



# SENIOR PROCUREMENT AND SUPPLY CHAIN PROFESSIONAL

## Key information

**Reference:** ST0811

**Version:** 1.0

**Level:** 6

**Degree:** non-degree qualification

**Typical duration to gateway:** 30 months

**Typical EPA period:** 4 months

**Maximum funding:** £18000

**Route:** Sales, marketing and procurement

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**Approved for delivery:** 18 October 2023

**Lars code:** 732

**EQA provider:** Ofqual

**Review:** This apprenticeship standard will be reviewed after three years

## End-point assessment plan

V1.0

### Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the senior procurement and supply chain professional apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Senior procurement and supply chain professional apprentices, their employers and training providers should read this document.

A full-time senior procurement and supply chain professional apprentice typically spends 30 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA will assess occupational competence.

Apprentices must complete a Chartered Institute of Procurement and Supply (CIPS) Level 6 Professional Diploma in Procurement and Supply as part of their apprenticeship. Before starting EPA, an apprentice must meet the gateway requirements.

For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard apprentices must have achieved certain units of the qualification mandated in the senior procurement and supply professional occupational standard.
- the apprentice must have completed the CIPS Level 5 Advanced Diploma in Procurement and Supply before entering on the programme.
- the qualification units required by the gateway are:
- CIPS L6 – 6 units towards the CIPS L6 Diploma in Procurement and Supply- Units L6M1 L6M2 L6M3 and 3 optional units.

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. CIPS must provide the certificates to the training provider as confirmation to the EPAO that the apprentice has achieved the required pre-requisites for gateway entry. The EPAO is responsible for confirming full gateway eligibility. Once this has been confirmed, the EPA period starts.

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the register of end-point assessment organisations (RoEPAO).

This EPA has 3 assessment methods.

The grades available for each assessment method are below.

Assessment method 1 - presentation with questions:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence.:

- fail
- pass
- distinction

Assessment method 3 - case study test:

- fail
- pass
- merit
- distinction

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

- fail
- pass
- distinction

## **EPA summary table**

<p><b>On-programme - typically 30 months</b></p>	<p>The apprentice must complete training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.</p> <p>The apprentice must complete training towards any other qualifications listed in the occupational standard.</p> <p>The qualification(s) required are:</p> <p>CIPS L6 Professional diploma in procurement and supply</p> <p>The apprentice must compile a portfolio of evidence.</p>
<p><b>End-point assessment gateway</b></p>	<p>The employer must be content that the apprentice is working at or above the occupational standard.</p> <p>The apprentice's employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> <li>• is working at or above the occupational standard as a senior procurement and supply chain professional</li> <li>• has the evidence required to pass the gateway and is ready to take the EPA</li> </ul> <p>The apprentice must have passed any other qualifications listed in the senior procurement and supply chain professional occupational standard ST0811.</p> <p>The qualification(s) required are:</p> <ul style="list-style-type: none"> <li>• Units L6M1 L6M2 L6M3 and 3 optional units towards CIPS L6 Professional diploma in procurement and supply</li> </ul> <p>The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.</p> <p>For the professional discussion underpinned by a portfolio of evidence. the apprentice must submit a portfolio of evidence.</p> <p>The apprentice must submit any policies and procedures as requested by the EPAO.</p>
<p><b>End-point assessment - typically 4 months</b></p>	<p><b>Grades available for each assessment method:</b></p> <p>Presentation with questions</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Professional discussion underpinned by a portfolio of evidence.</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Case study test</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• merit</li> <li>• distinction</li> </ul> <p><b>Overall EPA and apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>

Professional recognition	<p>This apprenticeship aligns with Chartered Institute of Procurement and Supply for Membership</p> <p>The apprenticeship will either wholly or partially satisfy the requirements for registration at this level.</p> <p>The requirements for Membership are:</p> <ul style="list-style-type: none"> <li>• successful completion of the CIPS Level 4 Diploma or the Level 4 Commercial Procurement and Supply apprenticeship</li> <li>• successful completion of the CIPS Level 5 Advanced Diploma</li> <li>• successful completion of the CIPS Level 6 Professional Diploma or the Level 6 Senior Procurement and Supply Chain Professional apprenticeship.</li> </ul>
Re-sits and re-takes	<ul style="list-style-type: none"> <li>• Re-take and re-sit grade cap: pass</li> <li>• Re-sit timeframe: typically 2 months</li> <li>• Re-take timeframe: typically 3 months</li> </ul>

### Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 4 months.

The EPAO should confirm the gateway requirements have been met and the EPA should start as quickly as possible.

### EPA gateway

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

The apprentice must meet the gateway requirements before starting their EPA.

These are:

- achieved English and maths qualifications in line with the apprenticeship funding rules
- completed units L6M1 Strategic Ethical Leadership; L6M2 Global Commercial Strategy; L6M3 Global Strategic Supply Chain Management and 3 optional units from the 5 elective units towards CIPS L6 Professional diploma in procurement and supply
- for the professional discussion underpinned by a portfolio of evidence. the apprentice must submit a portfolio of evidence

Unit L6M4 Future Strategic Challenges for the Profession, of the CIPS L6 Professional Diploma in Procurement and Supply is mapped to the apprenticeship EPA case study assessment method and corresponding KSBs.

An apprentice may not therefore take unit L6M4 from the CIPS L6 Professional diploma in procurement and supply before the gateway. In the unlikely event that an apprentice may have achieved this unit prior to starting the apprenticeship, this would exclude them from undertaking the apprenticeship.

Any person who believes they have prior learning is advised to check their eligibility for the apprenticeship via guidance found here:

<https://www.gov.uk/government/publications/apprenticeships-recognition-of-priorlearning/apprenticeships-initial-assessment-to-recognise-prior-learning>

#### Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 18 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example:
- workplace policies and procedures
- witness statements
- annotated photographs
- video clips (maximum total duration 5 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

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

The EPA period starts when the EPAO confirms all gateway requirements have been met.

The expectation is they will do this as quickly as possible.

## Order of assessment methods

The assessment methods must be delivered in the following order:• presentation with questions• professional discussion underpinned by a portfolio of evidence• case study testThe result of one assessment method does not need to be known before starting the next.

The rationale is to ensure that the mandated CIPS qualification is completed at the same time as the end-point assessment.

## Presentation with questions

### Overview

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

### Rationale

This assessment method is being used because:

- Setting the presentation title post-gateway ensures the reliability and validity of the EPA, and the period between the apprentice's submission and the actual assessment, allows the independent assessor to prepare appropriate questions pertinent to the presentation.
- The presentation will allow the apprentice to demonstrate their knowledge, skills and behaviours relating to the KSBs assigned to this assessment method, allowing the independent assessor to draw these out, and to assess performance against the distinction criteria. Questions and answers following the presentation must seek to assess KSBs not evidenced through the presentation and/or depth of understanding to assess performance against the distinction criteria.

### Delivery

The presentation with questions must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the presentation with questions.

The presentation must cover:

- present on a strategic project or programme that you have been leading. please define your personal role in the project, your approach to the wider project including any challenges you came across, and the outcomes you delivered.
- present on a change project that you have led. this could be a process or departmental change project. outline the motivations for change, the process involved and the outcomes that you delivered from the project.
- present on a tendering project you have led. define the stages you went through from planning and market engagement, through tendering to contract implementation. outline any market specific approaches you implemented.
- present on a project that you have led which had a distinct social value element. how did you integrate social value into the project and what was the resulting benefit?

The purpose of the presentation is to allow the apprentice to demonstrate their competence against grading descriptors.

The apprentice must submit any presentation materials to the EPAO by the end of week 4 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 1 weeks' notice of the presentation assessment.

The independent assessor must ask questions after the presentation.

The purpose of the questions is to assess the level of competence against the grading descriptors.

The presentation and questions must last 60 minutes. This will typically include a presentation of 20 minutes and questioning lasting 40 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 6 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

### Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence.

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

### Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the presentation with questions:

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

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

### Professional discussion underpinned by a portfolio of evidence.

#### Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

#### Rationale

This assessment method is being used because:

- it allows the apprentice to be assessed against KSBs that may not naturally occur as part of a case study or presentation
- it allows the apprentice to show case their depth of understanding relating to the KSBs
- it allows the independent assessor to consider the context and sector that the apprentice operates within, giving flexibility to ensure that all the KSBs can be assessed appropriately
- it is cost effective, and it allows consideration of the potential need to conduct the EPA remotely.

## Delivery

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

An independent assessor must conduct and assess the professional discussion.

The purpose is to assess the apprentice's competence against the following themes:

- Infrastructure and governance
- Financial management
- Procurement and supply chain outcomes
- Leadership and management of procurement and the supply chain
- Sustainability
- Development of the team and individual

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

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 90 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 8 questions. The independent assessor must use the questions from the EPAO's question bank.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

## Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

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

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

## Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence.:

- independent assessor assessment materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank

EPA guidance for the apprentice and the employer

†The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Case study test

### Overview

In the case study test, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method.

The case study can be delivered at Study Centres, Exam Venues (internal invigilation) or via Remote Invigilation (external invigilation) at home or at a place of work. The subject of the case study is different for each exam period, and currently there are four exam periods throughout a 12 month period. The case study involves the apprentice being presented with two essay style questions with each covering one learning objective (Learning objectives 1.0 and 2.0).

Details of these are as follows:

**Learning objective 1.0 Understand the changing needs and requirements for procurement and supply** 1.1 Assess what the future strategic procurement and supply function will look like 1.2 Contrast the future skills and expectations of strategic procurement and supply leaders 1.3 Contrast the influence of emerging business and markets on the procurement and supply function

**Learning objective 2.0 Understand the future challenges for the procurement and supply profession** 2.1 Evaluate the emerging role and influence of innovation and technology on the profession 2.2 Assess the changing boundaries and shape of the profession 2.3 Evaluate future challenges for the profession

Long answer questions (LAQs) are open-ended questions. LAQs are used to assess depth of knowledge in a test. LAQs need an extended written response or an evaluative answer.

### Rationale

This assessment method is being used because:

- It provides an opportunity to test the apprentice's ability to diagnose procurement and supply situations and identify appropriate outcomes. This is part of the final exam for the CIPS L6 Professional Diploma in Procurement and Supply.
- It complements the other two assessment methods. In the professional discussion, the apprentice must relate their answers to their real-work experience, and the presentation with questions involves fact-based knowledge and skills recall. This third method of assessment provides for assurance of competency by testing the apprentice's reactions to detailed and hypothetical circumstances.
- It is delivered as an online case study test exam, recognising this is the senior level to the occupation, and employers' own experiences that apprentice senior procurement and supply professionals will be suited to answering questions about case scenarios.

### Delivery

The case study test must be structured to give the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method to the highest available grade.

The test must be computer based.

The apprentice must be given at least 2 weeks' notice of the date and time of the test.

The test must consist of 2 long answer questions. Long answer questions need a written response. Responses to LAQs may be multiple lines, an approximate word count (such as 100 words), multiple paragraphs. This should be an extended writing opportunity for higher marked questions.

### Test administration

The apprentice must have 120 minutes to complete the test.

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

The test must be taken in the presence of an invigilator who is the responsibility of the EPAO. The EPAO must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the apprentice's identity and ensure invigilation of the apprentice for example, with 360-degree cameras and screen sharing facilities.

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

### Marking

The case study test must be marked by an independent assessor or marker employed by CIPS. They must follow a marking scheme produced by CIPS. Marking by computer is allowed where question type supports this.

CIPS have a marking scheme for this assessment method as follows:

- Fail (the individual doesn't meet the pass criteria) – 24 marks or less  
Pass - individual has achieved 25-29 marks



- Merit – individual has achieved 30-37 marks
- Distinction – individual has achieved 38 or more marks

CIPS is responsible for overseeing the marking of the case study test. CIPS must ensure standardisation and the moderation of the case study test. CIPS must notify the EPAO of the results of the case study test.

Any incorrect or missing answers get zero marks.

### Assessment location

The apprentice must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. CIPS must check the venue is suitable.

The test could take place remotely if the appropriate technology and systems are in place to prevent malpractice.

### Question and resource development

CIPS must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. CIPS should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. CIPS must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

CIPS must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

CIPS must produce the following materials to support the test:

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

CIPS must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Grading

### Presentation with questions

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICE HAS ACHIEVED	DISTINCTION APPRENTICE HAS ACHIEVED
Procurement and supply chain outcomes K18 K23 S10 S14 B3	<p>Takes responsibility for delivering supply chain improvements based on their analysis of the resilience and vulnerabilities of their supply chain networks (K18, S14, B3).</p> <p>Explains their approach to contract development and decision-making with reference to their analysis and use of research findings and benchmarking methods (K23, S10).</p>	Evidence how their recommendation for improvement has delivered positive outcomes for the organisation (S14).
Stakeholder engagement K8 K17 S6 B6	<p>Explains how they have managed conflicting stakeholder objectives by working collaboratively with others to reach a positive outcome (K8, B6).</p> <p>Explains how they have used influencing and negotiating skills with internal clients or stakeholders to achieve a positive outcome with contract and on-going supplier management including exit strategies (K17, S6).</p>	Justifies their approach to developing and maintaining collaborative stakeholder relationships including how this has contributed to effective exit strategies (K8, K17, B6).
Financial management K12 S16	Describes the implications of the financial management techniques they use for procurement, explaining how they meet regulatory requirements and sustainability guidelines (K12, S16).	N/A
Local, global, and sustainable sourcing strategies K3 K16 S11 S17 B1	Describes the strategies they use to identify routes to market with reference to how they develop ethical and sustainable procurement practice and support the futureproofing of their organisation (K3, K16, S11, S17, B1).	N/A
Innovation tools and techniques K19 K26 S4 S19	Identifies the extent to which software, quality systems, improvement methodologies, and project management tools, including emerging technology, support decision-making and project delivery (K19, K26, K27, K28, S4, S19).	Demonstrates a strong understanding of a range of emergent technologies and how they can benefit their organisation (K26).
Negotiation and risk management S1 S5 B4	Negotiates innovative and creative commercial solutions with stakeholders while remaining focussed on details and managing any risks (S1, S5, B4).	Justifies the approach they have taken when negotiating with stakeholders to create an innovative commercial solution (S1, S5, B4).

### Professional discussion underpinned by a portfolio of evidence.

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
Infrastructure and governance K7 K10 K14	<p>Interprets the regulatory and legislative practices and procedures that impact on procurement and supply chain management and the importance of data integrity and cyber security in the protection of commercial information (K7, K14).</p> <p>Describe the change management concepts and methods of implementing change used within the organisation (K10).</p>	Evaluates the extent to which the methods used support change, suggesting improvements (K10).
Financial management K20 S21	Optimises procurement spend while meeting objectives and maintaining quality (K20, S21).	Critically evaluates their use of pricing and payment mechanisms and how this has improved procurement spend and delivery of objectives (K20, S21).
Procurement and supply chain outcomes K6 K13 K15 K21 S3 S7 S15 B5	<p>Explains the effectiveness of the approaches and techniques they used in preparing commercial and procurement guidance for a business case. (K6, K21, S15).</p> <p>Explains how they have successfully developed and implemented a category strategy (K15, S3).</p> <p>Analyses their response to a contractual failure, explaining how they implemented and adapted intervention strategies and used systems and technology to support improvement. (K13, S7, B5).</p>	Justifies the category strategy used and improvements made to the procurement planning process whilst making recommendations for further change (S3, S15).
Leadership and management of procurement and the supply chain K1 K4 K5 K22 K25 S2 S9 S12	<p>Influences the decision-making process using impact analysis and resolving conflict and disputes, to maintain the competitiveness of their organisation (K1, K22, S2).</p> <p>Describe the role of the procurement cycle and how they use it to deliver and align with the organisation's strategy (K4, S9).</p> <p>Justifies their approach to leading on due diligence in supplier selection and contract award, including their use of quality management systems and improvement methodologies. (K5, K25, S12).</p>	Critically analyses their use of the procurement and supply chain cycle and strategies and the longer-term impact of these on aligning with the overall organisational strategy (K4, S9).
Sustainability S13 S18	Delivers high performance strategies, underpinned by horizon scanning and conceptualisation, that transform procurement services and combine value and sustainability (S13, S18).	Critically evaluates their use of horizon scanning in projects which have transformed the procurement services of their organisation (S13, S18).
Development of the team and individual K24 S8 S20 S22 B2	<p>Identifies learning and development needs, and improvement opportunities, for themselves, stakeholders, and the team, to enable both personal and professional development (K24, S20, B2).</p> <p>Evaluates why they coach and mentor individuals and how they have used this to identify further development opportunities which lead to improvements in the procurement function (S8, S22).</p>	Critically analyses stakeholder needs and expectations to predict and influence improvements in the procurement function (S8, S20).

### Case study test

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE THE FOLLOWING:	MERIT APPRENTICES MUST DEMONSTRATE THE FOLLOWING:	DISTINCTION APPRENTICES MUST DEMONSTRATE THE FOLLOWING:
Case study test K2 K9 K11	Apprentice has achieved 25 - 29 marks.	Apprentice has achieved 30 – 37 marks.	Apprentices has achedived 38 or more marks.

## Overall EPA grading

Performance in the EPA determines the apprenticeship grade of:

- fail
- pass
- distinction

An independent assessor must individually grade the: presentation with questions, professional discussion underpinned by a portfolio of evidence, and case study test in line with this EPA plan.

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

If the apprentice fails one or more assessment methods, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods or a merit in the case study test. To achieve an overall EPA distinction, the apprentice must achieve a distinction in both assessment methods.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PRESENTATION WITH QUESTIONS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE.	CASE STUDY TEST	OVERALL GRADING
Any grade	Fail	Fail	Fail
Fail	Any grade	Fail	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Pass	Merit	Pass
Distinction	Distinction	Merit	Pass
Distinction	Distinction	Distinction	Distinction

## Re-sits and re-takes

If the apprentice fails one or more assessment methods, (including the CIPS case study test), they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

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

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

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

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

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

## Roles and responsibilities

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• meet the gateway requirements</li> <li>• undertake the EPA</li> </ul>
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and is ready for EPA</li> <li>• ensure that supporting evidence required at the gateway is submitted in line with this EPA plan</li> <li>• liaise with the training provider and EPAO to ensure the EPA is booked in a timely manner</li> </ul> <p>Post-gateway, the employer must:</p> <ul style="list-style-type: none"> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows the opportunity for the apprentice to be assessed against the KSBs</li> <li>• remain independent from the delivery of the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a regular basis</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO</li> </ul>
EPAO	<p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the register of end-point assessment organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship</li> <li>• understand the occupational standard</li> <li>• make the EPA contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials as detailed for each assessment method in this EPA plan</li> <li>• appoint qualified and competent independent assessors in line with the requirements of this EPA plan to conduct assessments and oversee their working</li> <li>• appoint administrators (and invigilators where required) to administer the EPA</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide information, advice, guidance and documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• confirm all gateway requirements have been met as quickly as possible</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary, where the apprentice is not assessed in the workplace</li> </ul>

	<ul style="list-style-type: none"> <li>• develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider in all instances; there must be no conflict of interest</li> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship for an independent assessor before they conduct an EPA for the first time, if the EPA is updated and periodically (a minimum of annually)</li> <li>• manage invigilation of the apprentice to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> </ul>
Independent assessor	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at the level of this apprenticeship and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence, up-to-date knowledge and expertise of the occupation</li> <li>• deliver the end-point assessment in-line with this EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances; there must be no conflict of interest</li> <li>• attend induction training</li> <li>• attend standardisation events when they start working for the EPAO, before they conduct an EPA for the first time and a minimum of annually for this apprenticeship</li> <li>• assess each assessment method, as determined by the EPA plan</li> <li>• assess the KSBs assigned to each assessment method, as shown in the mapping of KSBs to assessment methods in this EPA plan</li> <li>• make the grading decisions</li> <li>• record and report assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as listed in the occupational standard</li> <li>• conduct training covering the KSBs agreed as part of the Commitment Statement or the Individual Learning Plan</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from the delivery of the EPA</li> </ul>
Marker	<p>As a minimum, the marker must:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances</li> <li>• mark test answers in line with the EPAO's mark scheme and procedures</li> </ul>
Invigilator	<p>As a minimum, the invigilator must:</p> <ul style="list-style-type: none"> <li>• attend induction training as directed by the EPAO</li> </ul>

- have no direct connection or conflict of interest with the apprentice, their employer or training provider in all instances
- invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures

## Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

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

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

## Internal quality assurance

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

The EPAO must also:

- have quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
  - have recent relevant experience of the occupation or sector to at least occupational level 6 gained in the last 3 years or significant experience of the occupation or sector
- operate induction training for anyone involved in the delivery or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators
- provide standardisation activity for this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider.

## Value for money

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

- completing applicable assessment methods online (for example computer-based assessment)
- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

## Professional recognition

This apprenticeship aligns with:

Chartered Institute of Procurement and Supply for Membership

The apprenticeship will either wholly or partially satisfy the requirements for registration at this level.

The requirements for Membership are:

- successful completion of the CIPS Level 4 Diploma or the Level 4 Commercial Procurement and Supply apprenticeship
- successful completion of the CIPS Level 5 Advanced Diploma
- successful completion of the CIPS Level 6 Professional Diploma or the Level 6 Senior Procurement and Supply Chain Professional apprenticeship.

## KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
<b>K1</b> Competitive advantage and how that adds value for their organisation and supply chain.	Professional discussion underpinned by a portfolio of evidence.
<b>K2</b> Strategic risk management techniques that drive appropriate due diligence and whole-life risk management.	Case study test
<b>K3</b> Responsible procurement expertise covering ethical/social, environmental, and economic factors.	Presentation with questions
<b>K4</b> Procurement cycle and its role in delivering the organisation's strategy.	Professional discussion underpinned by a portfolio of evidence.
<b>K5</b> Concepts of leadership and management in procurement.	Professional discussion underpinned by a portfolio of evidence.
<b>K6</b> How a business case is developed, and the roles of stakeholders involved.	Professional discussion underpinned by a portfolio of evidence.
<b>K7</b> Relevant regulatory and legislative requirements such as data protection, modern slavery and its application for procurement and supply chain management, competition, and employment.	Professional discussion underpinned by a portfolio of evidence.
<b>K8</b> Approaches to managing strategic stakeholder relationships.	Presentation with questions
<b>K9</b> The benefits, risks and implications of globalised supply chains and country-specific risks and challenges.	Case study test
<b>K10</b> Change management concepts, and methods of implementing change within the organisation.	Professional discussion underpinned by a portfolio of evidence.
<b>K11</b> How to use horizon scanning to identify the current and future needs of the sector and procurement landscape.	Case study test
<b>K12</b> Financial management techniques and implications for procurement.	Presentation with questions
<b>K13</b> Systems and technology used to support and improve procurement planning such as demand management, optimisation of inventory and supplier performance management.	Professional discussion underpinned by a portfolio of evidence.
<b>K14</b> Importance of data integrity and cyber security to protect commercial information.	Professional discussion underpinned by a portfolio of evidence.
<b>K15</b> The use of, and the continuing development, of Category Management.	Professional discussion underpinned by a portfolio of evidence.
<b>K16</b> The use of collaborative and competitive strategies to identify routes to market.	Presentation with questions
<b>K17</b> Contract and on-going supplier relationship management including exit strategies.	Presentation with questions
<b>K18</b> Sustainability and resilience of supply chain networks.	Presentation with questions



<b>K19</b> Project management tools and techniques.	Presentation with questions
<b>K20</b> Pricing and payment mechanisms in contracting.	Professional discussion underpinned by a portfolio of evidence.
<b>K21</b> Commercial negotiation approaches and techniques.	Professional discussion underpinned by a portfolio of evidence.
<b>K22</b> Conflict management and dispute resolution.	Professional discussion underpinned by a portfolio of evidence.
<b>K23</b> Contract development including legal considerations.	Presentation with questions
<b>K24</b> The continuous development requirements and training needs of their team.	Professional discussion underpinned by a portfolio of evidence.
<b>K25</b> Quality management systems and improvement methodologies.	Professional discussion underpinned by a portfolio of evidence.
<b>K26</b> Software tools used to analyse, interpret, and evaluate intelligence to inform judgements and enable decision making.	Presentation with questions

SKILL	ASSESSMENT METHODS
<b>S1</b> Identify and apply a consistent approach to risk assessment.	Presentation with questions
<b>S2</b> Use impact analysis to influence the decision making process.	Professional discussion underpinned by a portfolio of evidence.
<b>S3</b> Develop category strategies and implement them.	Professional discussion underpinned by a portfolio of evidence.
<b>S4</b> Apply project management skills in order to lead projects for procurement.	Presentation with questions
<b>S5</b> Negotiate and challenge external stakeholders in order to create innovative commercial solutions.	Presentation with questions
<b>S6</b> Influence and persuade internal clients and stakeholders.	Presentation with questions
<b>S7</b> Create and implement intervention strategies to correct a contractual failure.	Professional discussion underpinned by a portfolio of evidence.
<b>S8</b> Identify opportunities, and lead change to continually improve the procurement function.	Professional discussion underpinned by a portfolio of evidence.
<b>S9</b> Able to align the procurement or functional strategy with the business strategy.	Professional discussion underpinned by a portfolio of evidence.
<b>S10</b> Analyse, interpret and evaluate findings from qualitative and quantitative research and benchmarking methods to support the decision making process.	Presentation with questions
<b>S11</b> Deliver sustainable solutions which include corporate social responsibility factors.	Presentation with questions
<b>S12</b> Lead and be accountable for due diligence in supplier selection and contract award.	Professional discussion underpinned by a portfolio of evidence.
<b>S13</b> Use horizon scanning and conceptualisation to deliver high performance strategies focusing on value and sustainable outcomes.	Professional discussion underpinned by a portfolio of evidence.
<b>S14</b> Identify supply chain vulnerabilities and opportunities ensuring the delivery of supply chain improvements.	Presentation with questions
<b>S15</b> Prepare and provide commercial and procurement guidance for business cases for organisational approval.	Professional discussion underpinned by a portfolio of evidence.
<b>S16</b> Apply and work within guidelines relating to sustainability, Governance and Regulatory compliance.	Presentation with questions
<b>S17</b> Develop sustainable procurement practices which allows the organisation to future proof themselves against changes in social, economic, and environmental factors.	Presentation with questions
<b>S18</b>	Professional discussion underpinned by a

Contribute to projects and the transformation of procurement services across organisational boundaries such as those impacted by sustainability and the UK Net Carbon Zero target.	portfolio of evidence.
<b>S19</b> Identify emerging technology and software relevant to the procurement processes.	Presentation with questions
<b>S20</b> Lead and facilitate learning and continuous development for their stakeholders.	Professional discussion underpinned by a portfolio of evidence.
<b>S21</b> Use quality management systems or improvement methodologies to optimise procurement spend and deliver procurement and supply chain objectives.	Professional discussion underpinned by a portfolio of evidence.
<b>S22</b> Coach and mentor individuals within their business.	Professional discussion underpinned by a portfolio of evidence.
<b>BEHAVIOUR</b>	<b>ASSESSMENT METHODS</b>
<b>B1</b> Role models ethical behaviour and practices.	Presentation with questions
<b>B2</b> Seeks learning opportunities and continuous professional development.	Professional discussion underpinned by a portfolio of evidence.
<b>B3</b> Takes responsibility, shows initiative and is organised.	Presentation with questions
<b>B4</b> Considers the "big" picture and the detail together.	Presentation with questions
<b>B5</b> Works flexibly and adapts to circumstances.	Professional discussion underpinned by a portfolio of evidence.
<b>B6</b> Works collaboratively with others across the organisation and external stakeholders.	Presentation with questions

## Mapping of KSBs to grade themes

### Presentation with questions

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Procurement and supply chain outcomes K18 K23 S10 S14 B3	Sustainability and resilience of supply chain networks. (K18)  Contract development including legal considerations. (K23)	Analyse, interpret and evaluate findings from qualitative and quantitative research and benchmarking methods to support the decision making process. (S10)  Identify supply chain vulnerabilities and opportunities ensuring the delivery of supply chain improvements. (S14)	Takes responsibility, shows initiative and is organised. (B3)
Stakeholder engagement K8 K17 S6 B6	Approaches to managing strategic stakeholder relationships. (K8)  Contract and on-going supplier relationship management including exit strategies. (K17)	Influence and persuade internal clients and stakeholders. (S6)	Works collaboratively with others across the organisation and external stakeholders. (B6)
Financial management K12 S16	Financial management techniques and implications for procurement. (K12)	Apply and work within guidelines relating to sustainability, Governance and Regulatory compliance. (S16)	None
Local, global, and sustainable sourcing strategies K3 K16 S11 S17 B1	Responsible procurement expertise covering ethical/social, environmental, and economic factors. (K3)  The use of collaborative and competitive strategies to identify routes to market. (K16)	Deliver sustainable solutions which include corporate social responsibility factors. (S11)  Develop sustainable procurement practices which allows the organisation to future proof themselves against changes in social, economic, and environmental factors. (S17)	Role models ethical behaviour and practices. (B1)
Innovation tools and techniques K19 K26 S4 S19	Project management tools and techniques. (K19)  Software tools used to analyse, interpret, and evaluate intelligence to inform judgements and enable decision making. (K26)	Apply project management skills in order to lead projects for procurement. (S4)  Identify emerging technology and software relevant to the procurement processes. (S19)	None
Negotiation and risk management  S1 S5 B4	None	Identify and apply a consistent approach to risk assessment. (S1)  Negotiate and challenge external stakeholders in order to create innovative commercial solutions. (S5)	Considers the “big” picture and the detail together. (B4)

**Professional discussion underpinned by a portfolio of evidence.**

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Infrastructure and governance K7 K10 K14	<p>Relevant regulatory and legislative requirements such as data protection, modern slavery and its application for procurement and supply chain management, competition, and employment. (K7)</p> <p>Change management concepts, and methods of implementing change within the organisation. (K10)</p> <p>Importance of data integrity and cyber security to protect commercial information. (K14)</p>	None	None
Financial management K20 S21	Pricing and payment mechanisms in contracting. (K20)	Use quality management systems or improvement methodologies to optimise procurement spend and deliver procurement and supply chain objectives. (S21)	None
Procurement and supply chain outcomes K6 K13 K15 K21 S3 S7 S15 B5	<p>How a business case is developed, and the roles of stakeholders involved. (K6)</p> <p>Systems and technology used to support and improve procurement planning such as demand management, optimisation of inventory and supplier performance management. (K13)</p> <p>The use of, and the continuing development, of Category Management. (K15)</p> <p>Commercial negotiation approaches and techniques. (K21)</p>	<p>Develop category strategies and implement them. (S3)</p> <p>Create and implement intervention strategies to correct a contractual failure. (S7)</p> <p>Prepare and provide commercial and procurement guidance for business cases for organisational approval. (S15)</p>	Works flexibly and adapts to circumstances. (B5)
Leadership and management of procurement and the supply chain K1 K4 K5 K22 K25 S2 S9 S12	<p>Competitive advantage and how that adds value for their organisation and supply chain. (K1)</p> <p>Procurement cycle and its role in delivering the organisation's strategy. (K4)</p> <p>Concepts of leadership and management in procurement. (K5)</p> <p>Conflict management and dispute resolution. (K22)</p> <p>Quality management systems and improvement methodologies. (K25)</p>	<p>Use impact analysis to influence the decision making process. (S2)</p> <p>Able to align the procurement or functional strategy with the business strategy. (S9)</p> <p>Lead and be accountable for due diligence in supplier selection and contract award. (S12)</p>	None
Sustainability  S13 S18	None	Use horizon scanning and conceptualisation to deliver high performance strategies focusing on value and sustainable outcomes. (S13)	None

		Contribute to projects and the transformation of procurement services across organisational boundaries such as those impacted by sustainability and the UK Net Carbon Zero target. (S18)	
Development of the team and individual K24 S8 S20 S22 B2	The continuous development requirements and training needs of their team. (K24)	Identify opportunities, and lead change to continually improve the procurement function. (S8)  Lead and facilitate learning and continuous development for their stakeholders. (S20)  Coach and mentor individuals within their business. (S22)	Seeks learning opportunities and continuous professional development. (B2)

### Case study test

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
Case study test K2 K9 K11	Strategic risk management techniques that drive appropriate due diligence and whole-life risk management. (K2)  The benefits, risks and implications of globalised supply chains and country-specific risks and challenges. (K9)  How to use horizon scanning to identify the current and future needs of the sector and procurement landscape. (K11)	None	None

### Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.0	Approved for delivery	18/10/2023	Not set	Not set

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