



## **STANDARD ASSESSMENT SPECIFICATION**

Level 4  
Buying and Merchandising Assistant

**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 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](http://www.innovateawarding.org/apprenticeship-standards/end-point-assessment).

## Apprenticeship overview

STANDARD NAME	Level 4 Buying and Merchandising Assistant
LEVEL	4
SECTOR	Retail
PROGRAMME DURATION	18 Months
MINIMUM TIME ON PROGRAMME	12 Months
EPA DURATION	6 Months
EPA METHODS	Work Based Project and Presentation, Professional Discussion
OUTCOMES	Fail, Pass, Distinction
EXTERNAL QUALITY ASSURING CENTRE	People 1st International

### Who is the apprenticeship for?

Buyers and Merchandisers are typically found in the retail sector, across a range of different types of companies and employers such as those selling direct to the public/consumer and those selling to trade. It is also found across different types of retail operation, including those who trade from traditional stores, those who are exclusively on-line, and those who operate through a variety of channels. Buying assistants will support new product selection and development and ensure that these new products are accurately added to the employer's product portfolio in line with the supplier agreement. They will normally be responsible for the testing and delivery of product samples. Merchandising assistants collate, distribute and analyse sales and performance reports, identifying trends, trading patterns and highlighting anomalies. They communicate and escalate findings appropriately, supported by a range of business solutions. They may also place supplier orders and maintain product availability across the business and for monitoring products to ensure on time delivery and availability to agreed locations.

### Role of Innovate Awarding

We are the End-point Assessment organisation and will complete the entirety of the End-point Assessment requirements for the apprenticeship. We will provide information on the processes to enable employers and training providers to support the apprentice to achieve the End-point Assessment.

## Support Materials

Support materials that we will provide include:

- Guides for assessment methods
- Assessment specifications
- Assessment manual
- Exemplar assessments

## 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.

For this standard, it is recommended/mandatory that you complete:

- Level 2 Mathematics and English

## Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to: -

- Complete Level 2 Mathematics and English
- Complete their portfolio of evidence. The employer must also confirm to Innovate Awarding that the content of the portfolio is the apprentice's own work
- Submit their project synopsis
- Submit their portfolio of evidence

The employer and training provider/employer provider must confirm that the apprentice is ready to complete the End-point Assessment before they can pass through to the gateway. This will be completed at the gateway meeting and documented on EPA Pro. This notifies Innovate Awarding that the apprentice is ready for their End-point Assessment.

Before the apprentice enters the gateway, they should be comfortable with the assessments they will complete and ready to demonstrate they can achieve the standard of the apprenticeship.

### Portfolio of Evidence

The apprentice's portfolio of evidence underpins the professional discussion and should be submitted at gateway. The portfolio should be mapped against each area of the standard covered in this assessment. The assessor will review the portfolio ahead of the professional discussion however the portfolio itself is not marked.

The portfolio can be electronic or paper-based and should be a collection of evidence in a variety of formats including written, audio and video. Reflective accounts and self-evaluation cannot be included as evidence.

Examples of evidence that may be included within the portfolio include:

- Video/audio comments/extracts
- Written statements from relevant parties
- Project plans
- Report/minutes/action logs
- Observations
- Discussions from networks/working groups
- Presentations

- Feedback (from managers and/or peers)
- Papers written by the apprentice
- Performance reviews

The portfolio must contain a signed statement by the apprentice and their employer that the evidence is attributable to them.

## End-point Assessment

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

### 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/concerns the apprentice may have about the assessment process
- aid in the preparation requirements (e.g. arranging access, facilities and resources)

This meeting is conducted remotely.

### Work-based project and presentation

#### What is the Work Based Project?

The apprentice should submit their project synopsis at gateway for sign off before commencing work. The project only be completed once the apprentice has passed gateway, after which they will have three months to complete it.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Input from the employer and Innovate Awarding will be limited to guidance in terms of project topic, scope, and recommended reading. The project will have a maximum word limit of 3,000 +/- 10%. Appendices, references, diagrams etc, will not be included in the word count.

The project should be in the form of a paper-based or electronic report. As a minimum it should include:

- Product lifecycle
- Supply chain strategy
- Supplier strategy
- Sustainability
- Waste reduction
- Improving sales / profitability

A typical structure for the work-based project report should include:

- Introduction
- The scope of the project (including, objectives, key performance indicators and anticipated benefits)
- A project plan
- How the outcomes were achieved
- Research and findings including customer needs
- Project outcomes
- Recommendations and conclusions

Apprentices must map their project to the areas of the standard covered by this assessment. And include this as an appendix to their project. Employers should ensure that the apprentice has the opportunity and time to complete their project during working hours.



### **What is the Presentation of Work Based Project?**

Apprentices will prepare and deliver a presentation that will be a summary of the work based project, and the independent assessor will use the project to prepare questions to ask following the presentation. The presentation will take place a minimum of two weeks after the submission of the work-based project. The presentation and questioning will last for a total of 60 minutes. The presentation must take 30 minutes (+10% this will be at the discretion of the independent assessor in order to provide scope for an apprentice to demonstrate their full abilities), followed by 30 minutes (+ 10% again at the discretion of the independent assessor) questions and answers. Apprentices must include within their presentation an evaluation of their project which should include what went well, lessons learned for future project activity, and any specific recommendations.

Apprentices can use presentation aides i.e. power-point, video clips, flip chart, work products, notes. Following the presentation, the independent assessor must ask the apprentice a minimum of 6 open questions; including 3 questions from the question bank and 3 that the independent assessor creates based on the review of the presentation. The independent assessor can ask additional follow up questions to seek clarification. Based on the review of the project report, the independent assessors must prepare 6 questions in advance of the presentation to be used as part of the Q&A session. The independent assessor will generate any follow up questions during the Q&A session. The presentation and questioning elements must be conducted in a suitable controlled environment. The venue should be a quiet room, free from distraction and external influence. The venue will also have suitable space and equipment and a clock to ensure the apprentice can monitor time. Wi-Fi will also be required if any aspect of the presentation is interactive. The presentation may take place face to face or remotely.

### **What is the Professional Discussion?**

The professional discussion will be based on the apprentice's portfolio of evidence and is a structured one-to-one discussion between the apprentice and an independent assessor. It will be appropriately structured to draw out the best of the apprentice's competence and excellence. The professional discussion must last for 75 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

The assessors will review the evidence before the professional discussion in order to choose relevant questions from the question bank however the portfolio itself is not assessed. Independent assessors must select 6 opening questions from a bank of competency based questions provided by Innovate Awarding. Independent assessors must ask a minimum of 6 additional questions of their own creation so that aspects of the portfolio can be probed and to ensure that all of the KSBs mapped to this method are appropriately covered.

The professional discussion must be conducted in a 'controlled environment' i.e. a quiet room, free from distraction and influence, away from the apprentice's work station e.g. onsite office or offsite location. This can also be taken remotely via skype etc.

## Apprenticeship Standard Amplification

### Knowledge

#### MODULE A – ORGANISATIONS

Ref	Apprentices will need to:	Maps to
K1	Describe effective methods of negotiation, and how they relate to the organisation's strategy, goals and ethical stance	K6
K2	Explain the principles of working within strategic operational buying and merchandising frameworks	K8
K3	Describe effective methods of communications to achieve operational success	K9
K4	Explain the principles of internal trend analysis and forecasting	K10
K5	Explain the principles of undertaking competitor analyses	K11
K6	Describe the range and impact of external factors such as currency fluctuation and global suppliers have on profit margin and costs	K19
Ref	Delivery content	Maps to
K1	The process of negotiation may include; preparation, discussion, clarification of goals, working towards a win-win outcome, agreement and implementation.	K6
K2	Key elements for buying may include new product selection and development, for merchandising the collating, distributing and analysing of sales and performance reports, identifying trends, trading patterns. Buying and merchandising collaborate to contribute to the delivery of department/company sales and profit targets.	K8
K3	Effective communication skills may include clear, concise, tone of voice, body language, assertive, aggressive, passive aggressive, submissive and/or manipulative. Consider the most appropriate method, may include verbal, non-verbal, written, face to face and telephone. Also consider the setting and timing.	K9
K4	Trend analysis is a measurable and verifiable method to project future outcomes. Typically, it's achieved by an analysis of variance (ANOVA) of quantitative variables.	K10
K5	Methods of analysing and evaluating competitors could include Porter's 5 Forces, SWOT, ADL Matrix or PESTLE.	K11



### MODULE B – PRODUCTS, SERVICES AND SECTOR

Ref	Apprentices will need to:	Maps to
K1	Describe how to develop an operational or strategic approach to buying and/or merchandising	K1
K2	Describe the industry standards, regulations and legislation relating to the ethical and sustainable sourcing, purchasing and sale of goods to ensure compliance	K2
K3	Describe product lifecycle from development to customer and the critical path approach to support the buying and merchandising process	K3
K4	Describe the principles of buying and merchandising and the specific role of each	K4
K5	Describe the key aspects of the sector in respect of global and domestic trading patterns	K7
K6	Describe the impact of stock planning and densities on profitability and how it aligns to organisational/brand strategy	K20
K7	Describe the factors affecting and impacting seasonal planning to ensure availability of appropriate products and to drive profit	K21
Ref	Delivery content	Maps to
K1	Consider new product selection and development, collating and analysing sales and performance reports, identifying trends and trading patterns and the overall contribution to department/company sales and profit targets.	K1
K2	Consider restraint of trade and anti-trust legislation, the Competition Act 1998 and the Treaty of Amsterdam (addresses anti-competitive practices and abuse of dominant position). Also review the CIPS personal ethical code and relevant product safety regulations and standards and consider the Sale of Goods Act 1979 and Consumer Rights Act 2015, responsible sourcing, the Modern Slavery Act 2015 and ESG.	K2
K3	Key elements of a product lifecycle can include; research and development, introduction, growth, maturity, saturation and decline. Consider the impact of lifecycles on product selection and purchasing.	K3
K4	Buying principles include the right quality, quantity, price, source, time and place, for merchandising the delivery of right product at right place, right time and right quantity to the targeted customer.	K4
K5	Aspects may include currency fluctuations and the impact on profit margins and costs, domestic legislation and seasonality.	K7
K6	Stock planning can impact on maintaining accurate stock levels and include effective demand forecasting, optimal replenishment cycles, accurate financial reporting, lowering operating costs and achieving higher customer service targets.	K20
K7	Consider; product lifecycles, length of season, the lead time of purchases, currency fluctuations and commodity prices	K21

### MODULE C - MARKETING

Ref	Apprentices will need to:	Maps to
K1	Describe the brand position within the market, which includes both UK and global markets, retailer types and trading models	K5
K2	Explain the importance of keeping up with current trends within the industry	K13
Ref	Delivery Content	Maps to
K1	Consider how your brand differentiates itself from competitors, how consumers connect and identify with your brand and the segment it appeals to; age, gender, religion, income and lifestyle. Types of retailer include; department stores, chain stores, supermarkets, discount retailers, warehouse retailers, franchises, malls, shopping centres, merchants and independent retailers. Also, consider omni-channel retail strategies, sales and marketing that integrates bricks and mortar and online.	K5
K2	Researching the latest trends helps maintain market share, reach new markets and expand your customer base.	K13

### MODULE D - CUSTOMERS

Ref	Apprentices will need to:	Maps to	Ref	Apprentices will need to:	Maps to
K1	Describe the different purchasing habits of customers, seasonality and the different customer journey across all purchasing channels	K12	S1	Demonstrate an ability to anticipate customer buying and product patterns to forecast future demand	S15
K2	Explain the importance of customer profiles and how they impact buying and merchandising operations	K14	S2	Articulate relevant ideas and opinions towards trends and competitor activity so that opportunities may be identified.	S16
			S3	Apply customer profile/trend data to inform the development of a range, products and services	S17
Ref	Delivery content	Maps to	Ref	Delivery content	Maps to
K1	Customer purchasing habits may include the complex, dissonance-reducing, habitual and variety seeking. The customer journey is the complete sum of experiences that customers go through when interacting with your company and brand. Consider AOV, ATV, purchase frequency and purchase multiples.	K12	S1	Analyse KPI data to inform and anticipate customer needs and forecast future demand.	S15
K2	Customer profiles help you understand who your customers are, it enables you to match their needs and develop products and merchandising strategies accordingly.	K14	S3	Customer profile/trend data can include; age, location, hobbies, religion, job title, income, purchasing habits, goals or motivations, challenges or pain points. Successful application requires using a range of metrics.	S17

**MODULE E – INDIVIDUAL AND TEAM PERFORMANCE**

Ref	Apprentices will need to:	Maps to	Ref	Apprentices will need to:	Maps to
K1	Explain the principles of team dynamics and relationships in order to achieve individual and organisational goals	K15	S1	Ensure accurate implementation of the critical path prioritising actions accordingly	S4
K2	Explain the importance of coaching and mentoring to support the development of the buying and merchandising teams	K16	S2	Analyse and present business data to support achievement of business strategies, brand and KPIs	S13
K3	Describe the goals and target of the business, the drivers of performance and the contribution of the team in order to achieve these	K17	S3	Formulate and communicate customer propositions	S18
K4	Describe the key performance indicators of the department, their performance and how to individually contribute to their success	K18	S4	Develop self and individuals to improve personal and team performance and capability	S19
			S5	Coach and mentor new/less experienced colleagues	S23
Ref	Delivery content	Maps to	Ref	Delivery content	Maps to
K1	Team dynamics are the unconscious, psychological forces that influence the direction of a team's behaviour and performance. Team dynamics are created by the nature of the team's work, the personalities within the team, their working relationships with other people, and the environment in which the team works.	K15	S1	The critical path is a sequence of dependent tasks that form the longest duration, allowing you to determine the most efficient timeline possible to complete a task or project.	S4
K2	Coaching and mentoring team members helps make them more effective by developing and enhancing their skills. It provides them a way to connect, learn and grow within the business and along their own career paths. Being interested in the growth of your team members shows you care about their progress.	K16	S4	Development may include training and courses, qualifications, buddying, visiting other departments, product champions, coaching and mentoring.	S19

Ref	Delivery content	Maps to	Ref	Delivery content	Maps to
K3	Goals and targets could include; increased brand awareness and loyalty, the sourcing and development of new products all contributing to increased sales and profits and driven by setting standards, agreeing goals, targets and expectations.	K17	S5	Coaching is more performance driven, designed to improve on-the-job performance. Mentoring is more development driven, looking not just at the current job function but beyond, it takes a more holistic approach to career development.	S23
K4	KPI's may include; sales achieved compared to planned sales, the number of units sold, increasing the price per unit or average selling price, terminal stock at the end of the season, margins and profit achieved, product availability and stock cover.	K18			

## Skills

### MODULE F – PLANNING AND PREPARATION

Ref	Apprentices will need to:	Maps to
S1	Use marketing/industry knowledge to contribute to new product development and innovation	S1
S2	Ensure the agreed route to market is delivered and maintained successfully so that objectives are met	S9
S3	Use data to support decisions to influence both strategic and operational direction of the buying and/or merchandising approach	S11
S4	Demonstrate accurate application of systems in analysing data (for example, customer trends, buying patterns, stock rotation and levels)	S12
Ref	Delivery content	Maps to
S3	Analysing data from sales to inventory gives the ability to effectively track customer actions, including their purchases, sales per square foot, retail conversion rate, net profit margins to inform buying/merchandising decisions.	S11
S4	This could include the effective use of systems; RFDI, LILO, FIFO, DIAD and EPOS to create data sets for forecasting trends and making strategic decisions.	S12



### MODULE H – PRODUCTS AND SERVICES

Ref	Apprentices will need to:	Maps to
S1	Contribute to the building of customer focused ranges to meet the brand identity of the business	S2
S2	Ensure product quality and legal compliance by working within industry standards, regulations and legislation to source, purchase and sell goods	S3
S3	Evaluate commercial performance to support proposed actions for both good and bad poor product performers	S14
Ref	Delivery content	Maps to
S2	Understanding and compliance with restraint of trade and anti-trust legislation, the Competition Act 1998 and the Treaty of Amsterdam, CIPS personal ethical codes relevant product safety regulations and standards, the Sale of Goods Act 1979, Consumer Rights Act 2015, responsible sourcing, the Modern Slavery Act 2015 and ESG.	S3
S3	Key metrics to evaluate to support proposed actions include; sales volume, customer traffic, retail conversion rate (number of transactions ÷ customer traffic), average purchase value (total sales value ÷ number of transactions), sales per square foot, items per purchase, net profit margin, product price, ROS or PSPW, overstocks and availability.	S14

**MODULE I – BUSINESS**

Ref	Apprentices will need to:	Maps to
S1	Negotiate in a manner that balances the need for a sound financial return, with the need to operate ethically, honestly and fairly	S5
S2	Monitor agreed performance targets with suppliers to manage ongoing supplier relationships	S6
S3	Apply the organisations strategy to buying and/or merchandising to ensure strategic objectives are met	S7
S4	Apply an ethical and sustainable approach to the buying and merchandising process in line with policies and procedures to achieve legal compliance	S8
S5	Work with external and internal departments (for example, marketing, distribution, suppliers) to build relationships to drive sales activity and support the delivery of the business objectives across all channels	S10
Ref	Delivery content	Maps to
S2	When monitoring supplier performance consider; compliance rate, defect rate, PO and invoice accuracy, rate of emergency purchases, supplier lead time variance, PO cycle time, availability, cost per invoice and PO, spend under management (SUM), procurement ROI and benefits, price competitiveness, sales performance versus targets, purchase plane, rebates, quality/returns, and delivery performance.	S6
S4	The approach may include responsible and sustainable sourcing, the integration of social, ethical and environmental performance factors into the process of supplier selection and ethical sourcing, ensuring the products being sourced are obtained in a responsible and sustainable way, the workers involved are safe and treated fairly and environmental and social impact are taken into consideration.	S8

**MODULE J – FINANCIAL**

Ref	Apprentices will need to:	Maps to
S1	Demonstrate commercial buying and merchandising within a financial framework	S20
S2	Operate in a manner that produces the required financial rate of return for the business	S21
S3	Ensure effective stock management to support the delivery of the sales and profit forecasts	S22
Ref	Delivery content	Maps to
S1	This may include working within pre-determined budgets, targets for increasing sales volumes, increasing sales price, reducing unit costs, reducing overheads per unit of sale (e.g. waste reduction, reducing stock levels).	S20
S3	Stock management KPI's may include; stock carrying costs, stock write-off and write-down, rate of stock turnover, cycle time, order status and tracking, fill rate, stock cover, overstocks and stock initiatives that increase/decrease stock levels.	S22

## BEHAVIOURS

Ref	Apprentices will need to:	Maps to
B1	Demonstrate creative thinking, enthusiasm with a positive and professional attitude	B1
B2	Show confidence, accountability and pro-action	B2
B3	Demonstrate tenacity and a willingness to take risks	B3
B4	Demonstrate resilience and organisation with an eye for attention to detail	B4
B5	Show flexibility, agility and adaptability to changing markets	B5
B6	Demonstrate an ability to operate within a professional code of ethics	B6
B7	Show they act as an ambassador for the business	B7
Ref	Delivery content	Maps to
B1	Creative thinking may include looking at problems or situations from a fresh perspective and coming up with new or unorthodox solutions. Creative thinking can be stimulated both by an unstructured process such as mind mapping, and by a structured process such as lateral thinking.	B1
B2	Confidence is about how we feel about our ability to perform roles, functions and tasks, it's not something that can be learned like a set of rules, confidence is a state of mind. To be accountable is to take responsibility for your buying and merchandising decisions and accomplishing business goals. Pro-action, being proactive, to take control and make things happen rather than just adjusting to a situation or waiting for something to happen.	B2
B3	Tenacity, not giving up, risk taking should be based on careful research and planning within the framework defined by the job role. Assessing whether or not a risk is worth taking involves careful cost-benefit analysis.	B3
B4	Consider Dr Ginsburgs 7 C's of resilience; competence, confidence, connection, character, contribution, coping and control.	B4
B6	Consider the Chartered Institute of Procurement & Supply (CIPS) code of conduct and how to embrace within job role.	B6
B7	Actively promote the business in a positive way to build trust in the business/brand and increase awareness and sales.	B7

## Assessment Overview

The End-point Assessor will review the evidence for each apprentice and grade each component independently. The End-point Assessor will make the final decision as to whether the standard has been met or not.

All apprentices must participate in all elements of the End-point Assessment and achieve a minimum of a Pass for both components.

Assessment Method 1: Work Based Project including a Presentation with Questioning

With the following grades:

- Pass
- Fail
- Distinction

Assessment Method 2: Professional Discussion, underpinned by a portfolio of evidence

With the following grades:

- Pass
- Fail
- Distinction

To pass, learners must meet all of the pass statements. To achieve a distinction learners must achieve all distinction criteria

## End-point Assessment Coverage

Each End-point Assessment component will cover the assessment criteria of the modules within the standard. The coverage is taken from the amplification above.

### Assessment Method

The Work Based Project and presentation will cover the following modules of the standard:

MODULE	COVERAGE
A - Organisations	K2
B - Products, Services and Sector	K1, K3
C - Marketing	K2
D - Customers	K2, S2, S3
E - Individual and Team Performance	K1, K3, K4, S2, S3
F - Planning and Preparation	S3
H - Products and Services	S1, S3
I - Business	S3
J - Financial	S1
Behavioural	B1, B2, B3, B7

The Professional Discussion (underpinned by a portfolio of evidence) will cover the following modules of the standard:

MODULE	COVERAGE
A – Organisations	K1, K3, K4, K5, K6
B – Products, Services and Sector	K2, K3, K4, K5, K6, K7
C – Marketing	K1
D – Customers	K1, S1
E – Individual and Team Performance	K2, S1, S4, S5
F – Planning and Preparation	S1, S2, S4
H – Products and Services	S2
I – Business	S1, S2, S4, S5
J – Financial	S2, S3
Behavioural	B4, B5, B6

## Grading requirements

All EPA methods must be passed for the EPA to be passed overall.

ASSESSMENT METHOD 1	ASSESSMENT METHOD 2	OVERALL GRADING
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

## Re-Assessment

If the apprentice fails an assessment, this will need to be completed again. An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-take any failed assessment methods only. Apprentices who do not meet any of the timescales for either improving or resitting their work must retake the entire EPA.

With regard to the work based project, on such occasion that the independent assessor considers the written report is not of sufficient quality for the presentation to go ahead, the apprentice will be given one opportunity (still within the maximum 6 month timeframe for all assessment methods) to improve their written report so that the presentation may go ahead. In such circumstances, the inadequate



written report is not graded. Therefore, on second submission of the written report, the apprentice may still achieve a fail/pass/distinction. Where any assessment method has to be re-taken, the apprentice will be awarded a maximum EPA grade of pass.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the IAO exceptional circumstances apply outside the control of the apprentice or their employer. For a list of the re-sit costs, please see the Innovate website. It is the responsibility of the employer and the employer provider/training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

## 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 Level 4 Buying and Merchandising Assistant standard is People 1st International. The external quality assurance organisation may require access to an apprentice's assessments and they may require 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](http://www.innovateawarding.org/apprenticeshipstandards)

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