word limit.

The report must be accompanied by the **written submission sheet** which is available to download from the Highfield Assessment website. The report must be submitted to Highfield **one week** before the date of the presentation and Q&A. The report will be assessed and will form the basis of the presentation and subsequent Q&A.

Highfield recommends the work project report includes the following structure in relation to the specific brief chosen for the workplace project.

|                   |  |
|-------------------|--|
| <b>Title page</b> | <b>Work project report title</b><br><b>Apprentice name</b><br><b>Date of birth</b><br><b>Employer</b><br><b>Word count</b><br><b>Submission date</b> |
|-------------------|--|

|                          |  |
|--------------------------|--|
| <b>Executive summary</b> | <p><b>Overview of work project</b> (<i>this should follow the basic principle of the what, the why, the how and the desired result. It is where you should provide a brief summary of what the work project is about.</i>)</p> <p><b>Findings</b> (<i>e.g. brief summary of the outcome and/or results, what you did and what you found.</i>)</p> <p><b>Recommendations</b> (<i>e.g. brief summary of what to do next – the next steps i.e. continuous improvement, reflect/evaluate what went well/wrong, how to implement your conclusions.</i>)</p> |
| <b>Introduction</b>      | <p><b>Terms of reference</b> (<i>e.g. your reasoning for your proposed work project.</i>)</p> <p><b>Outline of structure of report</b> (<i>e.g. end to end review of a process. </i>)</p>  |
| <b>Body</b>              | <p><b>Headings and sub-headings that reflect the contents of each section</b> (<i>e.g. areas for improvement, process improvements, areas of inefficiency, changes to ways of working, root cause analysis.</i>)</p> <p><b>Finding</b> (<i>e.g. the complete data collected, the overall outcome, what was the end result, what did you find out.</i>)</p> <p><b>Discussion of findings</b> (<i>e.g. reflection/evaluation, recommendations to improve.</i>)</p>   |
| <b>Conclusion</b>        | <p><b>Summary of key findings</b> (<i>e.g. brief summary of the main result/outcome, feedback from the implementation of recommendations.</i>)</p> <p><b>Recommendations</b> (<i>e.g. solutions, suggestions, the next steps, i.e. continuous improvement, how to further implement your conclusions.</i>)</p>   |
| <b>Appendix</b>          | <p><b>Information to support the work project report but not essential to explanation (<i>this does not affect the overall word count</i>).</b> <i>As part of the appendix, you could include things like supporting documentation, emails, letters, meeting notes, workflow documents and feedback.</i></p>   |

## Presentation and Q&A

At end-point assessment, the content of the work project report will be presented to the end-point assessor. The work project report will be sent to the independent assessor **one week** prior to the presentation.

The maximum time allowed for the presentation and Q&A is typically **45 minutes** and no longer than **1 hour**. The presentation will be for a maximum of **15 minutes** of this time period.

The presentation of the work project along with the outcomes from the Q&A session will be assessed by the end-point assessor.

The presentation can take place in the workplace under controlled conditions or in assessment centres. It may be undertaken remotely using video conferencing.

### **Before the assessment**

Employers/training providers should:

- give the apprentice time to work on their project and report during the end-point assessment window
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which supply chain practitioner criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## **Grading the work project report and associated presentation**

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Apprentices will be marked against the acceptable achievement and outstanding achievement criteria included in the tables on the following pages (under workplace project and presentation criteria).

- In order to achieve a **pass**, apprentices must meet all of the acceptable achievement criteria.
- In order to achieve a **distinction**, apprentices must meet all of the acceptable achievement criteria **and** score at least **26 marks** from the outstanding achievement criteria.
- **Unsuccessful** apprentices will have not achieved all of the acceptable achievement criteria.

## **Workplace Project and Presentation Mock Assessment**

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

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommend that the apprentice experiences a

mock presentation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

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

- the mock presentation and Q&A should be **1 hour**, with the presentation being a maximum of **15 minutes** of this time period.
- a **1-hour** time slot should be available for the presentation and Q&A, if it is intended to be a complete mock interview covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock interview with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience.
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- structured 'open' questions should be used as part of the Q&A that do not lead the apprentice but allows them to express their knowledge in a calm and comfortable manner.

Some examples of this may include the following:

- Tell me about the different continuous improvement techniques you have used.
- In what ways have you had to adapt your communication style to suit the audience?



## Workplace Project and Presentation Criteria

Throughout the work project, presentation and Q&A, the assessor will review the apprentice's competence in the criteria outlined below and determine whether the apprentice has met the acceptable achievement criteria and allocate the relevant mark for the outstanding achievement criteria.

Apprentices should prepare for the work project, presentation and Q&A by considering how the criteria can be met and reflecting on their past experiences.

| Knowledge   |              |
|---|--------------|
| <b>Acceptable achievement criteria</b>  |              |
| <b>K1.3</b> Understands own key performance indicators within area of responsibility and their impact on upstream and downstream operations   |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>K1.4</b> <i>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</i> | 5            |
| <b>Acceptable achievement criteria</b>  |              |
| <b>K11.1</b> Correctly uses IT systems in their supply chain to complete tasks  |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <i>No outstanding criteria for K11.</i>   | 0            |

| Skills  |              |
|---|--------------|
| <b>Acceptable achievement criteria</b>  |              |
| <b>S3.1</b> Ensures the flow of FMCG products or services, reacting to factors affecting the operation as they occur  |              |
| <b>S3.2</b> Meets critical deadlines  |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>S3.3</b> <i>Considers factors that may impact on the efficient running of the FMCG supply chain and has contingency plans in place</i>   | 3            |
| <b>S3.4</b> <i>Exceeds deadlines</i>  | 2            |
| <b>Acceptable achievement criteria</b>  |              |
| <b>S4.1</b> Lead and participate in everyday problem-solving activities, using a recognised technique   |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>S4.2</b> <i>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</i> | 5            |

| <b>Skills</b>  |              |
|--|--------------|
| <b>Acceptable achievement criteria</b>   |              |
| <b>S5.1</b> Use up to 2 CI techniques to identify one or two potential improvements for the workplace and shows how improvements could be embedded in the workplace  |              |
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <b>S5.2</b> Uses 3 plus CI techniques to identify 3 or more potential outcomes and shows how improvements could be embedded in the workplace   | 5            |
| <b>Acceptable achievement criteria</b>   |              |
| <b>S6.1</b> Identify patterns and trends to make informed decisions using appropriate techniques and drawing logical conclusions   |              |
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <b>S6.2</b> Making reasoned and sound/logical recommendations based on data analysis for potential business benefits   | 5            |
| <b>Acceptable achievement criteria</b>   |              |
| <b>S7.1</b> Develops a project plan with milestones, key project stages and deliverables   |              |
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <b>S7.2</b> 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 | 5            |
| <b>Acceptable achievement criteria</b>   |              |
| <b>S8.1</b> Identify, manage and escalate risks to the business within own area of responsibility, based on project outcomes   |              |
| <b>S8.2</b> Ensure product availability  |              |
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <b>S8.3</b> 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                         | 3            |
| <b>S8.4</b> Anticipating and contingency planning for internal and external factors which may impact on product availability   | 2            |
| <b>Acceptable achievement criteria</b>   |              |
| <b>S9.1</b> Presents reasoned conclusions  |              |
| <b>S9.2</b> Communicates message, using appropriate methods and FMCG terminology   |              |

| Skills   |              |
|--|--------------|
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <b>S9.3</b> <i>Presents reasoned conclusions and sound/logical recommendations for future implementation</i> | 3            |
| <b>S9.4</b> <i>Adapts style according to the audience</i>  | 2            |

| Behaviours  |              |
|---|--------------|
| <b>Acceptable achievement criteria</b>  |              |
| <b>B1.1</b> Demonstrates flexibility to changing working environment and demands  |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>B1.2</b> <i>Constructively questions and challenges to understand the reasons behind the change. Sets a positive example for others about change</i> | 2            |
| <b>Acceptable achievement criteria</b>  |              |
| <b>B2.1</b> Aims to meet objectives, demonstrates good time management  |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>B2.2</b> <i>Aims for exceeding objectives. Actively reviews performance with a critical eye and looks for ways to improve performance</i>            | 3            |
| <b>Acceptable achievement criteria</b>  |              |
| <b>B3.1</b> Accepts responsibility; plans work to meet objectives   |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>B3.2</b> <i>Plans to exceed objectives. Effectively prioritises and re-prioritises work to meet objectives</i>                                       | 2            |
| <b>Acceptable achievement criteria</b>  |              |
| <b>B4.1</b> Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately                                |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>B4.2</b> <i>Contributes to team based discussions/problem solving</i>  | 3            |
| <b>Acceptable achievement criteria</b>  |              |
| <b>B5.1</b> Works to identify and ensure root causes of problems are resolved   |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>B5.2</b> <i>Adopts a preventative approach to problem solving</i>  | 3            |

| Behaviours   |              |
|--|--------------|
| <b>Acceptable achievement criteria</b>   |              |
| <b>B6.1</b> Communicates message to different audience, honest and polite  |              |
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <b>B6.2</b> <i>Reviews effectiveness of communication to identify ways to improve.<br/>Demonstrates effective influencing skills</i> | 2            |

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## Assessing the Professional Dialogue and Interview

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The professional dialogue and interview is a structured discussion between the apprentice and their independent assessor.

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 will be conducted in a 'controlled environment' such as a quiet room, away from the normal place of work. The interview will typically last **30-minutes** and be no more than **45-minutes**.

Independent assessors will select six questions from a bank of standardised competency-based questions ensuring all required areas of the standard are appropriately covered.

### Before the assessment:

Employers/training providers should:

- plan the professional dialogue and interview to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

### Grading the professional dialogue and interview

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Apprentices will be marked against the acceptable achievement and outstanding achievement criteria included in the tables on the following pages (under workplace project and presentation criteria).

- In order to achieve a **pass**, apprentices must meet all of the acceptable achievement criteria.
- In order to achieve a **distinction**, apprentices must meet all of the acceptable achievement criteria **and** score at least **16 marks** from the outstanding achievement criteria.
- **Unsuccessful** apprentices will have not achieved all of the acceptable achievement criteria.

## Professional Dialogue and Interview Mock Assessment

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

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

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

- the mock professional dialogue and interview should take place in a suitable location.
- a **45-minute** time slot should be available to complete the professional dialogue and interview, if it is intended to be a complete professional dialogue and interview covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional dialogue and interview and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience.
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- structured 'open' questions should be used as part of the professional dialogue and interview that do not lead the apprentice but allow them to express their knowledge and experience in a calm and comfortable manner.

Some examples of this may include the following:

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

- Tell me about how you ensure that you are working in alignment with the businesses values.
- In what ways do you ensure safety of yourself and others?

## Professional Dialogue and Interview Criteria

Throughout the **45-minute** professional dialogue and interview, the assessor will review the apprentice's competence in the criteria outlined below and determine whether the apprentice has met the acceptable achievement criteria and allocate the relevant mark for the outstanding achievement criteria.

Apprentices should prepare for the professional dialogue and interview by considering how the criteria can be met and using examples of their work from the entire programme.

| Knowledge   |              |
|---|--------------|
| <b>Acceptable achievement criteria</b>  |              |
| <b>K3.2</b> Demonstrates an understanding of the needs of a single customer group         |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>K3.3</b> <i>Demonstrates an understanding of the needs of multiple customer groups</i> | 6            |

| Behaviours  |              |
|---|--------------|
| <b>Acceptable achievement criteria</b>  |              |
| <b>B1.3</b> Demonstrates flexibility to changing working environment and demands  |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>B1.4</b> <i>Constructively questions and challenges to understand the reasons behind the change. Sets a positive example for others about change</i> | 4            |
| <b>Acceptable achievement criteria</b>  |              |
| <b>B3.3</b> Accepts responsibility, is proactive, plans work  |              |
| <b>Outstanding achievement criteria</b>   | <b>Marks</b> |
| <b>B3.4</b> <i>Plans to exceed objectives. Effectively prioritises and re-prioritises work to meet objectives</i>                                       | 4            |
| <b>Acceptable achievement criteria</b>  |              |

| Behaviours   |              |
|--|--------------|
| <b>B4.3</b> Builds good relationships with others, works collaboratively, contributes ideas and challenges appropriately |              |
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <i>B4.4</i> Contributes to team based discussions/problem solving  | 4            |
| <b>Acceptable achievement criteria</b>   |              |
| <b>B5.3</b> Works to identify and ensure root causes of problems are resolved, demonstrating a tenacious approach        |              |
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <i>B5.4</i> Adopts a preventative approach to problem solving  | 4            |
| <b>Acceptable achievement criteria</b>   |              |
| <b>B7.1</b> Ensures safety of self and others, hygienic  |              |
| <b>B7.2</b> Challenges safety issues   |              |
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <i>B7.3</i> Promotes safe working  | 4            |
| <b>Acceptable achievement criteria</b>   |              |
| <b>B8.1</b> Acts in alignment with the business vision and values  |              |
| <b>B8.2</b> Completes activity to learn about FMCG industry  |              |
| <b>Outstanding achievement criteria</b>  | <b>Marks</b> |
| <i>B8.3</i> Promotes business vision and values to others  | 2            |
| <i>B8.4</i> Undertakes activity to promote the supply chain profession   | 2            |

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