



**Scottish Vocational Qualifications
Internal Assessment Report 2014
Supply Chain Management**

The purpose of this report is to provide feedback to centres on verification in Scottish Vocational Qualifications in this subject.

SVQ awards

Supply Chain Management Units verified: G882 23, G883 24, G884 25, G885 25

General comments

All centres continue to operate established and well-designed policies on selection and induction for all staff. Staff in centres are fully qualified and have suitable competence and experience levels.

Staff have a good and comprehensive knowledge of the National Occupational Standards (NOS) and the specifications for the Units they are delivering.

Many of them are members of additional bodies such as CIPS, CILT and MIFL. Qualification delivery staff all have some form of appropriate experience usually in commerce or industry and in areas such as delivery, warehousing, purchasing and supply; all are experienced in terms of assessment and verification.

Standardisation meetings continue to take place regularly at all centres, with varying frequency. The minutes from the discussions at these meetings are used to inform the development of the qualification delivery.

Continuing professional development (CPD) records in various forms are retained by all centres.

Good practice staff development programmes are well administered and well attended at most centres. Most centres have compact teams, which enables good communication.

Unit specifications, instruments of assessment and exemplification materials

There were no major issues on centres' compliance with the standards.

Centre internal quality assurance teams have a good understanding of their roles and are in constant contact with other delivery team members and with candidates.

Centres use various processes during candidate induction to ensure appropriate qualification selection and to maximise potential accreditation of prior learning. This includes:

- ◆ Core Skills profiling of students prior to commencement
- ◆ lengthy telephone interviews to establish the candidate's current role and known competences and experience prior to starting the qualification
- ◆ induction and guidance on the learning systems

- ◆ an induction process timetable that shows a clearly defined approach covering all aspects of the qualification
- ◆ various forms of training-needs analysis and carefully planned and structured training plans

Assessment is an integral part of course structure in all centres and is regularly reviewed.

In most cases, an assessment schedule/training plan is drawn up through discussion between the candidate and assessor and relates to the Units to be covered. This plan is then regularly monitored and can be redrawn if required.

This schedule/training plan is included in the candidate's portfolio.

Assessment strategies in all centres are carried out in accordance with SQA guidance.

The evidence sampled shows that candidates at all centres have fair access to assessment, and assessments are valid, reliable, equitable, fair and consistently judged.

In all centres, candidates have access to quality assessment and support materials, although in some centres these are now becoming dated and will require updating in the medium term.

Centres operate very efficient systems of up-front support and mentoring of candidates.

Most centres retain a communication log, which records all communication between the assessor and candidate and as well as face-to-face meetings it can include SMS, e-mail, telephone and written contact.

Centres used the candidate portfolio process and in all cases the evidence included was duly signed off by the appropriate signatories, either from the candidate's workplace or from the centre. Signatures were usually dated.

In all centres, feedback to candidates from assessors and internal verifiers, and to assessors from internal verifiers, was timeous and usually comprehensive. In all cases it followed the individual centre's policies.

Evidence Requirements

All centres are aware of the Evidence Requirements of the qualification and the evidence produced by candidates is directly linked to the NOS.

The evidence examined continued to be of a high standard and matched the candidates' requirements by being centred on their work situation.

Most of the evidence examined, particularly copies of reports written by candidates for their employers, showed maturity and understanding and demonstrated competence and ability.

There was no evidence of impropriety.

Centres continue to use a variety of assessment methods, mainly product evidence, but also witness statements, observation, professional discussion and e-questioning.

The majority of evidence is product evidence related to the candidate's own work situation.

Evidence also comes from both the employer and other parties who are providing the witness testimonies.

The evidence sampled was generally of a high standard and relevant to the particular outcomes of the Units being delivered.

Administration of assessments

In all centres, assessment administration continues to operate within the current SQA and NOS requirements for the qualification.

SQA assessment and retention procedures are built-in to all centre policies.

Centres have allocated dedicated administrative staff, in some cases at manager level.

Centres were operating various forms of qualification administration and support and these included:

- ◆ online systems to record assessment and verification
- ◆ a sophisticated learning system which is the hub of the centre and enables the centre and its candidates to communicate easily
- ◆ online systems using the Learning Assistant software
- ◆ various online portfolios including in one centre the extensive use of the 'OneFile' system

Two centres have ISO 9001 accreditation, which in itself dictates that there will be no conflicts of interest in respect of roles and responsibilities within their administrative systems.

General feedback

All centres continue to deliver this qualification very well.

There is a high standard of work from the candidates, quality assessment and internal verification, and sound system administration.

Candidates are highly motivated and continue to see the qualification as an integral part of, and very relevant to, their career development.

Centres are also successfully trying out various and original methods of delivery for parts of the qualification components. An example is the online software being operated by some centres. Other examples include the use of an e-learning 'toolbox' and a holistic approach based on an extended, detailed and in-depth work-based case study.

External Verifiers were very impressed with the work they saw, the high standard of delivery, the commitment of the delivery staff and the enthusiasm of the candidates.

On all visits the External Verifiers were able to contact candidates, and in all cases they spoke highly of their centre and the support being offered. In some cases this was in spite of there being a large distance between themselves and the centre.

All candidates were satisfied with the whole qualification experience. It was clear in the External Verifiers' contact with candidates that they were pleased with the feedback they get on completing their Units and how promptly their queries were dealt with (by all centres).

Areas of good practice

The following areas of good practice were identified in various centres:

- ◆ Most centres have compact, well integrated delivery teams, which enables good communication and discussion
- ◆ The procedures that are available to candidates through the 'toolbox', which is part of the e-learning system used by one centre. This is an excellent resource
- ◆ The ISO 9001 accreditation achieved by two centres and the consequent improvements in systems that this award brings
- ◆ The use by one centre of the employer's own courses, which are an excellent source of knowledge and related information
- ◆ The excellent feedback received from candidates and employers at all centres
- ◆ The practice within one centre for the qualification internal verifier to regularly renew their qualification to the latest version available

Specific areas for improvement

There is a need for some centres to consider redeveloping their learning materials in the medium term.