



INNOVATE
AWARDING

**Sales, Marketing
and Procurement**

Standard Assessment Specification

Level 2 Trade Supplier



Change control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to EPA@innovateawarding.org

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| V7 | 25/09/19 | Re-assessment clarification amended. | 26 |
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Disclaimer note

Information made accessible through this document is as provided from the current published standard and assessment plan.

Guidance throughout our specification will be subject to final amends once there is an updated published standard and assessment plan.



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Introduction

Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. For further information, please see our website, www.innovateawarding.org/apprenticeship-standards/end-point-assessment.

Apprenticeship overview

| Standard Name | Trade Supplier |
|----------------------------------|--|
| Level | 2 |
| Sector | Sales, Marketing and Procurement |
| Programme duration | 12 -18 months |
| Minimum time on programme | 12 months |
| EPA Duration | 3 months |
| EPA Methods | <ul style="list-style-type: none"> • Knowledge Test • Practical Observation • Professional Discussion |
| Outcomes | Fail, Pass, Merit, Distinction |
| External Quality Assuring Centre | Ofqual |

Who is the apprenticeship for?

This apprenticeship is for people entering or working in a trade business environment, which may include sales, purchasing, account management, logistics and administration. Typically, a Trade Supplier will operate a small warehouse and trade counter, which is visited regularly by professional trade customers who have technical knowledge about what they are buying in a variety of sectors including electrical, plumbing, joinery and general building supplies. They will be dealing with customer sales at the trade counter and over the telephone, and will understand incoming deliveries, stock control and despatch. They will be familiar with processing customer orders and taking delivery of goods and the basic administration related to these functions. A key element of their role will be to have technical knowledge of the products and services offered together with the bespoke systems and equipment used in their trade business. They will communicate with a wide variety of internal and external customers to build relationships and provide a high-quality service that encourages repeat business.

Role of Innovate Awarding

Innovate Awarding is the End-point Assessment Organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials

Support materials provided include:

- Guides for assessment methods
- Assessment specifications



- Assessment manual
- Module based multiple choice questions
- Practice papers
- Full mock papers
- Exemplar assessments
- Videos of assessments

Entry Requirements

Individual employers will determine any relevant entry requirements in terms of previous qualifications, tests or other criteria. Apprentices without Level 1 English and Maths must achieve this level and take the test for Level 2 before taking the End-point Assessment.

On Programme Requirements

The on-programme learning and development will be agreed between the training provider and employer, or internally if training is delivered by an employer provider.

It is recommended that the nominated training provider and apprentice will meet at least once every 4 weeks and a formal review of progress will be carried out every 12 weeks. This formal review will ascertain the apprentice's progress against the skills and knowledge requirements set out in the Apprenticeship Standard, as well as carrying out a formal review of the apprentice's demonstration of appropriate behaviours.

After a minimum of 12 months on the apprenticeship, the apprentice collates evidence for their portfolio to demonstrate they have met all of the competencies and elements set out in the Apprenticeship Standard.

The portfolio must contain evidence of direct observation in the workplace and reflective accounts, completed by the apprentice, which demonstrate their learning and application of knowledge in practice, their skills and behaviours.

The portfolio will be used to inform the Professional Discussion component of the End-point Assessment.

Gateway

To qualify for End-point Assessment, the apprentice must pass through the Gateway. To do this, they will be required to demonstrate the skills, knowledge/understanding and behaviours of a competent Trade Supplier. Apprentices without Level 1 English and Maths must achieve this level and take the test for Level 2 before taking the End-point Assessment.

If unsuccessful at the Assessment Gateway, feedback will be given by the employer and nominated training provider to the apprentice to identify areas for development. This development will need to be demonstrated by the apprentice before progressing to End-point Assessment. All criteria of the Standard must be evidenced as per the Assessment Strategy.

The employer and training provider/employer training provider must confirm that all the requirements have been met and that the apprentice is ready to complete the End-point Assessment before they can pass through the gateway. This will be confirmed at the gateway sign-off and documented on 'EPA Pro'. This notifies Innovate Awarding that the apprentice is ready for End-point Assessment and the End-point Assessment planning will be organised.

The portfolio should be uploaded at this time.

Module Overview

The modules are the titles of the knowledge, skills and behaviours listed in the standard. The end-point assessment will draw on all the knowledge, skills and behaviours listed in the standard. The knowledge and behaviours test will be an assessment of knowledge and will include a given workplace scenario. The observation will draw on skills practised as a result of having acquired the required knowledge and behaviours.

| Modules | | Assessment Methods | | |
|---------|--|--------------------|-----------------------|-------------------------|
| | | Knowledge test | Practical observation | Professional discussion |
| A | The organisation | ✓ | ✓ | ✓ |
| B | The specialist trade customer profile of the business | ✓ | ✓ | ✓ |
| C | Trade counter and telesales service | ✓ | ✓ | ✓ |
| D | The key principles of warehousing and stock control | ✓ | ✓ | |
| E | The technologies that are appropriate to the role | ✓ | ✓ | ✓ |
| F | Legislative responsibilities relating to the business, products and/or services being sold | ✓ | ✓ | ✓ |
| G | How personal responsibilities and performance contribute to the success of the team and the business | ✓ | ✓ | ✓ |
| H | Behaviours | | ✓ | ✓ |

End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved all requirements of the apprenticeship standard.

What will the End-point Assessment look like?

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point assessment (e.g. arranging access, facilities and resources)



What are the “Assessment Methods”?

The End-point Assessment uses three assessment methods:

- a knowledge test
- a real-life practical observation
- a professional discussion supported by a portfolio of evidence

What is the Knowledge Test?

The knowledge test is on-screen and designed to test some of the knowledge and understanding within the standard. The test lasts for 60 minutes and is worth 30 marks. It consists of 15, four-option, multiple-choice questions worth 1 mark each and 5 short answer structured questions worth 3 marks each.

The test, comprising random questions from a bank of questions, will be completed on-screen through Innovate Awarding’s EPA online assessment platform and scheduled to take place at a pre-agreed time invigilated under exam conditions. The invigilator will be approved by Innovate Awarding in line with our invigilation and quality assurance policies and will not have been involved with the on-programme learning and development of the apprentice.

The Knowledge Test will be delivered in an online format; however additional formats will be made available for apprentices with specific accessibility requirements. For information regarding adjustments and special considerations to assessments please see our Reasonable Adjustments and Special Considerations Policy.

If the apprentice fails the knowledge test, it cannot be retaken for at least one month. Apprentices can only retake the test once. The apprentice must pass the knowledge test before continuing to the other components of the assessment.

What is the Workplace Assessment?

The Workplace Assessment is made up of:

- (a) a practical observation; and
- (b) a professional discussion

Should the apprentice fail one element of the workplace assessment (either the practical observation and/or the professional discussion) both elements will need to be retaken.

Apprentices can only resit the workplace assessment once.

What is the Practical Observation?

The practical observation will be carried out at the apprentice’s place of work and lasts for 3 hours. During the observation the apprentice will be expected to demonstrate to the assessor the knowledge, skills and behaviours for all elements of the trade supplier process including: dealing with customers at the trade counter and over the telephone; elements of processing orders; taking delivery of goods and the basic administration related to these functions.

What is the Professional Discussion?

The professional discussion is a structured discussion between the apprentice and their end-point assessor and will orally examine the apprentice’s overall skills, knowledge and behaviour against the apprenticeship standard. Performance in the real-life practical observation and the portfolio of evidence will be used to inform questioning during this discussion.

The portfolio of evidence should contain copies of evidence gathered as part of the work role. The evidence can be in the form of performance review records, logbooks of work completed, statements from customers, colleagues and managers as well as discrete occupational tasks that relate to the elements set out in the standard.

The discussion will be structured to draw out the best of the apprentice’s knowledge, competence, excellence, energy and enthusiasm and will typically last one hour. It will be conducted in a controlled environment, i.e. a quiet room away from the normal place of work. It may be conducted using technology such as a video link if fair assessment conditions can be maintained.

Apprenticeship Standard Amplification

Module A - The Organisation

| Assessment criteria | | | |
|---------------------|--|----------|--|
| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
| K1 | State the aims of the organisation in relation to its sector and explain why the organisation's core values are linked to its success | S1 | Communicate the organisation's service offer to internal and external customers and how the organisation operates in line with its standards |
| DC K1 | Share ideas of how their role can improve the success of their organisation | DC S1 | Communicate confidently about the organisation's position in the external market and wider sector |
| K2 | Explain the organisation's process to provide customers with products obtained from manufacturers | S2 | Communicate with the relevant person when a risk to the organisation is posed |
| DC K2 | Describe the process for obtaining goods for a customer which are not stocked items | DC S2 | Actively monitor situations that pose potential risk and take responsibility to ensure these are resolved |
| K3 | Describe the opportunities available in the organisation to gain and maintain knowledge about the products and services on offer to customers | | |
| DC K3 | Proactively seek further specialist product knowledge to improve customer experience and business performance | | |
| K4 | Provide examples of how relevant legislation and regulations affect the organisation and explain how legislation and regulations are maintained through the organisation's internal policies | | |
| DC K4 | Explain the potential impact on the organisation if it fails to adhere to relevant legislation and regulations | | |
| K5 | State their responsibilities for keeping brand and business reputation safe from risk | | |
| DC K5 | Explain how to identify any potential risks to the brand and business reputation and propose possible solutions | | |

**Delivery content**

| Ref | Knowledge | Ref | Skill |
|-----------------|--|-----------------|--|
| K1/ DC K1 | Apprentices will be required to: understand their organisation's mission, objectives and culture and the relevance of their job role to the organisation's mission and objectives, including: <ul style="list-style-type: none"> • Mission: the purpose of the entire organisation • Objectives: the plans to be achieved to fulfil the mission • Culture: the set of shared values and standards that characterise the organisation. | S1/ DC S1 | Apprentices should communicate with internal and external customers. This involves avoiding interrupting the customer, listening, using positive rather than negative statements, avoiding the use of jargon, dealing with objections and questions and keeping the customer fully informed. Candidates should be able to explain the organisational standards and its position in the wider sector including main competitors, new and emerging technologies and online trade |
| K3/ DC K3 | Opportunities to gain and maintain knowledge about the products/services to customers may include the organisations intranet, suppliers' websites, FAQ sheets, product manuals, trade magazines, in-house mentoring/coaching, external product training | S2 | Apprentices should be able to explain the organisation's structure for communicating threats or risks to the relevant person. This may be their Line Manager, Supervisor, Health and Safety Officer, Security staff or Human Resources Department, depending on the nature of the threat or risk. |
| K4 | Relevant legislation including; health and safety at work, equality, sale of goods, consumer rights, distance selling regulations. | | |
| DC K4 | Impact will depend on legislation but may include, accidents/death, loss of income, prosecution, loss of reputation | | |
| K5 | Including adherence to The Health and Safety at Work Act 1974, internal policies and procedures such as suitable clothing, use of PPE, use of IT and social media. | | |
| DC K5 | Identification may include the use of risk assessment and audit. | | |

Module B - The Specialist Trade Customer Profile of the Business

| Assessment criteria | | | |
|---------------------|--|-----------------|--|
| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
| K1 | Describe/offer product or service options to meet identified needs of customers | S1 | Demonstrate adaptability in the service approach to meet the needs of customers and build their trust |
| DC K1 | Demonstrate the ability to offer alternative, additional or complementary products or services to meet the identified needs of customers | DC S1 | Use initiative to improve sales and/or improve customer service by use of specialist customer knowledge |
| K2 | Describe/display active listening skills | S2 | Deliver/explain how to deliver a service/product range to the customer that is not normally available |
| DC K2 | Demonstrate the use of active listening to build and help formulate ideas to generate solutions | DC S2 | Exceed/describe how to exceed customer expectations in the presentation of solutions |
| K3 | Explain the difference between internal and external customers | S3 | Offer appropriate options and communicate to customers how the proposed offer meets their needs |
| DC K3 | Explain the difference in the way internal and external customer relationships are managed | DC S3 | Demonstrate an in-depth understanding of the different specialist trade customer profiles that will exceed customer expectations in the presentation of solutions, alternatives and complementary products and services |
| Delivery content | | | |
| Ref | Knowledge | Ref | Skill |
| K1/ DC K1 | Apprentices should use questioning to understand the needs of the customer and then match products/ services with their needs | S1 | Apprentices should use communication techniques that are: Clear; Concise; Correct; Coherent; Complete; Courteous. This should be demonstrated through communication with customers face to face, by telephone, by e-mail and/or in writing |
| K2/ DC K2 | It is important to separate hearing and listening. Listening shows concern for the person speaking and an interest in the subject. Both people share a conversation. Effective listening means allowing the other person to finish what they are saying and evaluating what has been said to make a valid response | DC S1/ S3 | Apprentices should be able to show how in-depth knowledge of their customers improves sales and customer service. This may be by offering products new to the market, products which may increase the efficiency of their purpose, up-selling to better product models, offering an economy range or just remembering the customer's name from previous visits |
| K3 | An internal customer is someone who has a relationship with the organisation, although they may or may not purchase the product or service. It is often a person who works within the organisation. An external customer is a person who is not directly connected to the organisation other than by purchasing a product or service | DC S2 | Solutions could include the range of products and services the organisation offers, the relevant merits of each product/range, alternatives and complementary products and services available |



Module C - Trade Counter and Telesales Services

| Assessment criteria | | | |
|---------------------|---|----------|--|
| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
| K1 | Describe/demonstrate how establishing the facts allows for a customer focused experience and appropriate response | S1 | Demonstrate a knowledge of how to identify additional products/services the organisation has to offer |
| DC K1 | Communicate the difference between the features and benefits of products and/or services to the customer | DC | Demonstrate product knowledge and understanding that is over and above what a customer can find for themselves |
| | | S2 | Display good communication skills to identify customers' needs and reflect this in the offer to the customer |
| | | DC S2 | Accurately communicate the features and benefits of products and services to customers in a way that helps them make an informed decision |
| | | S3 | Demonstrate good listening skills and make recommendations of suitable products and services available based on technical specification |
| | | DC S3 | Demonstrate breadth of knowledge around product benefits, providing insight into usefulness of product specifications |
| | | S4 | Demonstrate good negotiation skills. Show confidence when dealing with different customer and transaction types operating within limits of authority |
| | | DC S4 | Demonstrate genuine rapport with customers going off script when engaging with them |
| | | S5 | Display/describe the importance of clean and tidy housekeeping |
| | | DC S5 | Demonstrate how to maximize the use of space throughout the display area |
| | | S6 | Offer when relevant associated products to complement those requested by the customer |
| | | DC S6 | Demonstrate the use of upselling and link selling techniques with all customers to secure, complete and increase sales transactions |
| | | S7 | React promptly to customers: arriving at the Trade Counter; upon receipt of an email; or in response to a ringing telephone |

| Assessment criteria | | | |
|---------------------|---|----------|---|
| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
| | | DC S7 | React with enthusiasm and speed when communicating with customers: arriving at the Trade Counter; upon receipt of an email; or in response to a ringing telephone |
| | | S8 | Demonstrate an understanding of systems and procedures involving documentation as well as company policy on document and information retention |
| | | DC S8 | Demonstrate improvements in working practices leading to cost and time saving efficiencies to the business |
| | | S9 | Explain how you work with confidential information demonstrating awareness of legislation and company policy |
| | | DC S9 | Provide an example of when you have used your own initiative to protect confidential information and reassure customers of the procedures in place in line with company policy. Explain the key standards and rights regarding data protection and security |
| Delivery content | | | |
| Ref | Knowledge | Ref | Skill |
| K1 | Apprentices will need to establish customer requirements and should use questioning techniques (open, closed and probing) that are unambiguous, clearly stated and relevant. Any specialist technical language should be understood. To support an appropriate response apprentices will need to know about the products and services offered by the organisation. This information can be accessed via: <ul style="list-style-type: none"> • Manufacturers' instructions • Demonstrations • Product packaging and labelling • Colleagues and supervisors • Suppliers' instructions • Suppliers' training events • Instruction manuals • Catalogues • Product specifications • Research on internet or intranet | S1 | Apprentices will need to establish customer requirements and should use questioning techniques (open, closed and probing) that are unambiguous, clearly stated and relevant. Any specialist technical language should be understood. To support an appropriate response apprentices will need to know about the products and services offered by the organisation. This information can be accessed via: <ul style="list-style-type: none"> • Manufacturers' instructions • Demonstrations • Product packaging and labelling • Colleagues and supervisors • Suppliers' instructions • Suppliers' training events • Instruction manuals • Catalogues • Product specifications • Research on internet or intranet |



Delivery content

| Ref | Knowledge | Ref | Skill |
|-----|-----------|-----------------|---|
| | | DC S1 | Apprentices could use “expert” knowledge, testimonials, case studies identified in trade magazines/journals or other customer recommendation |
| | | S2 | To find out what the customer wants the apprentice will use open, closed and probing questions and although the customer may have a general idea of what they need, they may not know the full range of products and services the organisation can offer – this is where the apprentice’s detailed product knowledge will enable them to find the best product or service to meet the customer’s needs |
| | | DC S2/ S3 | Apprentices should select and use a communication method that meets the needs of the customer they are supporting. This includes adapting body language and using an appropriate tone. |
| | | S3 | It is important to separate hearing and listening. Effective listening shows concern for the person speaking and an interest in the subject. Both people share a conversation rather than one talking at the other. Effective listening means allowing the other person to finish what they are saying and evaluating what has been said to make a valid response. In this context it means matching to technical knowledge of product/service. |
| | | S4/ S6 | <p>The apprentice will demonstrate their ability to use the Sales Cycle: establish rapport, ask questions, find a need, link the need to the organisation’s products or services, close the sale. They will use techniques such as:</p> <ul style="list-style-type: none"> • Unique Selling Points, something which sets the organisation’s product or service apart from their competitors’ in the eyes of their customers or potential customers • Upselling or link selling. Upselling is encouraging customers to purchase a comparable higher-priced product than the one in question, while link selling invites customers to buy related or complementary items. <p>They should understand the limits of their authority when negotiating a sale and where to find support within the organisation. Effective negotiation techniques are key components to ensuring successful outcomes.</p> |

| Delivery content | | | |
|------------------|-----------|----------|---|
| Ref | Knowledge | Ref | Skill |
| | | DC S4 | Effective negotiators display a mastery of interpersonal skills, including tact, respect and communication. They are active listeners and persuasive without being manipulative |
| | | S5 | The apprentice will need to ensure that sales and display areas are clean, tidy and replenished in line with company policy and procedure. They should understand the philosophy behind the maintenance of these areas and how it impacts on sales and custom |
| | | DC S5 | The main principle of visual merchandising is that it is intended to increase sales. The apprentice will need to collect the fixtures, fittings, props and stock needed for a new display, check that it is clean and in good condition. put the display together carefully ensuring that both during the erection of the display and its use there are no obstructions to walkways, no stock or fixtures sticking out that could endanger customers, no risk of stock or fixtures falling on passers-by and no sharp edges |
| | | S8 | Apprentices will need to demonstrate that they can prepare, store, communicate and process business documentation accurately, applying the key principles of administration and organisational policy and procedure. Documentation may include sales enquiries, quotations, purchase orders, invoices, memos, staff rotas, returns, despatch notes, delivery notes, credit notes. |
| | | S9 | Apprentices need to be aware of legislation in relation to storage of information and company policy and procedure |



Module D - The Key Principles of Warehousing and Stock Control

| Assessment criteria | | | |
|---------------------|--|----------|---|
| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
| K1 | Describe/demonstrate company procedure and correct Personal Protective Equipment (PPE) requirements for the safe movement, storage and stock control of products | S1 | Apply company procedure to the “goods-in” process. Complete all paperwork correctly and in a timely manner and report any issues to the line manager |
| DC K1 | Demonstrate ways in which to improve the procedure and the extra steps taken to reduce any risks | DC S1 | Use own initiative to resolve any issues in line with procedure, professionally communicating with suppliers, colleagues and drivers |
| | | S2 | Always follow procedure and pass information on when something is wrong |
| | | DC S2 | Use own initiative to resolve any issues in line with procedure, professionally communicating with relevant parties |
| | | S3 | Follow company procedure and Health and Safety Regulations in the loading and unloading of supplier and customer vehicles |
| | | DC S3 | Demonstrate own initiative when dealing with suppliers and exercise extreme care and caution when loading and unloading whilst liaising with the driver |
| Delivery content | | | |
| Ref | Knowledge | Ref | Skill |
| K1 | Apprentices should know how to move products safely including how to carry out a risk assessment. They should understand the policy on maintaining a clean environment and how to deal with spillages. They should be aware of the Control of Substances Hazardous to Health (COSHH) and how that impacts the business specifically in relation to storage. Apprentices should know a range of stock control systems available and why the one used within their organisation is suitable for the business. Stock control systems could be manual or computerised. | S1 | To prepare for the arrival of goods, apprentices will need to know when the delivery is due, what types of goods are arriving and where to store them. The apprentice will be expected to offload the delivery as quickly and efficiently as possible, checking that the goods being delivered match the quantities stated on the delivery notes, or that they are in a suitable condition for use or sale following company procedure and completing relevant process/paperwork. Apprentices should know how to respond to any issues such as return of goods and/or reporting to line managers. Goods should be stored correctly in line with organisational policy and procedure and in adherence to required legislation. |

| Delivery content | | | |
|------------------|-----------|-----|---|
| Ref | Knowledge | Ref | Skill |
| | | S2 | Apprentices should know organisational procedures for receiving stock, despatching customer orders (including packaging procedures) and the processing of returns. Apprentices need to access relevant information to allow the procedures to be completed. They should be aware of how to report issues and where to seek advice/support when something goes wrong |
| | | S3 | When loading/unloading goods onto/off vehicles, the apprentice must pay attention to the safety of themselves, colleagues and customers as well as the safety of the goods. Security procedures should be followed to prevent any risk of stock loss through theft. Vehicles may be loaded from the side or the rear, and may be loaded manually or mechanically, using a fork lift truck. The apprentice may need to use handling equipment such as fork-lift trucks, reach trucks, counter balance trucks or pallet trucks. Apprentices should follow all organisational policy and procedure |



Module E - The Technologies that are Appropriate to the Role

| Assessment criteria | | | |
|---------------------|---|----------|---|
| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
| K1 | Describe the benefits of the use of technology in interactions in the workplace and indicate instances when direct interaction is preferable | S1 | Demonstrate the basic use of the different systems, equipment or technology used in the organisation |
| DC K1 | Describe how the correct choice of direct interaction or the use of technology can be of benefit to the business | DC S1 | Demonstrate with fluency the use of the different systems, equipment or technology in the organisation |
| K2 | State the different systems or equipment used in the organisation | S2 | Demonstrate basic knowledge of appropriate software tools used by the organisation |
| DC K2 | Provide an explanation of how systems can add value to the business | DC S2 | Demonstrate advanced knowledge of appropriate software tools used by the organisation |
| Delivery content | | | |
| Ref | Knowledge | Ref | Skill |
| K1 | Technology exists to automate many of the processes involved in the Trade Supplier environment. Apprentices should understand the limitations (investment cost, skill and expertise to maintain, breakdowns, training and new ways of working, loss of customer interaction) as well as the benefits (consistency, accuracy, financial efficiency, speed) | S1 | Apprentices will need to operate technology efficiently and in line with company policy and procedure. They should know how to use the equipment (training) and how to report issues. |
| K2 | Types of systems/equipment could include stock control/warehouse management, point of sale (POS), online ordering, bar code readers, PCs and tablets | S2 | Apprentices will need to operate software efficiently and in line with company policy and procedure. They should know how to use the software (training) and how to report issues. |

Module F - Legislative Responsibilities Relating to the Business, Products and/or Services Being Sold

| Assessment criteria | | | |
|---------------------|--|----------|--|
| Ref | Knowledge | Ref | Skill |
| | Apprentices will need to: | | Apprentices will need to: |
| K1 | Explain the importance of health, safety and security in a trade supplier environment and the consequences of not following legal guidelines | S1 | Explain how the relevant legislation and regulations impact upon the organisation's customer service provision |
| | | DC S1 | Provide ideas to improve health, safety and security knowledge practices in the business |
| | | S2 | Explain how the relevant legislation and regulations affect the day to day running of the business and ensure that the business is not disrupted |
| | | DC S2 | Provide examples of active involvement in maintaining safety and security of people and ensure resolution of identified risks |
| | | S3 | Demonstrate/explain the action required when a breach of Health and Safety regulation is observed |
| | | DC S3 | Demonstrate/identify proactive steps that could be taken to reduce risks before they become breaches of Health and Safety Regulations |
| Delivery content | | | |
| Ref | Knowledge | Ref | Skill |
| | | S1 | Relevant legislation and regulation may include: Health and Safety at Work Act 1974, Control of Substances Hazardous to Health, Health and Safety (Display Screen Equipment) Regulations, Provision and Use of Work Equipment Regulations (PUWER), Consumer Rights Act 2015, Equality Act 2010 |
| | | S3 | Apprentices should know the role of the Health and Safety Executive and The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). They should understand the organisation's procedure and process |
| | | DC S3 | Apprentices should understand the role of risk assessment in identifying risk. |



Module G - How Personal Responsibilities and Performance Contribute to the Success of the Team and the Business

| Assessment criteria | | | |
|---------------------|---|----------|---|
| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
| K1 | State how personal behaviour and actions can have an impact on the team | S1 | Carry out tasks with consideration for others. Seek help and support from others when appropriate |
| DC K1 | Describe how having a positive attitude can impact the team you work with and how this can improve overall team performance | DC S1 | Provide feedback to colleagues on performance and actively seek feedback to identify areas for improvement |
| K2 | List/follow business requirements of personal presentation (including Personal Protective Equipment) | S2 | Take a systematic approach to problem solving knowing their own limits and when best to escalate issues |
| DC K2 | Exceed organisational standards for presentation and behaviour impacting on customers' expectations | DC S2 | Actively address unexpected situations and complaints to achieve positive outcomes |
| | | S3 | Carry out their role and complete all tasks to agreed timescales and standards |
| | | DC S3 | Contribute to the success of the organisation through high-levels of performance, applying positive personal attributes, using initiative and sharing ideas |
| | | S4 | Explain the importance of being punctual and meeting deadlines |
| | | DC S4 | Describe how to prioritise future tasks and react to unexpected situations |
| | | S5 | Independently and regularly reflect on progress and set goals and priorities for future development |
| | | DC S5 | Demonstrate a passion for the industry and sector and proactively explore learning, development and career progression |

| Delivery content | | | |
|------------------|--|-------|---|
| Ref | Knowledge | Ref | Skill |
| K1 | <p>Personal behaviour and actions may include:</p> <ul style="list-style-type: none"> Professionalism Courtesy Helpfulness Positive attitude Time keeping Personal appearance/hygiene <p>Impact may include:</p> <ul style="list-style-type: none"> The profitability of an organisation Whether people enjoy their work Staff retention rates Company reputation Team and individual performance | S1 | <p>The apprentice needs to demonstrate two-way trust with their colleagues. This can be by:</p> <ul style="list-style-type: none"> sharing ideas seeking help/advice supporting activities offering help working to organisational process working together to meet team objectives |
| K2 | <p>Apprentices should know the organisation's policy procedure in relation to personal appearance. Examples may include:</p> <ul style="list-style-type: none"> Staff uniforms Name badges Types of shoes <p>Guidance may be in line with brand requirements or legislation eg the wearing of steel-toe capped shoes/boots.</p> | DC S1 | Feedback should be constructive providing help, support and development to the person receiving it. |
| | | S2 | Problem solving uses critical thinking skills to arrive at a solution. Problem solving as a team improves the chances of coming up with the best solution. The apprentice must demonstrate they can work together with colleagues to share and compare ideas and choose the one that best solves the problem (whilst working within limits of authority). Apprentices should also know when to escalate a problem to a line manager |
| | | DC S2 | Apprentices need to be able to act swiftly to the situation that arises and use internal policy and procedure to support the resolution whilst acting within their limit of authority |
| | | S3 | Apprentices should be aware of their job role (as identified in their job description) and the mechanisms to support their competence eg one to ones, appraisals, development activities, individual objectives, team objectives |
| | | S4 | <p>Effective time management may include:</p> <ul style="list-style-type: none"> planning day/activities identifying priorities eg urgent and important allowing time for interruptions batching similar tasks together setting SMART targets |



| Delivery content | | | |
|------------------|-----------|----------|--|
| Ref | Knowledge | Ref | Skill |
| | | S5 | The apprentice should carry out a self-review prior to any performance review. This might include a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to identify their own strengths, weaknesses and development needs. Feedback should also be sought from colleagues and line managers to impact development. The apprentice may use a personal development plan to set, track and record improvement actions |
| | | DC S5 | Apprentices should be able to provide/describe a career plan identifying their proposed career path and development required to reach their goal |

Module H - Behaviours

| Behaviours | |
|------------|---|
| B1 | Demonstrate a range of methods of communication, usually adapting these to meet the needs of the customer |
| DC B1 | Demonstrate a wide range of methods of communication and adapts the method used (including language and type of communication) to build rapport and exceed the expectations of the customer |
| B2 | Demonstrate awareness of the products and services offered by the business and know basic specifications and information |
| DC B2 | Use available systems and information to understand the range of services and products offered by the business to update own knowledge |
| B3 | Work in a fair and honest manner with limited supervision |
| DC B3 | Can be trusted to work with no supervision and can demonstrate high levels of integrity and honesty. Understand how their behaviour reflects on the business |
| B4 | Show flexibility to meet the needs of the organisation |
| DC B4 | Volunteer for additional tasks and responsibilities as required by the organisation recommending different ways of working when appropriate |
| B5 | Be organised and committed with a positive attitude when carrying out the role |
| DC B5 | Remain organised and committed with a positive attitude when under pressure |
| B6 | Work on their own taking responsibility for their own mistakes |
| DC B6 | Welcome feedback and actively seek to improve personal performance |
| B7 | Is aware of the company equality and diversity policies and processes and knows how they apply to them and others in the workplace |
| DC B7 | Actively supports equality and diversity in the workplace by reporting issues and concerns when identified |
| B8 | Uses the correct Personal Protective Equipment (PPE) for the appropriate machinery to operate it safely |
| DC B8 | Demonstrate the importance of PPE and good housekeeping in the organisation and is observant and vigilant and actively looks for ways to make the workplace safer |
| B9 | Can describe how to apply company environmental and sustainability policies and procedures |
| DC B9 | Can explain how company environmental and sustainability policies have a positive impact on the wider environment |



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End-point Assessment Coverage

Each End-point Assessment will cover specific elements of the modules within the standard. This coverage is as follows. The coverage (example Knowledge A1.2) is taken from the amplification that is listed on the preceding pages.

Knowledge Test

The Knowledge Test will cover the following modules and criteria of the standard:

| Module | | Coverage |
|--------|--|----------|
| A | The organisation | K1 – K5 |
| B | The specialist trade customer profile of the business | K1 – K3 |
| C | Trade counter and telesales service | K1 |
| D | The key principles of warehousing and stock control | K1 |
| E | The technologies that are appropriate to the role | K1 – K2 |
| F | Legislative responsibilities relating to the business, products and/or services being sold | K1 |
| G | How personal responsibilities and performance contribute to the success of the team and the business | K1 – K2 |

Practical Observation

The Practical Observation will cover the following modules and criteria of the standard:

| Module | | Coverage |
|--------|--|---|
| B | The specialist trade customer profile of the business | K1 – K2 (DCK1 – DCK2) S1 – S3 (DCS1 – DCS3) |
| C | Trade counter and telesales service | K1 (DCK1) S1 – S8 (DCS1 – DCS8) |
| D | The key principles of warehousing and stock control | K1 (DCK1) S1 – S3 (DCS1 – DCS3) |
| E | The technologies that are appropriate to the role | S1 - S2 (DCS1 - DCS2) |
| F | Legislative responsibilities relating to the business, products and/or services being sold | S3 (DCS3) |
| G | How personal responsibilities and performance contribute to the success of the team and the business | K2 (DCK2) S1 – S3 (DCS1 – DCS3) |
| H | Behaviours | B1 (DCB1) B4 – B6 (DCB4 – DCB6) B8 (DCB8) |



Professional Discussion

The Professional Discussion will cover the following modules and criteria of the standard:

| Module | | Coverage |
|--------|--|--|
| A | The organisation | K1 – K5 (DCK1 – DCK5) S1 – S2 (DCS1 - DCS2) |
| B | The specialist trade customer profile of the business | K3 (DCK3) S2 (DCS2) |
| C | Trade counter and telesales service | S5 - S6 (DCS5 - DCS6) S8 - S9 (DCS8 - DCS9) |
| E | The technologies that are appropriate to the role | K1 – K2 (DCK1 – DCK2) |
| F | Legislative responsibilities relating to the business, products and/or services being sold | S1 – S3 (DCS1 – DCS3) |
| G | How personal responsibilities and performance contribute to the success of the team and the business | K1 (DCK1) S2 – S5 (DCS2 – DCS5) |
| H | Behaviours | B2 – B4 (DCB2 – DCB4) B6 – B9 (DCB6 – DCB9) |

Re-Assessment

If the apprentice fails the Knowledge Test, they can re-take it once. It cannot be retaken for at least one month and must be passed before progression to the other assessment methods.

The apprentice must pass the real-life Practical Observation and Professional Discussion components of the workplace assessment to be deemed competent. The apprentice has one opportunity to re-sit the workplace assessment and must re-sit both the real-life Practical Observation and the Professional Discussion components.

If the apprentice has to re-take any of the components of the End-point Assessment the maximum grade that can be achieved is a pass.

For a list of the re-sit costs, please see www.innovateawarding.org. It is the responsibility of the employer and the employer/training provider to ensure that apprentices are ready to pass the End-point Assessments and it is expected that apprentices will pass the assessments first time.

Assessment Overview

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail, Pass, Merit, Distinction. The End-point Assessor will make the final decision as to whether or not the standard has been met. All apprentices must participate in all elements of End-point Assessment.

All components of the assessment must be passed for the apprentice to be deemed competent. The three components will contribute to the final overall grade for the apprentice.

The apprentice must pass the Knowledge Test before continuing to the workplace assessment.

| Assessment method | Assessed by | Weighting | Marks and grading |
|-------------------------|--------------------|---|--|
| Knowledge Test | End-point Assessor | 30 marks | Fail: less than 18 marks Pass: 18–22 marks Merit: 23-25 marks Distinction: 26 or more marks |
| Practical Observation | End-point Assessor | 100 marks combined with Professional Discussion | Fail: less than 50 marks Pass: 51-65 marks Merit: 66-80 marks Distinction 81 or more marks |
| Professional Discussion | End-point Assessor | 100 marks combined with Practical Observation | Fail: less than 50 marks Pass: 51-65 marks Merit: 66-80 marks Distinction 81 or more marks |

Scoring Guide

Knowledge Test

The knowledge test is worth 30 marks. It consists of 15, four-option, multiple-choice questions worth 1 mark each and 5 short answer structured questions worth 3 marks each.



Workplace Assessment

Each of the 50 elements to be assessed under the Workplace Assessment is worth up to a maximum of 2 points. There are 20 elements to be assessed in the Practical Observation component of the assessment and a further 20 elements to be assessed in the Professional Discussion component of the assessment. Ten elements can be assessed in either the Practical Observation or the Professional Discussion supported by the Portfolio of Evidence if the element has not been observed in the workplace.

Grading

Apprentices will be graded as having either failed, passed, passed with merit or passed with distinction.

The apprentice is required to complete each assessment method to pass.

If any element of the assessment has been retaken, the grade is limited to a pass.

A final grade result is provided following overall review of the apprentice’s performance across the assessment methods. A final grade result cannot be provided until all assessments have been completed.

| Knowledge Test | Practical Observation and Professional Discussion combined | Overall grade |
|------------------------|--|---------------|
| Pass | Pass | Pass |
| Minimum grade of pass | Merit | Merit |
| Minimum grade of merit | Distinction | Distinction |

Internal Quality Assurance

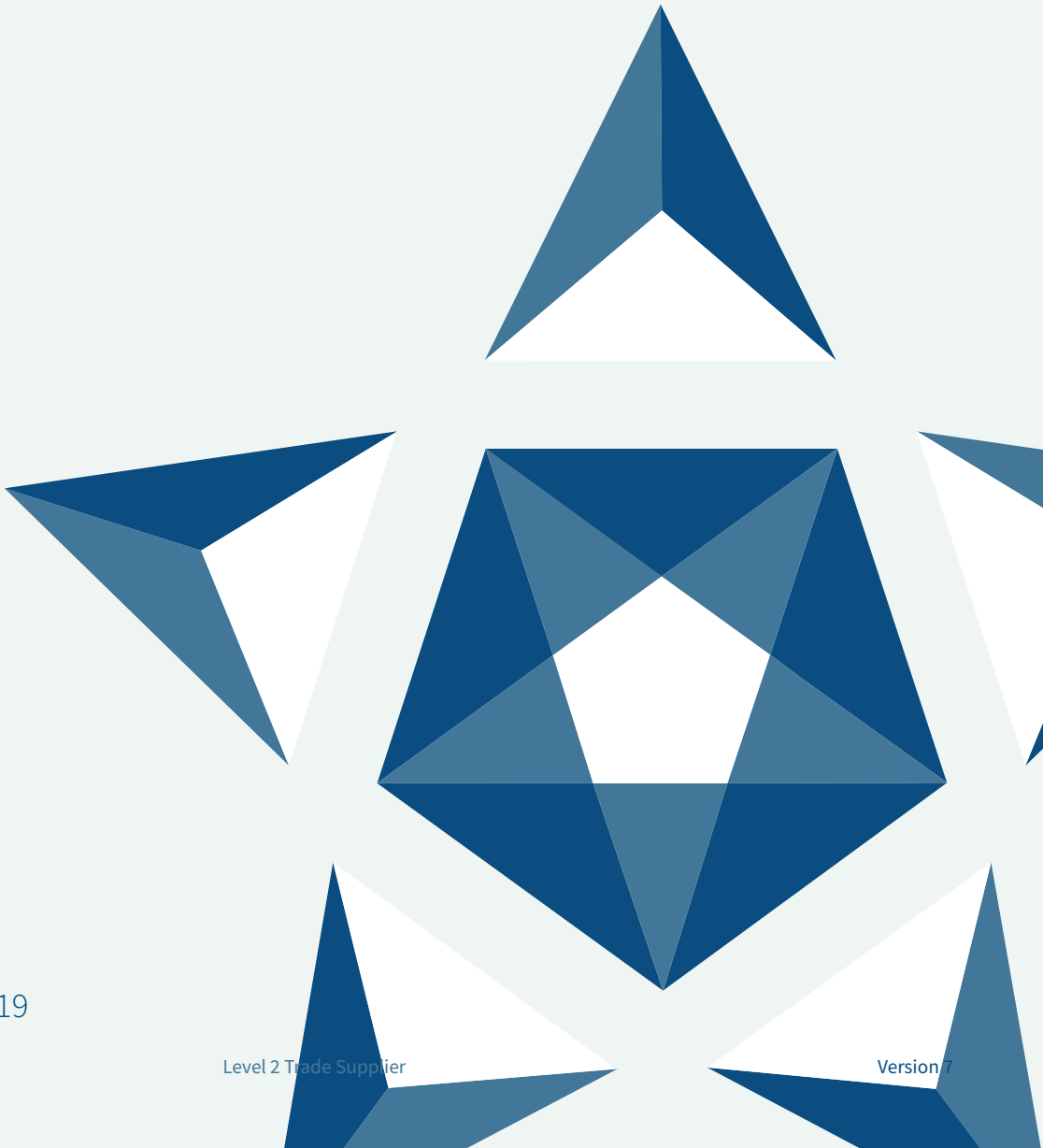
Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding’s Internal Quality Assurance Policy.

External Quality Assurance

The external quality assurance organisation for the Trade Supplier standard is Ofqual on behalf of the Institute for Apprenticeships. The external quality assurance organisation may require access to an apprentice’s assessments and they may need to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

www.innovateawarding.org/apprenticeshipstandards



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Level 2 Trade Supplier

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