END-POINT ASSESSMENT PLAN

Supply Chain Leadership Professional | **Level 6 Integrated Degree Apprenticeship**

Contents

Introduction

This end-point assessment plan accompanies the Supply Chain Leadership Professional Integrated Degree Apprenticeship Standard at Level 6 which incorporates on-programme academic and workplace learning and assessment with an independent end-point assessment. This degree apprenticeship provides an important solution to the recruitment of talent to the leadership of supply chains, with globalisation having made them increasingly complex to manage and lead.

Employers, higher education providers and professional bodies have come together to co-design a fully integrated degree programme for apprentices in supply chain leadership roles that delivers and tests the knowledge, skills and behaviours described in the Apprenticeship Standard.

The integrated degree apprenticeship approach successfully emphasises the connectedness of learning rather than the more usual method of academic and work-based learning taking place in parallel but independent of each other. It allows for the delivery by the higher education provider to be seamless and an effective way of assessing occupational competence and verifying that the Apprenticeship Standard has been met by the apprentice.

The independent end-point assessment is integrated fully into the design of the bachelor's degree qualification so that successful completion of the apprenticeship will include successful achievement of a bachelor's degree with honours (as described by the Framework for Higher Education Qualifications [FHEQ]).

The apprenticeship will typically take 48 months to complete with the end point assessment undertaken in the final 8 months. Performance at end-point assessment will contribute towards the overall degree classification which means apprentices cannot successfully complete the bachelor's degree without passing the apprenticeship end-point assessment. The apprentice's performance at end-point assessment will also determine whether the apprentice has achieved the apprenticeship grade of pass, merit, distinction or fail at the end of the apprenticeship journey.

The end-point assessment plan sets out what is required to be carried out by the employer and the end-point assessment organisation to ensure all apprentices, irrespective of company and location, are assessed in a rigorous, robust and consistent manner.

Apprenticeship Structure

This is an integrated degree apprenticeship at level 6. It is distinguished by the blend of employer defined skills, knowledge and behaviour outcomes that are integrated and assessed as part of the degree with recognition by a relevant professional body. The bachelor's degree must consist of 360 credits and must be awarded at level 6. Each higher education provider will develop its own programme structure to deliver the skills, knowledge and behaviours required of the Apprenticeship Standard and the assessment methods detailed in this plan. 300 credits must be delivered and achieved during the apprenticeship on-programme elements and 60 credits delivered through the end point assessment.

The higher education provider will design and deliver the training, formative and summative assessment for the on-programme elements to develop the knowledge, skills and behaviour required by the Apprenticeship Standard. The higher education provider must also ensure the modules of the bachelor's degree map to the knowledge, skill and behaviour required by the Apprenticeship Standard. It is recommended that the on-programme content to deliver the knowledge, skills and behaviours be scoped by the higher education provider in collaboration with employers to agree which are trained in the workplace and which are delivered through the degree. Correspondingly, employers should ensure that the workplace environment affords the apprentice the opportunity to demonstrate and re-inforce their applied learning.

Throughout the on-programme teaching and learning stage, the apprentice must collate *an evidence portfolio* which will be used both at the Gateway and relied upon during the end-point Viva examination.

The evidence portfolio will be:

- *compiled through an online portfolio management system*
- *reviewed by the employer (in conjunction with the higher education provider) on a regular basis during the apprenticeship and signed-off by a suitably qualified work-based assessor or examiner*
- *in a number of forms (minimum of 2 pieces and a maximum of 4 pieces of evidence for all of the knowledge, skills and behaviours demonstrated) and may include:*
    - *products such as, reports, presentations, data analysis*
    - *professional discussions*
    - *expert witness evidence and / or testimony*
    - *on-the-job and task observations*

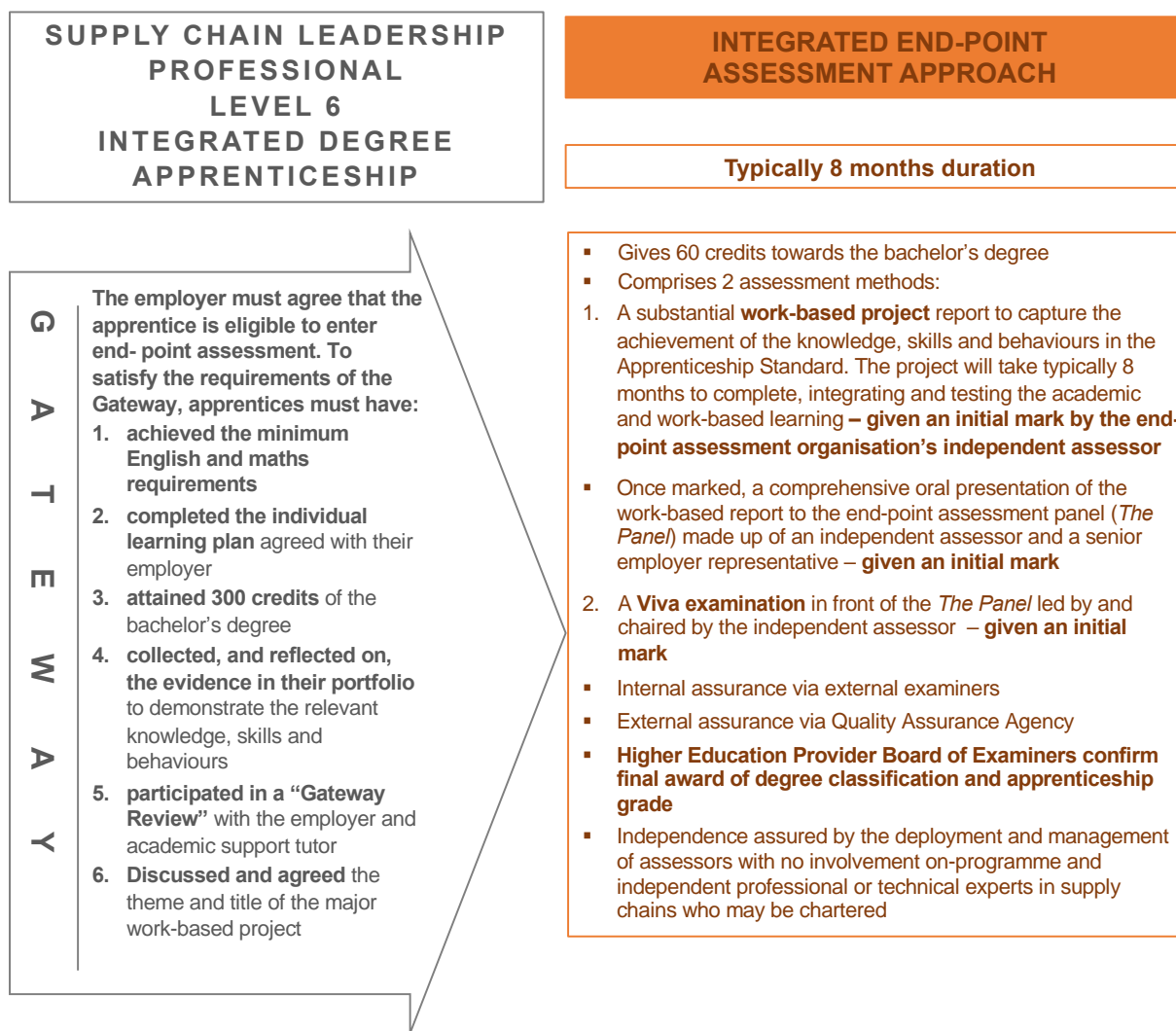*Reflective accounts and self-evaluations must not be used.*

The apprentice's employer and higher education provider, working collaboratively, will provide guidance to support the development of the evidence portfolio in accordance with their respective policies, processes and procedures.

The apprentice must be given adequate training on using systems and tools relating to the online portfolio management system.

The portfolio will be sent to the Independent Assessor at the point immediately following gateway.

The apprentice will be required to demonstrate the application of their learning within a supply chain business context. To ensure successful progress, between 60 and 120 credits of the bachelor's degree must be attained each year with 300 credits achieved by the Gateway. The apprenticeship culminates in a 60-credit end point assessment that must be completed in the final 8 months of the apprenticeship.

Diagram 1 | End Point Assessment Journey

SUPPLY CHAIN LEADERSHIP PROFESSIONAL LEVEL 6 INTEGRATED DEGREE APPRENTICESHIP

INTEGRATED END-POINT ASSESSMENT APPROACH

Typically 8 months duration

G A T E W A Y

The employer must agree that the apprentice is eligible to enter end- point assessment. To satisfy the requirements of the Gateway, apprentices must have:

1. **achieved the minimum English and maths requirements**
2. **completed the individual learning plan** agreed with their employer
3. **attained 300 credits** of the bachelor's degree
4. **collected, and reflected on, the evidence in their portfolio** to demonstrate the relevant knowledge, skills and behaviours
5. **participated in a "Gateway Review"** with the employer and academic support tutor
6. **Discussed and agreed** the theme and title of the major work-based project

- Gives 60 credits towards the bachelor's degree
- Comprises 2 assessment methods:
1. A substantial **work-based project** report to capture the achievement of the knowledge, skills and behaviours in the Apprenticeship Standard. The project will take typically 8 months to complete, integrating and testing the academic and work-based learning – **given an initial mark by the end-point assessment organisation's independent assessor**
- Once marked, a comprehensive oral presentation of the work-based report to the end-point assessment panel (*The Panel*) made up of an independent assessor and a senior employer representative – **given an initial mark**
2. A **Viva examination** in front of the *The Panel* led by and chaired by the independent assessor – **given an initial mark**
- Internal assurance via external examiners
- External assurance via Quality Assurance Agency
- **Higher Education Provider Board of Examiners confirm final award of degree classification and apprenticeship grade**
- Independence assured by the deployment and management of assessors with no involvement on-programme and independent professional or technical experts in supply chains who may be chartered

The Diagram above shows the apprenticeship journey at gateway and at end-point assessment.

Assessment Gateway

The employer must decide that the apprentice is eligible for end-point assessment. End-point assessment is only triggered when the apprentice satisfies, in totality, that they have:

1. achieved a minimum level 2 English and maths in accordance with the Apprenticeship Standard and the general apprenticeship funding requirements
2. completed the individual learning plan agreed with their employer
3. successfully attained 300 credits of the bachelor's degree by completing the formal learning as designed by the higher education provider
4. sufficient evidence to demonstrate competence across the knowledge, skills and behaviours as described by the Apprenticeship Standard, collected and reflected in the form of an evidence portfolio
5. participated in a Gateway Review with the employer to assess readiness
6. discuss, review the apprentice's completed project proposal and agree at the Gateway Review the themeand title of the major work-based project, with the apprentice's manager and the end point assessment organisation's independent assessor (who has final sign-off) that will be assessed at end-point by way of a project report and project presentation
7.

The apprentice should only be put forward for end-point assessment when the employer decides that they are prepared and ready. The apprentice can only proceed once the employer is satisfied that they have met all the knowledge, skills and behaviours in the Standard.

The employer should have a remediation process in place to support any apprentice who fails to meet the requirements to enter end-point assessment.

End-Point Assessment: Roles and Responsibilities

End-point assessment will be completed over an 8 month period . End-point assessment will deliver 60 credits towards the bachelor's degree with honours and determines the apprenticeship grade.

This is an integrated degree apprenticeship which means end-point assessment will be delivered by the higher education provider that validates and awards the bachelor's degree and is described as the *end-point assessment organisation* in this context.

The end-point assessment organisation will approve and appoint suitably qualified and experienced persons, in line with **Table 1**, to carry out end-point assessment and assure quality and consistency.

The following criteria apply:

Table 1	Roles and Responsibilities

Title or Body	Criteria	Role
End Point Assessment Organisation's Independent Assessor	- Must be an active professor, reader, lecturer or other teacher (or of equivalent status) - Must be from another university or, if not possible, from the same university but from a different department, must have a minimum of five years experience in supply chain management, must be expert in the field of supply chains and hold professional status equivalent to a university professor, reader, lecturer or teacher and have assessment experience - Had no direct involvement with the apprentice during on-programme teaching, learning and assessment or in their employment	- Marks major work-based project report - As independent assessor: - Informs the end-point assessment panel (*The Panel*) the work-based project report has achieved a pass or higher mark - Member of *The Panel* for the project presentation and Viva examination - Decides the apprentice's grade for each assessment method and the overall apprenticeship - Chairs *The Panel* - Leads the Viva examination - Is the final decision maker
Senior Employer Representative	- Must be the apprentice's employer - Must work in a supply-chain function	- Is a member of the end-point assessment panel (*The Panel*) for the project presentation and Viva examination only - Provides guidance to the Independent Assessor on the employer's own policies and practices where requested - Attends *The Panel* for context only and must not influence marking or grading decisions - Gives validity to the information relied on about the apprentice
The End Point Assessment Panel *(The Panel)*	- Must comprise - An independent assessor from the End Point Assessment Organisation acting as *The Panel* chair - A senior employer representative (in a guidance and advisory role only)	- Carries out the assessment of the project presentation once the project report has been assessed - Carries out the assessment of the Viva examination - Recommends marks to the Higher Education Provider's Board of Examiners

End-Point Assessment Methods

The following assessment methods, weighted equally, will be used and must be taken in order:

Assessment Method 1: (a) a major work-based project report followed by (b) a project presentation to *The Panel*

Assessment Method 2: Viva examination, carried out by *The Panel* based on the apprentice's evidence portfolio

Assessment Method 1	Comprises a presentation and a major work-based project report

The apprentice will produce a substantial work related project report.

The project proposal, theme and objectives must relate to the apprentice's own work environment and context and be formally agreed at the Gateway Review; this agreement will signify the start of the end-point assessment.

The apprentice will be given 6 months to complete the project and the project report writing. The project is designed to assess the apprentice in a consistent way, irrespective of their particular workplace or higher education provider.

Assessment Method 1(a)	A major work-based project

The project will rely on substantive evidence from a work-specific task, such as (but not limited to) inventory reduction, use of lean practices or tracking multiple outcomes of a given supply chain process, to demonstrate the application of skills, knowledge and behaviours. The Project will be in relation to (but not limited to) business improvement, customer value, gaining competitive advantage, innovation, sustainability and / or demonstrate positive returns on investment.

The employer and higher education provider should work together to agree a project that is achievable within the employer's business constraints, has a level of challenge appropriate to a bachelor's degree programme with honours and meets the specific requirements of the Apprenticeship Standard. The apprentice will complete a 1,500 word project proposal, which will outline aims and objectives, literature review, methodology, project plan and ethics. This is a gateway requirement.

Agreement on what systems, tools and platforms will be required by the apprentice to complete the work-based project and, how these will be made available, must be discussed between the apprentice, employer and the academic support tutor before commencing.

The project will be conducted alongside the apprentice's normal work. The employer should make suitable allowance for the project to be undertaken in terms of time and resources.

Any issues with ethics, confidentiality and/or security will also be addressed between the end-point assessment organisation, employer and apprentice allowing for a project of business value to be undertaken using real data.

The project report

On completion of the project, the apprentice will submit a written report, based on the work-based project, to the end-point assessment organisation for assessment and marking. The report will typically be research, development and practice focused and present evidence based innovative and relevant practices and solutions.

The project report will be assessed against the knowledge, skills and behaviours detailed in **Annex A** and should take the following approach.

> ***The project report will:***
> - *demonstrate the application of the knowledge, skills and behaviours mapped against this method*
> - *be 9,000 words (plus or minus 10% at the apprentice's discretion)*
> - *set out the approach to planning and completion of the project*
> - *set out the project brief, literature review, objectives, findings, conclusions and recommendations*
> - *include a signed statement by the apprentice to confirm that the project and the project report is their own work*
> - *feature the application of learning behaviours such as:*
>   - *appropriate referencing*
>   - *critical academic writing and thought*
>   - *meeting deadlines and time management*
>   - *reflective learning*
>   - *research methods*
>   - *written communication skills*

The independent assessor appointed by the end-point assessment organisation will agree an appropriate mark for the major work-based project report.

Criteria for marking and grading the major work-based project report is shown in **Table 3**. The apprentice must submit the major work-based project report t before undertaking the project presentation and Assessment Method 2 of the end-point assessment. Apprentices will have 6 months to complete the project and project report.

It will typically take around 4 weeks for the project written report to be reviewed by the independent assessor. During this time, apprentices are expected to prepare their presentation.

Assessment Method 1(b)   A project presentation

The apprentice will give a presentation to the end-point assessment panel - *The Panel* - based on their major work-based project report.

The apprentice will be allowed four weeks to prepare for the presentation.

The project presentation and answers to questions will be assessed against the knowledge, skills and behaviours as detailed in **Annex A**.

The End-point assessment organisation must ensure reasonable presentational requirements are in place such as power point facilities. Apprentices must make any requirement requests at least two weeks prior to the scheduled date for the presentation and questioning.

The presentation will:

- *take place only after the completion of the project work, submission of the written project report and once the report's been reviewed by the independent assessor.*
- *The Panel*
take place approximately four weeks after submission of the project or at the point in which marking of the project report is complete (typically 7 months after the start of end point assessment)
- *last 20 minutes, plus 10 minutes for follow-up questions (with a +10% tolerance ei at the discretion of the assessor to provide scope for the apprentice to demonstrate their full abilities)*
- *include 6 question areas asked by the independent assessor on key aspects of the project, to ensure that the apprentice clearly demonstrates an understanding of the knowledge, skills and behaviors required*
- *be attended by the senior employer representative for context only and, to give validity to the information relied on about the apprentice and provide guidance to the Independent Assessor on the employer's own policies and practices where requested*
- *be conducted face-to-face in a designated space, in a quiet room, free from distraction and influence, with reasonable presentational equipment/resources and that allows for the project outcomes to be demonstrated; this may be at the apprentice's normal place of work or a venue sourced by the end-point assessment organisation*

The independent assessor will grade the project report and the presentation holisticaly. Criteria for marking the project presentation is show in **Table 3**.

Assessment Method 2   A Viva examination

Immediately following the project presentation (on the same day), *The Panel* will conduct a Viva examination with the employer representative present in a guidance and advisory role only.

The Viva examination will be assessed against the knowledge, skills and behaviours as detailed in **Annex A**.

> *The Viva examination will:*
> - *take account of the evidence portfolio submitted at the gateway*
> - *synoptically assess knowledge, skills and behaviours via 6 question areas from across the key operational functions of plan, source, make, deliver, return and enable and, influential and motivating behaviour*
> - *be based on a set of standardised questions, developed by the end point assessment organisation having pre-read the evidence portfolio received within 7 days after Gateway.*
> - *require apprentices to draw on their evidence portfolio (see below) in answering the questions*
> - *last 40 minutes (with a +10% tolerancey, at the discretion of the assessor to provide scope for an apprentice to demonstrate their full abilities)*
> - *include any follow-up questions to probe further into the detail to satisfy The Panel that competency across the knowledge, skills and behaviours being assessed by this method has been achieved*
> - *be conducted face-to-face under controlled conditions, in a designated space, in a quiet room free from distractions and influence*

The Panel's independent assessor will give a recommended mark for the Viva examination.

Criteria for marking the Viva is show in **Table 3**.

Re-sits and Retakes

Apprentices will be offered the opportunity to re-sit or retake in line with the higher education provider's academic regulation if a minimum of a pass is not achieved in one or more end point assessment methods.

Re-sits and retakes are not an option for an apprentice who wishes to improve their grade or mark if a minimum of a pass is achieved.

The employer has to agree that re-sits or retakes are appropriate. A supportive action plan must be in place for the apprentice to prepare for re-sits or retakes. Retakes involve further learning and re-sits do not.

An individual end point assessment method must be resat or retaken within 9 months from the original assessment, otherwise the *entire* end point assessment must be undertaken again.

The maximum grade awarded for a re-sit or retake will be a pass unless the end point assessment organisation identifies exceptional circumstances accounting for the original fail.

End point assessment organisations must ensure that the apprentice completes a different work-based project with report and presentation and / or Viva examination when taking a re-sit or retake.

End-point Final Judgement

Final judgement is made by the End Point Assessment Organisation after reviewing the recommended marks from the independent assessor and after combining marks to determine the final award of the degree classification and apprenticeship grading.

Independence

Independence is provided by the independent assessor.

The independent assessor must be sourced from a different institution in the first instance but if this is not possible, they may be a member of staff at the higher education provider. In order to remain impartial, they will have no direct involvement or engagement with the apprentice during delivery of the active teaching, learning and assessment during on-programme.

Degree Classification and Apprenticeship Grading

Degree Classification

The end-point assessment contributes 60 credits towards the final degree classification

A typical bachelor's degree with honours comprises 360 credits in total; the Integrated Degree Apprenticeship in Supply Chain Leadership Professional comprises the same.

The degree will be classified in accordance with the validating higher education provider's own degree awarding regulations.

If the apprentice fails the apprenticeship end-point assessment, they will not be awarded the bachelor's degree.

All UK higher education providers must follow the Quality Assurance Agency for Higher Education (QAA) Code of Practice for the assurance of academic standards in higher education to ensure consistency.

Apprenticeship Grading

To gain an apprenticeship pass or higher, the apprentice must achieve a minimum of pass in each of the end-point assessment methods.

A pass means full competence is demonstrated against the Apprenticeship Standard and a merit or distinction means an apprentice demonstrates competence above the Apprenticeship Standard.

The final apprenticeship grade will be one of distinction, merit, pass or fail.

Each end-point assessment method will be graded distinction, merit, pass or fail.

Both end-point assessment methods are weighted equally.

Work based project and Oral presentation	Viva	Overall grading
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Merit	Pass
Merit	Pass	Pass
Merit	Merit	Merit
Distinction	Merit	Merit
Merit	Distinction	Merit
Distinction	Distinction	Distinction

Table 2 below illustrates how the apprenticeship grading for Supply Chain Leadership Professional aligns with the normal honours degree classifications for English universities.

Table 2

Degree Classification	Apprenticeship Grade
1st Class Honours	Distinction
Second Class Honours (Upper)	Merit
Second Class Honours (Lower)	
Third Class Honours and Pass	Pass
Fail	Fail

Table 3 below outlines the marking criteria that will be applied for each assessment method. All pass criteria need to be attained in order to achieve a pass overall.

Detailed assessment guidance will be developed by the end-point assessment organisation.

Table 3	Marking Criteria

1. *Work-based project report and presentation*

Apprenticeship Grade			
Fail *(demonstrates limited ability to meet the requirements of the assessment which may be evident in the following ways)*	**Pass** *(demonstrates competency in all knowledge, skills and behaviours*	**Merit** *(a progression of the pass criteria - builds on the demonstration of pass criteria and surpasses the outcomes)*	**Distinction** *(builds on both pass and merit criteria, fully realises and develops assessment outcomes far beyond normal expectations)*
Project Report - Criteria for Grade			
▪ Does not meet pass criteria	▪ The work based project output(s) take account of capacity planning and forecasting techniques and how concepts of supply chain network coordination and leadership are applied in practice (K1, K2, K3, K23, K24, K25). ▪ The output(s) incorporates the principles of supply chain strategies, sustainable practices and the specific needs of the product, market and customer in the design of new or adapted supply chains (K4, K5, K6, K10, K11, K12, K13, K20, K21, K22). ▪ The output(s) takes account of a range of internal and external factors including legal and technological	▪ The **conclusion(s)** for the work based project incorporates application of capacity planning and forecasting techniques, **taking account of potential fluctuations.** The concepts of supply chain network coordination and leadership are applied in practice to **establish stakeholder perspective on the project focus**. (K1, K2, K3, K23, K24, K25). ▪ The project output(s) incorporates the principles of supply chain strategies, sustainable practices and the specific needs of the product, market and customer to **consider the feasibility** of the	▪ The **conclusion(s)** for the work based project incorporates **relevant and focussed** application of capacity planning and forecasting techniques, taking account of potential fluctuations, and these are used to **demonstrate the feasibility of the proposals** (K1, K2, K3, K23, K24, K25). ▪ The concepts of supply chain network coordination and leadership are **effectively** applied in practice to **negotiate a proposal(s) that is acceptable to all key stakeholders**. The project output(s) incorporates the principles of supply chain strategies, sustainable

	requirements showing an understanding of how they support the efficient operation of the supply chain network (K14, K15, K16, K17, K18, K19).	design of new or adapted supply chain networks **that takes account of business needs and/or objectives** (K4, K5, K6, K10, K11, K12, K13, K20, K21, K22).	practices and the specific needs of the product, market and customer to **effectively address the feasibility** of the design of new or adapted **complex** supply chain networks **that meet** business needs and/or objectives (K4, K5, K6, K10, K11, K12, K13, K20, K21, K22).
	▪ The work based project output(s) includes an analysis and interpretation of data gathered from across the supply chain that is used to support conclusions (S1, S2, S3, S4, S5, S6, S7, S15, S16, B4).	▪ The proposal(s) is **based on an analysis of the risks and/or opportunities for the business based on a range of** internal and external factors including legal and technological requirements showing an understanding of how they support the efficient operation of the supply chain **taking account of business needs and/or objectives** (K14, K15, K16, K17, K18, K19).	▪ The proposal(s) is **based on an in-depth** analysis of the risks and opportunities for the business **based on a range of relevant** internal and external factors including legal and technological requirements showing an **in-depth** understanding of how they support the efficient operation of the supply chain **to meet** business needs and/or objectives (K14, K15, K16, K17, K18, K19).
	▪ Financial forecasting and/or reporting is used to validate conclusions (S8, S9, S10, S11, B2).	▪ The work based project output(s) include conclusion(s) and proposal(s) based on the analysis and interpretation of **information and** data gathered from **a range of relevant sources** across the supply chain (S1, S2, S3, S4, S5, S6, S7, S15, S16, B4).	▪ The work based project output(s) include conclusion(s) and proposal(s) **drawn from** the analysis and interpretation of **complex** information and data gathered from a range of relevant sources across the supply chain **including the use of**
		▪ Financial forecasting or reporting is used to validate the conclusions**,** which **promote opportunities for**	

		the business (S8, S9, S10, S11, B2).	**current market and customer insight together with product information** to **optimise business efficiency** (S1, S2, S3, S4, S5, S6, S7, S15, S16, B4).
			▪ Financial forecasting **and** reporting is used to validate the conclusions and **feasibility of proposal(s),** which **promote opportunities for business growth and reduce supply chain related risks** (S8, S9, S10, S11, B2).

2. VIVA examination (100 marks)

Apprenticeship Grade			
Fail *(demonstrates limited ability to meet the requirements of the assessment which may be evident in the following ways)*	**Pass** *(demonstrates competency in all knowledge, skills and behaviours)*	**Merit** *(a progression of the pass criteria - builds on the demonstration of pass criteria and surpasses the outcomes)*	**Distinction** *(builds on both pass and merit criteria, fully realises and develops assessment outcomes far beyond normal expectations)*
Criteria for grade			
▪ Apprentice has failed to meet the pass criteria.	▪ Demonstrates the importance of relationships between self and others when collaborating and communicating with others. Is able to demonstrate effective communication skills in supply chain leadership contexts (S23, S24, S28, B5, B6).	▪ Demonstrates the importance of relationships between self and others **across the supply chain** when collaborating and communicating with others. Is able to demonstrate **the use of a range of** communication skills in supply chain leadership contexts (S23, S24, S28, B5, B6).	▪ Demonstrates **and promotes** the importance of relationships between self and others**, between functions** and across the supply chain when collaborating and communicating with others. Is able to demonstrate **the effective use of** a range of appropriate

	• Demonstrates the ability to advance ideas in the design of supply chain solutions (S18, S19, S20, S21, S25). • Demonstrates the ability to meet the challenges of supply chain operational management (S17, S22, S26, S27, S29, B1, B3).	• Demonstrates the ability to advance ideas **and be creative** in the design of supply chain solutions (S18, S19, S20, S21, S25). • Demonstrate the ability to meet the challenges arising from the supply chain through **effective** operational management of **people and processes** (S17, S22, S26, S27, S29, B1, B3)..	communication skills **for different purposes** in supply chain leadership contexts ((S23, S24, S28, B5, B6). • Demonstrates the ability to advance ideas and be creative **and enterprising** in the design of supply chain solutions (S18, S19, S20, S21, S25). • Demonstrates the ability tomeet the channenges arising from the supply chain through effective and **efficient** operational management of people and proesss i**n different contexts and situations**. **Is able to use their skills to respond effectively to a range of changing business needs and situations** (B1)**.**

Internal Quality Assurance

As this is an integrated degree apprenticeship, the end-point assessment organisation must have taught-degree awarding powers or be working in professional partnership with an institution that can validate and issue the degree award. The higher education provider will be required to be listed on the Register of Apprenticeship Training Providers (RoATP) and the Register of End-Point Assessment Organisations (RoEPAO).

Internal quality assurance refers to the requirements that the end-point assessment organisation must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. The end point assessment organisation must undertake the following:

- appoint suitable end point assessment organisation personnel that meet the requirements for assessment in line with Table 1

- put quality assurance systems and procedures in place that support fair, reliable and consistent assessment across organisations and time
- operate an approach whereby 20% of all independent assessors' decisions are moderated
- carry out moderation and quality assurance after end-point assessment has been completed
- use their own assessment processes and approaches to assure the quality of experience by the apprentice and employer
- provide end-point assessment guidance to apprentices, employers and on-programme teachers and support tutors setting out the requirements for assessment
- develop detailed marking guidance for each of the end-point assessment methods
- allow for reasonable adjustments to be made for apprentices with special requirements through alternative assessment techniques
- provide training and standardisation events annually which all end-point assessment personnel must attend to ensure fair and impartial assessment and in terms of good assessment practice, in operating the assessment methods and in grading
- produce relevant standardised questions for use by *the independent assessor* when assessing the project presentation and carrying out the Viva examination
- develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose
- monitor and support to ensure consistency of assessment
- design and produce documentation for recording assessment decisions, grades and marking
- hold regular standardisation events for end-point assessment assessors / examiners to manage consistency of approach and allows independent assessors to attend a minimum of 1 event per year
- work, in consultation with the employer, to develop the end-point assessment tools and processes where possible to do so
- provide guidance in the event of unforeseen circumstances that prevent end-point assessment taking place
- develop policy and guidance on complaints and appeals
- ensure availability of continuous professional development and training for end-point assessment and independent assessors
- work collaboratively with other end point assessment organisations delivering this Apprenticeship Standard to encourage best practice sharing, showcasing of delivery modes and standardisation of assessment

External Quality Assurance

The Institute for Apprenticeships (IFA) is exploring whether the Quality Assurance Agency for Higher Education (QAA) can undertake external quality assurance for this Standard. Arrangements will be confirmed.

Professional Body Recognition

Following achievement of the supply chain leadership degree apprenticeship, the following membership status may be sought:

- Member (MILT) of the Chartered Institute of Logistics and Transport (CILT)
- Affiliate Member of the Chartered Institute of Procurement and Supply (CIPS)
- Expert Level membership (ESCM) of The Institute of Supply Chain Management (IoSCM)
- Associate Member (AMIEx) of the Institute of Export and International Trade (IEIT)

Implementation

Affordability

The assessment methods can be assessed on the same day in one location, and can be done remotely.

Consistency

The two approaches to end-point assessment, together with the marking criteria, promote consistency ensuring reliability of the process and 'in built' quality assurance.

Manageability

Notwithstanding the anticipated 3-yearly review of the Apprenticeship Standard and Assessment Plan, capturing and evaluating first and early adopters' views and performance will be necessary to ensure affordability, manageability, feasibility and effectiveness.

Volumes

It is expected that there will be 200 - 250 apprenticeship starts each year.

Annex A

Area of work	Knowledge outcome required	End-point assessment method
Capacity Planning & Forecasting	▪ the principles of inventory, supply and demand planning and associated metrics, such as on-time, in-full, error-free and on-shelf availability (K1) ▪ methods of forecasting including effects of fluctuations and seasonality and use of scheduling techniques (K2) ▪ the value of targeted research on supply chain dynamics (K3)	*Work-based project report and presentation*
Supply Network Design	▪ the principles of supply chain strategies, delivery models and modes and their impact on business performance (K4) ▪ how the value proposition of the product and the market affects supply chain strategies and service operations for the end customer (K5) ▪ how to use contemporary market, product and supply chain ideas to flex the supply chain network design (K6)	*Work-based project report and presentation*
Finance and Procurement	▪ the specifics of budgeting, profit and loss reporting and cash flow forecasting in complex supply chains (K7) ▪ how procurement processes impact across the supply-chain to ensure cost efficiencies, security of supply, continuity of service and mitigation of risk (K8) ▪ the range of sourcing strategies for managing cost, quality, service and time across supply chain networks (K9)	*Work-based project report and presentation*
Inventory	▪ value chain, end-to-end and multi-channel supply chain trends in cross-border sourcing (K10) ▪ options for different inventory channels to markets, factoring in constraints, cost, flexibility, quality and speed (K11)	*Work-based project report and presentation*
Operational Design	▪ the different commercial, environmental, ethical and social contexts of manufacturing, storing, distributing and selling across an extended supply chain (K12) ▪ the optimal supplier to customer supply chain structures (K13)	*Work-based project report and presentation*
External Environment	▪ the value of alternative solutions that impact positively on time and cost, on end users and all parts of the supply chain (K14) ▪ the ethical, environmental, political, social, economic, technological and legal implications of operating in a supply chain life-cycle (K15)	*Work-based project report and presentation*
Technology	▪ the nature and scope of technologies that can drive supply chain behaviour including virtual networks (K16)	*Work-based project report and presentation*

	▪ where to leverage investment, and seek specialist advice, in supply chain technology (K17) ▪ the worth of modelling and simulation as a key enabling tool when applied to supply chain management problems (K18)	
Law	▪ the impact of national and international policy frameworks and legislation including employment, health and safety, security, environment, quality, common transport policy, tariff and taxes, trading protocols, customs classification, contracts and insurance (K19)	*Work-based project report and presentation*
Reverse Logistics	▪ the importance of tracking and recycling and e-commerce practices (K20) ▪ the value of asset recovery and related costs (K21) ▪ the 7 "R's" of sustainability (K22)	*Work-based project report and presentation*
Leadership	▪ the requirements for supply chain and network change using contemporary supply chain thinking (K23) ▪ the concepts of supply chain network coordination and leadership and their application to practice (K24) ▪ how supply chain visibility and brand appeal can be raised by harnessing knowledge exchange (K25)	*Work-based project report and presentation*
Area of work	**Skills outcome required**	*End-point assessment method*
Capacity Planning & Forecasting	▪ determine benefits of insourcing, offshoring or outsourcing (S1) ▪ gather, analyse, interpret and use data from across the supply chain to propose and make effective decisions (S2) ▪ source and plan optimal transport solutions (S3) ▪ actively integrate and use data across enterprise lines (S4)	*Work-based project report and presentation*
Supply Network Design	▪ develop differentiated supply chain strategies aligned to relevant business unit or function to achieve long-term sustainable growth (S5) ▪ use end customer insight to design and evaluate end-to-end supply chain networks (S6) ▪ use current market and product information to influence and challenge supply chain network design (S7)	*Work-based project report and presentation*
Finance and Procurement	▪ leverage, and capitalise on, supply chain assets to deliver financial targets (S8)	*Work-based project report and presentation*

	▪ drive cost efficiencies and service level improvements through the distribution network (S9) ▪ practise in a sustainable and ethical way all sourcing and buying decisions (S10) ▪ control information and material flow on-time and in-full (S11)	
Inventory	▪ apply relevant inventory control techniques and tools (S12) ▪ articulate ways to minimise costs and deploy Lean principles while optimising service (S13) ▪ introduce strategies for managing inventory optimisation and rationalisation across the extended supply chain (S14)	***Work-based project report and presentation***
Operational Design	▪ implement change in the supply chain in response to changes in production, scheduling and demand (S15) ▪ collaborate with manufacturing functions to meet criteria of quality, time and continuity (S16)	***Work-based project report and presentation***
External Environment	▪ manage distribution and logistics networks, inbound and outbound (S17) ▪ evolve alternative supply chains to ensure resilience and continuity of supply (S18) ▪ design activities for receiving, put-away, storage, replenish, order-picking and dispatch (S19)	***Viva examination***
Technology	▪ identify next-generation software and manage potentially disruptive technologies (S20) ▪ match innovation in IT with business needs including global sourcing and the international trade context (S21) ▪ meet the challenge of technology selection, development, implementation and application (S22)	***Viva examination***
Law	▪ give guidance on meeting environmental and legal requirements and maintain a high regard for risk identification and reduction, and safety management (S23) ▪ articulate business purpose and values and establish key accountabilities for contract formation and negotiation (S24)	***Viva examination***
Reverse Logistics	▪ introduce innovative distribution, delivery and return methods while managing risk (S25) ▪ implement the 7 "R's" of sustainability: *remove, reduce, reuse, renew, recycle, revenue* and *read* (S26)	***Viva examination***
Leadership	▪ maintain the competitiveness of the supply chain (S27)	***Viva examination***

	▪ agree, communicate, collaborate and coordinate supply chain and network imperatives with finance, HR, IT, sales and marketing functions and with key partners (S28) ▪ initiate value-adding strategic and operational processes through effective project and task management (S29)	

Area of work	Professional behaviour outcome required	*End-point assessment method*
Adaptive	▪ be flexible to changing business requirements with a desire for achieving supply chain optimisation (B1)	*Viva examination*
Collaborative	▪ adopt cross-functional/cross-company working to enhance supply chain connections and dependencies (B2)	*Work-based project report and presentation*
Cooperative	▪ promote an inclusive approach to a safety-first culture in the workplace and across all tasks in the supply chain(B3)	*Viva Examination*
Enterprising	▪ champion new opportunities for business growth and proactively reduce the supply chain related risks (B4)	*Work-based project report and presentation*
Influential	▪ be a persuasive negotiator and approachable by all partners and stakeholders in the end to end supply chain (B5)	*Viva examination*
Motivating	▪ be an ethical role model with a reputation for sustainable development in a global supply chain community (B6)	*Viva examination*