



**Scottish Vocational Qualifications
Internal Assessment Report 2013
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 SVQs verified:

G882 23, G883 24, G885 25

General comments

All the centres operate established and well-designed policies on selection and induction for all qualifications staff.

All 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. Also many of the staff are members of additional bodies such as the Chartered Institute of Purchasing and Supply (CIPS) and Members of the Institute of Learning (MIFLs).

Staff delivering the Supply Chain Management SVQs all have some form of appropriate experience, usually in industry, and in particular in areas such as purchasing and supply; all are experienced in terms of assessment and verification.

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

Continuous Professional Development (CPD) records in various forms are retained by all centres and good practice staff development programmes are well administered and attended at most centres.

One centre is a member of the vocational qualifications (VQ) providers group which discusses issues relating to the relevant qualifications.

Unit specifications, instruments of assessment and exemplification materials

There were no major issues in terms of the centres' compliance with the standards, and in all centres visited the requirements of the NOS were satisfied.

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

Centres use various different processes during candidate induction to ensure that candidates are competent to follow the qualification and to accredit prior learning. These processes can differ across centres and include: Core Skills profiling of candidates prior to commencement; a lengthy telephone interview to establish

current role; known competencies and experience prior to starting the qualification; induction and guidance on the learning system; 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 relating 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 the SQA Unit guidance. The evidence sampled shows that candidates at all centres have fair access to assessment. The assessments were equitable, valid, and fair and followed the original agreed training plans, unless this was changed by mutual agreement.

In all centres, candidates have access to quality assessment and support materials. All centres operate very efficient systems of up front support and mentoring to candidates.

Most centres retain a communication log which records all communication between the assessor and candidate and can include face-to-face meetings, SMS, email, 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 candidates' workplace or the centre. Signatures were usually dated.

In all centres, feedback to candidates from assessors and Internal Verifiers, and to assessors from Internal Verifiers, was timely 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 qualifications and the evidence produced by candidates is directly linked to the NOS. The evidence examined was of a high standard and matched the candidate's requirements by being centred on their work situation. Some 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 in the running of the qualifications.

Centres use a variety of assessment methods including witness statements, observation, professional discussion and e-questioning. However, the majority of evidence is product evidence related to the candidate's own work situation. Evidence also comes from both the employer and those providing the testimony. The evidence sampled was very good and relevant to the particular Outcomes of the Units.

Administration of assessments

In all centres, assessment administration is operating within the current up-to-date SQA and NOS requirements for the qualifications.

SQA assessment and retention procedures are built into centre policy. Centres have allocated dedicated administrative staff, in some cases at manager level.

No discrepancies between numbers were found during verification. Centres were operating various forms of qualifications administration and support and these included: online systems to record the assessment and verification process; a sophisticated learning system at the centre 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. Another centre has ISO 9001 accreditation which in itself dictates that there will be no conflicts of interest in respect of roles and responsibilities with the administrative systems.

General feedback

All centres are delivering these qualifications very well.

There is a high standard of work from the candidates; good quality assessment and internal verification; and sound systems administration. Centres are also successfully trying out various and original methods of delivery. Such an example is online software. Another example is the e-learning 'toolbox'. External verifiers were very impressed with the work they saw and the high standard of delivery.

All candidates contacted spoke highly of the centres and their support, and all were satisfied with the whole qualifications experience. It was clear from the verifiers' contact with candidates that they are pleased with the feedback they get on completion of their Units and the prompt way in which queries are dealt with by all centres

Areas of good practice

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

- ◆ Good centre support materials are available at centres. These are comprehensive, easy to access and an excellent resource for candidates.
- ◆ The procedures that are available to candidates through the toolbox (part of the e-learning system used by one centre) are an excellent resource.
- ◆ The ISO 9001 accreditation achieved by one centre has brought consequent improvements in systems.
- ◆ There has been excellent feedback received from candidates and employers at all centres.
- ◆ One centre has embarked on an online process for the delivery of their Units to specifically access the global marketplace.
- ◆ One centre is using webinars for both staff and candidates.

Specific areas for improvement

No specific areas for improvement in centres were identified.