



**Scottish Vocational Qualifications**

**Qualification Verification Summary Report 2018**

**Warehousing and Distribution**

## Introduction

During the 2017–18 session, the units listed below for the following qualifications were externally verified for the SVQs in Warehousing and Distribution (GF9A 22, GF9C 22, GF9D 23, GF9E 23, GF9C 04, G8WC 23, GM6M 22, GM6L 23, GM6W 23).

H0A3 04	Maintain Health and Safety in Logistics Operations
H0A4 04	Moving or Handling Goods in Logistics Operations
H2CH 04	Develop Effective Working Relationships with Colleagues in Logistics Operations
H0A5 04	Respond to Problems in Logistics Operations
H2CK 04	Keep Stock at Required Levels
H2CL 04	Keep Work Areas Clean
H2CM 04	Pick Goods
H2CN 04	Wrap or Pack Goods
H2CR 04	Use Equipment to Move Goods in Logistics Operations
H2CS 04	Receive Goods
H2CT 04	Place Goods in Storage
H2CV 04	Maintain the Safety and Security of Hazardous Goods and Materials
H2CY 04	Assemble Orders for Dispatch
H2CX 04	Process Orders for Customers
H2D0 04	Process Returned Goods
H2D1 04	Sort Goods and Materials for Recycling or Disposal
H2D2 04	Monitor the Receipt, Storage and Dispatch of Goods
H2D3 04	Check Stock Levels and Stock Records
FM4J 04	Provide Leadership for Your Team
DR67 04	Manage your own Resources and Professional Development

The updated version of this qualification has been well received by all centres. They have particularly welcomed the extension of choice offered to the candidates with the reduced number of mandatory units. The wide range of optional units allows candidates and centres to make choices that fit with the candidates' work and workplace.

All centres were very well prepared for the external verification visit, and all the requested materials were in place. All records of staff meetings and relevant staff CPD records were also available, and up to date.

The centres run various portfolio systems, which are mainly paper based. Those centres which are making the move into e-portfolio are favouring the OneFile system.

Some centres are delivering remotely to candidates who are geographically widespread. This could cause issues, but is being well managed by the centres.

All centres are well staffed with competent, experienced and occupationally qualified assessors and internal verifiers.

## Category 2: Resources

### **Criterion 2.1: Assessors and internal verifiers must be competent to assess and internally verify, in line with the requirements of the qualification.**

All centres have up-to-date CPD records confirming that teams involved in the delivery of warehousing qualifications, have undertaken appropriate CPD activities. The external verifiers had access to the assessor and internal verification qualifications at all centres, including CVs that confirmed occupational competence appropriate for the award.

In one centre, records showed that staff had participated in less formal events and observations that were nonetheless valid ongoing CPD.

At another centre, comprehensive analysis of staff training needs covers areas such as 'what results and improvements the CPD is intended to achieve'.

### **Criterion 2.4: There must be evidence of initial and ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials.**

All centres maintain records of team and standardisation meetings, which confirm that regular reviews of assessment practice take place.

Standardisation meetings are held in all centres to ensure that assessment environments, equipment and learning materials are maintained and are of a good standard. Site-selection checklists ensure that working environments are safe and conducive to qualifications being achieved. Minutes of standardisation meetings and completed site-selection checklists were available to external verifiers.

At one centre, records were organised through a very comprehensive qualification master file, which includes assessment materials, evidence collection and requirements. The success of this approach was reflected in the portfolios examined.

All centres review remote assessment environments at each assessor visit. This is usually reported in the minutes of standardisation meetings, site-selection checklists and assessor reviews.

One centre has specific HQ-based staff whose sole remit is to continuously monitor, record and modify as required, company policies, resources and materials. Centre staff feed into this process regularly.

## **Category 3: Candidate support**

### **Criterion 3.2: Candidates' development needs and prior achievements (where appropriate) must be matched against the requirements of the award.**

All candidates undergo an induction process, and sign to confirm that they have received all relevant information. Prior achievements are checked, and development needs are identified and addressed in discussion with employers.

Some centres are using a skill scan to identify previous achievements and to help meet any additional identified needs.

The induction leads on to a further candidate assessment to determine the appropriate qualification level and optional unit choices for the candidate, all of which is formalised in a training plan.

One centre is using an all-inclusive candidate handbook that also covers induction. The allocated assessor normally leads the induction process. The pack covers all prior learning and highlights training needs against the demands of the award.

### **Criterion 3.3: Candidates must have scheduled contact with their assessor to review their progress and to revise their assessment plans accordingly.**

The portfolios examined by the external verifiers contained clear evidence of candidate support in the form of assessment plans, reviews of progress, candidate feedback and agreement of any further action required.

Centres assessed candidates in the workplace at least every six weeks. As part of these assessments, action plans and reviews were completed to show candidate progress, and the date of the next visit was agreed. All assessment records sampled by external verifiers were signed and dated by both the assessors and the candidates to confirm agreement of progress and the next meeting date.

Those centres using an e-portfolio system demonstrated clear evidence of candidate support in the form of visit schedules, assessment plans, reviews of progress, candidate feedback and agreement of any further action required. Candidates were given the opportunity to give feedback during reviews.

At all centres, candidates could contact assessors and internal verifiers by SMS, e-mail and telephone. One centre had introduced FaceTime contact.

## **Category 4: Internal assessment and verification**

### **Criterion 4.2: Internal assessment and verification procedures must be implemented to ensure standardisation of assessment.**

All centres have robust internal verification and assessment policies and procedures, which was borne out by the portfolio evidence. Staff ensured that evidence of internal verification feedback to assessors was available for inspection.

All centres have documented internal verification sampling policies (sampling rates varied from 50–100%) that cover all candidates, all assessors, all qualifications and all units, and are backed up in the minutes of standardisation meetings. Actions from these meetings are allocated to specific staff along with timescales.

Assessment is undertaken either on site within the candidate's workplace or within training facilities, using video, Q&A, reports, etc. All assessments are retained using various data-retention processes and are available for viewing.

### **Criterion 4.3: Assessment instruments and methods and their selection and use must be valid, reliable, practicable, equitable and fair.**

At all centres, the application of assessment procedures, evidence from internal verification reports and the sampling of portfolios confirmed that assessments are valid, reliable, equitable and fair. The content of candidates assessment plans, reviews of progress and action plans supported this.

Most centres have well-established and comprehensive assessment instruments, assessment methods and evidence-gathering processes. They have been selected carefully, often through trial and error, and with consideration as to how they can dovetail with a candidate's particular work situation.

Assessment methods and selection are discussed at standardisation meetings. At one centre, these meetings included standardisation exercises undertaken to ensure consistency and relevance to candidates' workplaces.

In all cases, assessments were judged against the current NOS. Assessment instruments are varied and, in many cases, are carried out in the workplace to ensure relevance to the qualification.

Assessment methods used include video and oral evidence recording, witness statements, Q&A sessions, 'product' collection and retention, witness and candidate reports.

One centre has strengthened its performance through its use of the Learning Assistant app, which helps centres to gather, assess quality assure and monitor evidence and coursework.

**Criterion 4.4: Assessment evidence must be the candidate's own work, generated under SQA's required conditions.**

At all centres, induction includes a candidate disclaimer. Candidates are made aware of the centre's plagiarism policy, and are asked to sign to confirm receipt of the information and their awareness of the consequences of plagiarism.

Assessors observe candidates during assessments to ensure authenticity of candidate evidence. At all centres, a candidate disclaimer is included in the candidate portfolios.

At one centre, the main source of evidence is assessor reports based on observation, including photographs.

**Criterion 4.6: Evidence of candidates' work must be accurately and consistently judged by assessors against SQA's requirements.**

At all centres, assessors and candidates sign assessment records, and these are judged against the current NOS for the qualification.

Assessors accurately and consistently judge candidates' work against SQA requirements, as is demonstrated by evidence in the portfolios, the internal verification matrix and training records, and in staff discussions with staff, assessors, internal verifiers and candidates. Regular standardisation meetings ensure consistency.

At one centre, the head of centre undertakes regular double bank assessment visits with all assessors to support this element of quality.

**Criterion 4.7: Candidate evidence must be retained in line with SQA requirements.**

All centres are aware of the evidence-retention requirements for SQA awards and fully comply with them. All hard copies of information are held securely, and computers are password protected and backed up off site. Where e-portfolios are in use, the data is backed up off site, usually to a cloud-based system.

At all centres, candidate evidence is retained for at least three weeks after certification, unless there is notification of an external verification visit. One of the advantages of the OneFile system is that data can be archived and accessed if required.

The Learning Assistant software used by one centre offers a structured and convenient way of organising, retaining and easily accessing candidate evidence online. This is secure, easy to use and easy to access.

**Criterion 4.9: Feedback from qualification verifiers must be disseminated to staff and used to inform assessment practice.**

At all centres, feedback from external verifiers is shared with staff and discussed at standardisation and general meetings. Any actions from the external verification visit are delegated to a team member and a timescale agreed for completion.

In some centres, after an external verification visit, all assessors and verifiers are given feedback by e-mail and at standardisation meetings. Any actions identified at the visit are discussed and the appropriate action carried out, recorded and signed off when completed.

At another, external verifiers' feedback continues to be disseminated by the head of centre through e-mail at the regular meetings or, if needed, through a specially called meeting of centre staff. Feedback is recorded, disseminated, and monitored.

## Areas of good practice report by qualification verifiers

The following examples of good practice were reported during session 2017–18:

- ◆ One centre has introduced a novel, colour-coded staff skills matrix. It covers all forms of CPD and PDP and asks pertinent questions, like ‘What did you do? Why did you do it? What did you learn? How will it influence your future activity?’
- ◆ Standardisation, management and general meetings are recorded and show the origin of the feedback or comment, the responsible person for any actions required, and a timescale for these actions
- ◆ Internal verifier ensuring ongoing monitoring of reference, learning and assessment materials, and then updating materials to alert all relevant staff at standardisation meetings
- ◆ Internal verifier occasionally accompanying an assessor on an assessment visit to ensure that they are implementing internal assessment procedures appropriately within the centre and to SQA requirements, thereby assuring the standardisation of the assessment
- ◆ Head of centre regularly checking on the standardisation of internal verification
- ◆ A comprehensive qualification handbook, which covers areas such as health and safety, customer service and prior learning
- ◆ Use of the new Learning Assistant app, which makes access to digital portfolios possible at distant locations and automatically stores and allocates to the centre secure servers

## Specific areas for development

The following areas for development were reported during session 2017–18:

- ◆ The SQA matrix might be used to record assessments.
- ◆ The actual code/identifier for formal qualifications should be entered on the CPD record for all staff.
- ◆ Care must be taken in relation to photographic evidence that can, inadvertently, identify other areas and issues resulting from hazardous working environments of the candidates. One external verifier identified photographs that showed one candidate’s possible use of inappropriate clothing, which may not have met health and safety requirements. Centres must carefully vet all photographic evidence retained in portfolios to avoid inadvertently identifying alternative issues.
- ◆ Centres are recommended to develop a simple checklist approach to ensure the maintenance of ongoing reviews of assessment environments; equipment; and reference, learning and assessment materials. These should be dated and signed and reviewed regularly.