HND Supply Chain Management

GG2J 16

Course Tutor Guide

March 2013

Version: 02 (August 2016)

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦ No new centres may be approved to offer the Unit which has been revised.
♦ Centres should only enter students for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version number	Description	Date
02	Revision of Unit *Total Quality Management* (BA2A 35) has been revised by the Unit *Supply Chain: Total Quality Management* (HE0A 35). Centres may continue to enter candidates on the Unit *Total Quality Management* (BA2A 35) but all candidates must have completed *Total Quality Management* (BA2A 35) and also submitted results for the Unit by no later than 31/7/17.	August 2016

Contents

1   Introduction

1.1   Purpose of course Tutor Guide

This Guide is aimed at staff in SQA Approved Centres who are responsible for HND Supply Chain Management. It will assist you in the delivery, assessment and internal verification of the HND by providing information on setting up a course, the course framework, centre support with course delivery, teaching plans and guidance on assessment of the Units within the course. It also provides information about Core Skills, Graded Units, Quality Assurance and Verification.

2   Setting up the course

Centres will have been approved to offer this course and will have internal processes for liaising with appropriate parties. Liaison with SQA is normally via the centre's SQA Co-ordinator.

It is recommended that a Course Team is set-up by the Institution/Department appointed to oversee the delivery of the course. The Course Team should comprise of all tutors teaching on the course and one tutor should be nominated as Course Team Leader.

The Course Team would have the responsibility for overseeing the quality of delivery on the course and to ensure that academic standards are maintained. The Course Team would also be responsible for monitoring student progress and determining the support required for individuals who are not progressing well.

The Course Team should meet to discuss matters relating to course delivery, assessment and internal verification on a regular basis (usually two/three times a year) to ensure that any action points are achieved and that the course is delivered efficiently and effectively. It is good practice to maintain a record of such meetings to ensure that any action points are noted and accomplished. This will benefit centres and their students by ensuring that all students achieve their full potential whilst maintaining the appropriate standards.

It is good practice for centres to maintain a library of master folders for each of the Units within the course — these may be stored electronically as long as all relevant staff have access to them as and when required. Electronic files on a secure part of the centre's network/intranet are particularly appropriate if the award is delivered across different campuses allowing all tutors to access the most up-to-date materials wherever they are located.

The master folders should contain Unit specifications, teaching materials (including details of learning, teaching and assessment plans; and if appropriate, details of any integration across Units of either teaching or assessment), assessment exemplars and re-assessments. This enables new members of staff to access this valuable resource prior to, and during, delivery of the course.

It is good practice for tutors to familiarise themselves with the Units and specific requirements of the assessments prior to the start of the course. Unit specifications set out the statement of standards and evidence required for achieving each Unit, along with guidance on content and assessment. Assessment exemplars provide an Instrument of Assessment for each Unit and suggested marking scheme. **The assessment exemplars MUST be kept secure at all times.**

All tutors delivering this course have a collective responsibility to ensure that all students are supported in a manner that meets their individual needs as they progress through the course.

3   The HND Structure

3.1   General HND Qualification Framework

To be awarded an SQA HND, the student is required to achieve **30 SQA HN credits** with a mixture of SCQF level 7 and Level 8 Units.

Each Unit is also assigned a **Scottish Credit and Qualifications Framework** (**SCQF) level and credit point value.** (See below for further details regarding the SCQF).

Each Unit is assigned an agreed number of SCQF credit points. One point represents a notional 10 hours of study by the student at the identified level.

3.1.1   The Scottish Credit and Qualifications Framework (SCQF)

The SCQF has 12 levels ranging from Access at SCQF level 1, up to Doctorate at level 12. The different levels indicate the level of difficulty of a particular qualification and the difference between levels is dependent on factors such as:

♦   the complexity and depth of knowledge and understanding.
♦   links to associated academic, vocational or professional practice.
♦   the degree of integration, independence and creativity required.
♦   the range and sophistication of application/practice.
♦   the role(s) taken in relation to other students/workers in carrying out tasks.

3.1.2   SCQF level Descriptors

The SCQF level Descriptors outline the general outcomes of learning at SCQF levels under five broad headings:

♦   Knowledge and understanding (mainly subject based)
♦   Practice (applied knowledge and understanding)
♦   Generic cognitive skills (eg evaluation, critical analysis)
♦   Communication, numeracy and IT skills; and
♦   Autonomy, accountability and working with others

The Descriptors allow broad comparisons to be made between the outcomes of any learning and allow students, employers and the public in general to understand the range of skills and learning that should be achieved at each level. SCQF levels are increasingly used in job advertisements to help employers articulate the skills they require for a particular role and to help potential employees to highlight their skills thus ensuring the right person gets the right job.

For HND courses each Unit is also assigned an SCQF level which will be 6, 7 or 8 — some HNDs may also contain SCQF level 9 Units. These levels indicate the degree of difficulty of the work for that Unit.

SCQF level 6 is approximately equivalent to sixth year of compulsory secondary education.
SCQF level 7 is approximately equivalent to first year of degree level study;
SCQF level 8 is approximately equivalent to second year of degree level study; and
SCQF level 9 is approximately equivalent to third year of degree level study.

SCQF level 7 might be given to an introductory Unit in a subject area and SCQF level 8 to the continuing Unit.

Tutors involved in the delivery and assessment of Units would find the SCQF level descriptors helpful in determining the appropriate level of difficulty/complexity required.

For example:

The Unit *Supply Chain Logistics: An Introduction* (H358 34) has an **HN credit value of 1.** This represents 80 hours of teaching and learning.

These 80 hours will equal **8 SCQF points** (1 point = 10 hours of learning) at **SCQF level 7**.

The Unit *Supply Chain: Storage and Distribution* (H31J 35) has an **HN credit value of 1.** This represents 80 hours of teaching and learning.

These 80 hours will equal **8 SCQF points** at **SCQF level 8**.

This means that the Unit progresses the student's learning to a higher level.

The Unit *Logistics Planning* (H35E 35) has an **HN credit value of 2.** This represents 160 hours of teaching and learning.

These 160 hours will equal **16 SCQF points** (1 point = 10 hours of learning) at **SCQF level 8**.

The Unit *Supply Chain: An Introduction to Enterprise Planning* (H35C 36) has an **HN credit value of 1.** This represents 80 hours of teaching and learning.

These 80 hours will equal **8 SCQF points** at **SCQF level 9**.

This means that the Unit progresses the student's learning to a higher level.

3.2   Core Skills

The Core Skills are a group of five skills that are key to learning and working in today's world. Employers have identified Core Skills as those that are most likely to be needed in any work environment. This does not mean that every job will need people who are proficient in all five Core Skills but it does mean that every job will require some level of ability in some or all of these skills.

The five Core Skills are: *Communication*, *Numeracy, Information and Communication Technology (ICT)*, *Problem Solving* and *Working with Others*. Each Core Skill is available at levels 2 to 6 of the Scottish Credit and Qualifications Framework (SCQF). A brief description of each Core Skill is detailed below. A fuller description of each Core Skill at the SCQF levels 2–6 is available on SQA's website — **www.sqa.org.uk/international.**

3.2.1   Communication

Communication skills underpin almost all personal, social, learning, and working activity. They are essential in clarifying one's own thoughts, in interacting and conversing with others, in expressing thoughts and in conveying information, feeling and opinions.

The Core Skill in *Communication* has two components:

♦ Oral Communication
♦ Written Communication

3.2.2 Numeracy

Numeracy skills are necessary for coping with the demands of everyday life, including work and study. People need to be comfortable with numbers, and with graphs, symbols, diagrams and calculators.

The Core Skill in *Numeracy* has two components:

♦ Using Graphical Information
♦ Using Number

3.2.3 Information and Communication Technology (ICT)

Information and Communication Technology (ICT) focuses on the ability to use Information Technology (IT) to process information in ways which will be useful in work and in the home — it is not about developing IT specialists.

The Core Skill in *Information and Communication Technology (ICT)* has two components:

♦ Accessing Information
♦ Providing/Creating Information

3.2.4 Working with Others

Working with Others develops the skills needed to co-operate with others in learning and working situations to identify and achieve shared goals.

The Core Skill in *Working with Others* has two components:

♦ Working Co-operatively with Others
♦ Reviewing Co-operative Contribution

3.2.5 Problem Solving

Problem Solving develops the skills needed for tackling issues and problems in personal, social, vocational and occupational contexts.

The Core Skill in *Problem Solving* has three components:

♦ Critical Thinking
♦ Planning and Organising
♦ Reviewing and Evaluating

All qualifications offered by SQA are evaluated against the Core Skill framework and where opportunities exist to develop and/or achieve a Core Skill (embedded), these have been noted and a table is provided for each HND showing where these skills are embedded and/or developed.

3.3   Graded Units

In the framework of every HND there are 3 SQA HN credits of Graded Unit. There are Graded Units built into the framework towards the latter part of Year 1 and Year 2. Depending on the HND, there may be three individual Graded Units of 1 SQA HN credit or there may be two Graded Units — a 1-credit Unit and a 2-credit Unit. The purposes of Graded Units are to:

♦ demonstrate that the student has achieved the principal aims of the Group Award.
♦ demonstrate the student's ability to integrate the knowledge and understanding gained from other Units making up the Group Award.
♦ grade student performance.

Graded Units are specific to the Group Award being delivered, and reflect the principal aims of that Group Award. This means that they will also clearly reflect the uniqueness of the title of the Group Award.

The allocation of grades awarded are as follows:

♦ Grade A   —   Student has achieved a mark of 70% or above
♦ Grade B   —   Student has achieved a mark of between 60% and 69%
♦ Grade C   —   Student has achieved a mark of between 50% and 59%
♦ F (Fail)   —   Student has failed to reach the required standard and achieved a mark less than 50%

4   HND Supply Chain Management

4.1   Target audience

The HND Supply Chain Management develops skills and knowledge in a range of logistic, procurement, operations, planning and management skills, plus problem solving, legal, human resources and exporting skills.

There is no set career path for supply chain management because of the wide range of areas covered in an extensive range of organisations. The HND Supply Chain is designed to lead to employment in those areas and will include posts at Director, Management, Co-ordinator level and many other roles, at both domestic and global levels related to:

♦ overall supply chain roles
♦ materials
♦ distribution
♦ logistics
♦ transport
♦ shipping
♦ export/import

- procurement
- inventory
- stores
- warehousing
- supplies
- freight forwarding
- planning

Successful students should be able to progress to a range of degrees.

4.2 Access to the course

As with all SQA qualifications, access will be at the discretion of the centre and the following recommendations are for guidance only. It should be noted that this qualification will be taught and assessed in English.

Some examples of appropriate formal entry qualifications are specified below. They are not exhaustive or mutually exclusive and may be offered in a variety of combinations.

- An appropriate level of skill in the English language
- Experience in the use of IT applications software
- Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may be acceptable, as would suitable industry standard qualifications at an appropriate level
- Mature students with suitable work experience will be accepted for entry provided the enrolling centre believes that the student is likely to benefit from undertaking the award

4.3 Aims of course

The HND Supply Chain Management Award has a range of aims relating to academic and vocational progression. These are:

1   Provide a suitable qualification that will address the skills and education gap identified by industry.
2   Provide a basis for future career and personal development.
3   Enable progression within the SCQF (Scottish Credit and Qualifications Framework).
4   Develop transferable and Core Skills.
5   Develop the ability to take responsibility for one's own learning.
6   Integrate the areas of Operations, Procurement and Logistics.
7   Demonstrate the knowledge and understanding that underpins the technical expertise development throughout the Units.
8   Demonstrate the technical knowledge relevant to operating within a supply chain environment.

9   Demonstrate the knowledge and understanding of current practices used to develop and maintain good customer/supplier relationships in a supply chain context.
10 Demonstrate the technical knowledge relevant to logistics, quality and costing within an organisation operating in the supply chain.
11 Demonstrate the knowledge and understanding that underpins the technical expertise developed throughout the mandatory Units.
12 Demonstrate the technical knowledge relevant to operating within a supply chain environment.
13 Demonstrate the knowledge and understanding of current practice used for procurement in a supply chain context.
14 Demonstrate the technical knowledge relevant to lean and agile practices within an organisation operating in a supply chain environment.
15 Apply the main general practices and techniques of supply chain management drawing on advanced and specialist knowledge.
16 Solve problems, undertake analysis, synthesis and evaluation within the confines of existing basic understandings of the sector.
17 Operate with confidence numerically and graphically to the extent required by the sector and in support of established practices.
18 Communicate effectively with peers within the confines of established practice.
19 Provide progression, after appropriate work experience, to an appropriate degree course.

4.4　HND Supply Chain Management Framework (China)

The table below shows the whole framework of Units for the HND Supply Chain Management and includes their HN credit value and SCQF level.

Unit name	Unit code	Credit value	SCQF level
Year 1			
Supply Chain Fundamentals	H31L 34	2	7
Supply Chain Logistics: An Introduction	H358 34	1	7
Supply Chain: Total Quality Management	HE0A 35*	2	8
Supply Chain Business Analysis: An Introduction to Techniques	H31K 34	1	7
Cost Accounting	F7JR 34	2	7
Legal Aspects of Commercial Transactions	A614 34	1	7
Purchasing Strategy	H35H 35	2	8
Supply Chain: Storage and Distribution	H31J 35	1	8
Supply Chain Service Levels: Setting the Standards	H35A 34	1	7
Supply Chain Organisations: Structures and Function	H313 34	1	7
Supply Chain Management: Graded Unit 1	H35J 34	1	7
Year 2			
Supply Chain: Tactics and Techniques	H31G 36	1	9
Managing People and Organisations	F84T 34	2	7
Supply Chain: Business Strategy	H35D 35	1	8
Supply Chain: Associated Law	H35F 35	1	8
Supply Chain: Business Excellence	H31F 34	1	7
Supply Chain: Capacity Planning and Production Operations	H31H 34	1	7
Supply Chain: An Introduction to Enterprise Planning	H35C 36	1	9
International Trade and Payments	A4W4 35	1	8
International Physical Distribution	H316 35	1	8
Logistics Planning	H35E 35	2	8
Supply Chain: Lean and Agile Approaches	H35G 35	1	8
Supply Chain Management: Graded Unit 2	H35K 35	2	8

* Please refer to the history of changes section

4.5   Core Skills

All of the revised Units within this award have been signposted against the Core Skills framework. Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of each Unit specification.

Although successful students will not exit from the HND Supply Chain Management with certificated Core Skills, they will have had the opportunity to develop the Core Skills to the following levels:

Core Skill	Certificated exit level
Communication	SCQF level 6
Numeracy	SCQF level 6
Information and Communication Technology (ICT)	SCQF level 6
Problem Solving	SCQF level 6
Working with Others	SCQF level 6

A detailed analysis of the Core Skills profile is provided in Appendices 1a and 1b.

4.6   Graded Unit

Students will take a 1-credit Graded Unit at SCQF level 7 in the first year of the HND Group Award, and a 2-credit Graded Unit at SCQF level 8 in the second year of the HND Group Award.

The Graded Units take the form of:

Supply Chain Management: Graded Unit 1 (H35J 34) Examination at SCQF level 7 — 1 SQA HN credit

Supply Chain Management: Graded Unit 2 (H35K 35) Project (Investigation) at SCQF level 8 — 2 SQA HN credits

Further details are provided in Section 8.3.

5   Course delivery of an HND

5.1   How the course is delivered

All tutors must ensure that they deliver this course using teaching methods that engage students in 'active learning' to encourage them to participate in the learning activities set. All SQA qualifications are designed to enable students to develop their knowledge and skills and then they are required to apply this new knowledge/skill to a new situation. Criterion-referenced assessments assume that all parties are fully informed of the criteria that students must achieve and the assessment conditions under which the students carry out the assessment activity.[1]

To ensure that students are fully prepared it is essential that tutors provide as many opportunities as possible for students to be actively engaged throughout the learning process. Students should:

♦   be fully informed of the criteria they must achieve.
♦   be offered a range of learning activities to research, analyse and apply new knowledge/skills to new situations.
♦   be offered opportunities to experience the type of activity that they will be required to carry out as part of the summative assessment.
♦   be able to critically evaluate their personal contribution and to receive feedback from the tutor on how to enhance their understanding.

Tutors should develop a learning, teaching and assessment plan for each Unit within the course and provide activities that students should undertake.

Each Unit should have a master folder containing the Unit specification, teaching materials, the teaching and assessment plan along with assessment exemplars and re-assessments. The teaching materials and teaching plan should provide details of activities that students should undertake. Typically they include activities such as small group/whole class discussion, group problem solving, eg analysing a case study and offering solutions based on the new learning, group project work to find examples, to research new knowledge and to present their findings to their fellow students.

The following is a list of learning activities but it is not exhaustive:

♦   Lectures
♦   Tutorials
♦   Study packs
♦   Problem based scenarios
♦   Case studies
♦   Group/teamwork

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[1] For further information about different assessment activities — whether they be for formative or summative purposes, tutors may wish to complete the new online course: Produce HN Assessments for successful prior verification OR read the SQA Guide to Assessment

- ♦ Online materials
- ♦ IT based teaching materials
- ♦ Projects
- ♦ Quizzes
- ♦ Research and presentation of findings to fellow students
- ♦ Role play
- ♦ Short response questions, multiple choice questions
- ♦ Create questions for other students (with answers), etc

Tutors should consider the nature of the assessment method as well as the assessment content when planning learning activities so that students are appropriately prepared.

It is the tutor's responsibility to explain to the students what is required of them and then to direct, encourage, co-ordinate and support students to complete the activity. It is also the tutor's responsibility to ensure the resources needed are available to the students. Materials should be reviewed on a regular basis to ensure they are still relevant.

Some activities could require students to work in pairs or small groups to discuss issues or to solve a given problem. Other activities could require the student to undertake some independent research outwith the classroom and to bring their findings to the next lesson and present this to the class in a report or presentation format. Some Units will require the student to undertake independent reading and students should be prepared to discuss key issues within the classroom as organised and led by the tutor.

In practical skills classes, students should be directed to use practice exercises to enable them to become proficient. Tutors may demonstrate the skill first and then coach the students individually when unsure. In terms of developing independent students, in the case of information technology, students should be encouraged to independently use the online Help facilities within applications. It should be noted that even in practical classes, students should be encouraged to work in small groups and to support one another as part of the learning process — by explaining to another, a student has to reformulate and communicate the learning point thus deepening their learning.

When undertaking group work, students should be encouraged/directed to work with different groups each time they attempt a new task so that they get to know and work with a wide range of individuals. The groups should be given clear task activities. Tutors should note the various roles assigned to the group members and they should set a time limit for the completion of the task.

At the end of each activity tutors should make time to receive feedback from each group so that they can assess knowledge and understanding and use the feedback session to repeat important key points and to clear up any misunderstandings. Tutors must also provide feedback to students on their performance in activities, etc.

Where centres have access to electronic resources such as Virtual Learning Environments, Blogs, Wikis, etc — tutors/lecturers are encouraged to use these collaborative tools in the learning process.

It is anticipated that many of the students undertaking this award will be employed within a supply chain environment. Where this is not the case, centres should encourage students to gain a work placement or access to a work place to enable them to relate the knowledge and skills gained in the HND to this environment.

5.2 Support for students

All tutors delivering on a course have a collective responsibility to ensure that all students are supported in a manner that meets their individual needs as they progress through the course.

Each individual tutor has a role to monitor an individual student's understanding and progress at Unit level and feed comments to the Course Team. At individual Unit level, tutors may wish to use a range of mechanisms to support students and to establish if students are progressing well on the course.

6 HND Supply Chain Management course delivery

6.1 Teaching plan

The Units that make up this Group Award are listed in Section 6.2 — *Overview of Units.*

This Section — *Teaching plan* — provides a *suggested* delivery schedule for the Units and highlights the best way to sequence the Units over two years.

When constructing this teaching plan consideration was given to the following points:

♦ Year 1 will contain Units which are mainly at SCQF level 7/8.
♦ Year 2 will contain Units which are mainly at SCQF level 8/9 and there should be a natural progression from some of the Units delivered in Year 1 to those being delivered in Year 2.
♦ Some Units are 2-credit and thought must be given as to whether the Unit should be covered in one semester or across the whole year.
♦ Finally, the Graded Units completed at the end of Years 1 and 2 are based on some of the mandatory Units. The Units being assessed as part of the Graded Unit, must be delivered and assessed to ensure that sufficient learning will have taken place to enable the students a fair opportunity at achieving the Graded Unit at an appropriate grade.

Students will study 15-credits worth of Units in each year. One semester will have 7 credits and one semester 8 credits. The weighting of these Units will depend on the relationship of the relevant Unit with other Units in terms of prior knowledge needed and/or complementary knowledge.

Rationale for the suggested delivery schedule

Two suggested delivery schedules have been given for Year 1 and Year 2 of HND Supply Chain Management — Option A and Option B.

The majority of the SCQF level 7 Units have been included in Year 1, so that students are provided with introductory knowledge and understanding in the subject areas of — Supply Chain, Logistics, Business, Storage, Distribution, Service Levels, Organisation, Legal and Quality.

The majority of the Units in Year 2 are SCQF level 8 Units that will develop on the knowledge and understanding gained in Year 1. Students will be able to extend their knowledge and skills in Tactics, Strategy, Legal, Business Excellence, Capacity Planning, Production, Enterprise Planning, International Trade and Distribution, Logistics Planning and Lean and Agile approaches.

6.1.1 Year 1: Suggested delivery schedule

Year 1 — Option A

Semester 1	Semester 2
Supply Chain Fundamentals (H31L 34) — SCQF level 7, 2 HN credits	Legal Aspects of Commercial Transactions (A614 34) — SCQF level 7, 1 HN credit
Supply Chain Logistics: An Introduction (H358 34) — SCQF level 7, 1 HN credit	Purchasing Strategy (H35H 35) — SCQF level 8, 2 HN credits
Supply Chain: Total Quality Management (HE0A 35) — SCQF level 8, 2 HN credits	Supply Chain: Storage and Distribution (H31J 35) — SCQF level 8, 1 HN credit
Supply Chain Business Analysis: An Introduction to Techniques (H31K 34) — SCQF level 7, 1 HN credit	Supply Chain Service Levels: Setting the Standards (H35A 34) — SCQF level 7, 1 HN credit
Cost Accounting (F7JR 34) — SCQF level 7, 2 HN credits	Supply Chain Organisations: Structure and Function (H313 34) — SCQF level 7, 1 HN credit
	Supply Chain Management: Graded Unit 1 (H35J 34) — SCQF level 7, 1 HN credit
5 Units studied: 4 at SCQF level 7, 1 at SCQF level 8 (8 credits completed)	**6 Units studied: 4 at SCQF level 7, 2 at SCQF level 8 (7 credits completed)**

Rationale for Year 1 — Option A

The delivery schedule above is based on the actual delivery schedule adopted by the first centre to deliver the predecessor Group Award and is therefore a tried and tested delivery option. *Supply Chain Fundamentals* (H31L 34) and *Supply Chain Logistics: An Introduction* (H358 34) must be delivered at the beginning of the Group Award as these two Units form the basis for further learning and development.

The other main requirement is that the *Supply Chain Management: Graded Unit 1* (H35J 34) must be done at the end of the Semester 2 so that students have undertaken all the contributing Units prior to the assessment of *Supply Chain Management: Graded Unit 1* (H35J 34).

The majority of Units at SCQF level 7 should be delivered in Year 1 and the option outlined above includes eight Units at SCQF level 7 from a total of 11 Units.

Many of the Units are standalone, once the introductory Units have been completed but it is important that students are introduced to some basic legal requirements and also understand the role of procurement. Some introduction to quality is also necessary before *Supply Chain: Business Excellence* (H31F 34) is attempted in Year 2.

Key features of Year 1 — Option A

The key features of Year 1 — Option A are:

♦ *Supply Chain Fundamentals* (H31L 34) and *Supply Chain Logistics: An Introduction* (H358 34) must be delivered first
♦ *Supply Chain Management: Graded Unit 1* (H35J 34) must be delivered as the final Unit in Year 1
♦ The majority of Units are at SCQF level 7
♦ *Legal Aspects of Commercial Transactions* (A614 34)*, Purchasing Strategy* (H35H 35) and *Supply Chain: Total Quality Management* (HE0A 35) are delivered in Year 1 to give students a basic understanding in these areas prior to progressing to
Year 2

Year 1 — Option B

Semester 1	Semester 2
Supply Chain Fundamentals (H31L 34) — SCQF level 7, 2 HN credits	Legal Aspects of Commercial Transactions (A614 34) — SCQF level 7, 1 HN credit
Supply Chain Logistics: An Introduction (H358 34) — SCQF level 7, 1 HN credit	Supply Chain: Storage and Distribution (H31J 35) — SCQF level 8, 1 HN credit
Purchasing Strategy (H35H 35) — SCQF level 8, 2 HN credits ⟶	
Supply Chain: Total Quality Management (HE0A 35) — SCQF level 8, 2 HN credits ⟶	
Supply Chain Business Analysis: An Introduction to Techniques (H31K 34) — SCQF level 7, 1 HN credit	Cost Accounting (F7JR 34) — SCQF level 7, 2 HN credits
Supply Chain Organisations: Structure and Function (H313 34) — SCQF level 7, 1 HN credit	Supply Chain Management: Graded Unit 1 (H35J 34) — SCQF level 7, 1 HN credit
Supply Chain Service Levels: Setting the Standards (H35A 34) — SCQF level 7, 1 HN credit	
7 Units studied: 5 at SCQF level 7, 2 at SCQF level 8 (6 credits completed)	**6 Units studied: 3 at SCQF level 7, 3 at SCQF level 8 (9 credits completed)**

Rationale for Year 1 — Option B

Supply Chain Fundamentals (H31F 34*)* and *Supply Chain Logistics: An Introduction* (H358 34) must be delivered at the beginning of the Group Award as these two Units form the basis for further learning and development.

The other main requirement is that the *Supply Chain Management: Graded Unit 1* (H35J 34) must be done at the end of the Semester 2 so that students have undertaken all the contributing Units prior to the assessment of *Supply Chain Management: Graded Unit 1* (H35J 34).

The majority of Units at SCQF level 7 should be delivered in Year 1 and the option outlined above includes eight Units at SCQF level 7 from a total of 11 Units.

Many of the Units are standalone, once the introductory Units have been completed but it is important that students are introduced to some basic legal requirements and also understand the role of procurement. Some introduction to quality is also necessary before *Supply Chain: Business Excellence* (H31F 31) is attempted in Year 2.

Option B has two 2-credit Units spread over Semester 1 and Semester 2. This will slightly end load the assessments for these Units but by that time students will be more experienced in what is required and it also means that they will only be assessed in one 2-credit Unit in Semester 1.

Key features of Year 1 — Option B

The key features of Year 1 — Option B are:

♦ *Supply Chain Fundamentals* (H31L 34) and *Supply Chain Logistics: An Introduction* (H358 34) must be delivered first
♦ *Supply Chain Management: Graded Unit 1* (H35J 34) must be delivered as the final Unit in Year 1
♦ The majority of Units are at SCQF level 7
♦ *Legal Aspects of Commercial Transactions* (A614 34*), Purchasing Strategy* (H35H 35) and *Supply Chain: Total Quality Management* (HE0A 35) are delivered in Year 1 to give students a basic understanding in these areas prior to progressing to
   Year 2
♦ Two 2-credit Units have been spread over the two Semesters

6.1.2 Year 2: Suggested delivery schedule

Year 2 — Option A

Semester 1	Semester 2
Supply Chain: Tactics and Techniques (H31G 36) — SCQF level 9, 1 HN credit	International Trade and Payments (A4W4 35) — SCQF level 8, 1 HN credit
Managing People and Organisations (F84T 34) — SCQF level 7, 2 HN credits	International Physical Distribution (H316 35) — SCQF level 8, 1 HN credit
Supply Chain Business Strategy (H35D 35) — SCQF level 8, 1 HN credit	Logistics Planning (H35E 35) — SCQF level 8, 2 HN credits
Supply Chain: Associated Law (H35F 35) — SCQF level 8, 1 HN credit	Supply Chain: Lean and Agile Approaches (H35G 35) — SCQF level 8, 1 HN credit
Supply Chain: Business Excellence (H31F 34) — SCQF level 7, 1 HN credit	Supply Chain Management: Graded Unit 2 (H35K 35) — SCQF level 8, 2 HN credits
Supply Chain: Capacity Planning and Production Operations (H31H 34) — SCQF level 7, 1 HN credit	
Supply Chain: An Introduction to Enterprise Planning (H35C 36) — SCQF level 9, 1 HN credit	
7 Units studied: 3 at SCQF level 7, 2 at SCQF level 8, 2 at SCQF level 9 (8 credits completed)	**5 Units studied: 5 at SCQF level 8 (7 credits completed)**

Rationale for Year 2 — Option A

The delivery schedule above is based on the actual delivery schedule adopted by the first centre to deliver the predecessor Group Award and is therefore a tried and tested delivery option.

The individual Units can be delivered in any order.

The majority of Units at SCQF level 8 should be delivered in Year 2 and the option above includes three Units at SCQF level 7, seven at SCQF level 8 and two at SCQF level 9 from a total of 12 Units.

A number of Units will require some previously related study, and these are:

♦ *Supply Chain: Tactics and Techniques* (H31G 36)
♦ *Supply Chain: Associated Law* (H35F 35)
♦ *Supply Chain: Business Excellence* (H31F 34)
♦ *Logistics Planning* (H35E 35)

This will be achieved from the respective Year 1 Units, namely

♦ *Purchasing Strategy* (H35H 35)
♦ *Legal Aspects of Commercial Transactions* (A614 34)

- *Supply Chain: Total Quality Management* (HE0A 35)
- *Supply Chain Logistics: An Introduction* (H358 34)

The following Units will also require knowledge from a number of Units from both Year 1 and Year 2, but mainly from Year 1. These are:

- *Supply Chain: Business Strategy* (H35D 35)
- *Supply Chain: An Introduction to Enterprise Planning* (H35C 36)
- *Supply Chain: Lean and Agile Approaches* (H35G 35)

Key features of Year 2 — Option A

- The majority of Units are at SCQF level 8
- The two SCQF level 9 Units are delivered in Semester 1
- *Supply Chain Management: Graded Unit 2* (H35K 35) — is delivered in Semester 2

Year 2 — Option B

Semester 1	Semester 2
Managing People and Organisations (F84T 34) — SCQF level 7, 2 HN credits	Logistics Planning (H35E 35) — SCQF level 8, 2 HN credits
Supply Chain Business Strategy (H35D 35) — SCQF level 8, 1 HN credit	Supply Chain: Tactics and Techniques (H31G 36) — SCQF level 9, 1 HN credit
Supply Chain: Associated Law (H35F 35) — SCQF level 8, 1 HN credit	Supply Chain: An Introduction to Enterprise Planning (H35C 36) — SCQF level 9, 1 HN credit
Supply Chain: Capacity Planning and Production Operations (H31H 34) — SCQF level 7, 1 HN credit	Supply Chain: Business Excellence (H31F 34) — SCQF level 7, 1 HN credit
International Trade and Payments (A4W4 35) — SCQF level 8, 1 HN credit	Supply Chain Management: Graded Unit 2 (H35K 35) — SCQF level 8, 2 HN credits
International Physical Distribution (H316 35) — SCQF level 8, 1 HN credit	
Supply Chain: Lean and Agile Approaches (H35G 35) — SCQF level 8, 1 HN credit	
7 Units studied: 2 at SCQF level 7, 5 at SCQF level 8 (8 credits completed)	**5 Units studied: 1 at SCQF level 7, 2 at SCQF level 8, 2 at SCQF level 9 (7 credits completed)**

Rationale for Year 2 — Option B

The individual Units can be delivered in any order. Graded Unit 2 will be done in Semester 2 but students should be given their brief early in the second semester (or towards the end of the first semester) to enable them to carry out their investigation.

This option consists of a majority of Units at SCQF level 8. The option above includes two Units at level 7, seven at level 8 and two at level 9 from a total of 12 Units (15 credits).

A number of Units will require some previously related study, and these are:

♦ *Supply Chain: Tactics and Techniques* (H31G 36)
♦ *Supply Chain: Associated Law* (H35F 35)
♦ *Supply Chain: Business Excellence* (H31F 34)
♦ *Logistics Planning* (H35E 35)

This will be achieved from the respective Year 1 Units, namely

♦ *Purchasing Strategy* (H35H 35)
♦ *Legal Aspects of Commercial Transactions* (A614 34)
♦ *Supply Chain: Total Quality Management* (HE0A 35)
♦ *Supply Chain Logistics: An Introduction* (H358 34)

The following Units will also require knowledge from a number of Units from both Year 1 and Year 2, but mainly from Year 1. These are:

♦ *Supply Chain: Business Strategy* (H35D 35)
♦ *Supply Chain: An Introduction to Enterprise Planning* (H35C 36)
♦ *Supply Chain: Lean and Agile Approaches* (H35G 35)

The main difference in Option B compared to Option A is that the level 9 Units have been moved from Semester 1 to Semester 2.

Supply Chain: An Introduction to Enterprise Planning (H35C 36) and *Supply Chain Management: Graded Unit 2* (H35K 35) will both require students to secure a work placement or access to a workplace so it would be beneficial if they were delivered in the same semester.

Key features of Year 2 — Option B

♦ The majority of Units are at SCQF level 8
♦ The two SCQF level 9 Units are delivered in Semester 2
♦ *Supply Chain Management: Graded Unit 2* (H35K 35) — is delivered in Semester 2

6.2   Overview of Units

An overview of each Unit delivered within Years 1 and 2 is given below. However, tutors should refer to the Unit specification for full details of the Knowledge and/or Skills to be covered and Evidence Requirements. The Evidence Requirements clearly state the type of evidence required, the standard of evidence required and any conditions of assessment. The Unit specification also contains guidance on the delivery and assessment of the Unit.

Year 1 Units

Supply Chain Fundamentals (H31L 34)

This 2-credit Unit introduces students to the basic supply chain concepts and an overview of the integration of operational functions. It also provides the knowledge required to transform customer requirements into the delivery of satisfactory products or services. It looks at the importance of good relationships within the supply chain.

There are five Outcomes in this Unit. Outcomes may be integrated to demonstrate the structure of a supply chain.

Outcome 1 looks at the three main types of industry within a supply chain and how they interact to affect the workings of the supply chain.

Outcome 2 requires students to devise a suitable supply chain model that illustrates the three major flows within the supply chain.

Outcome 3 examines the inventory levels of materials in the supply chain and the effect of customer requirements on these levels.

Outcome 4 will provide students with an understanding of the management requirements of both internal and external supply chains and introduce them to the Supply Chain Operations Reference (SCOR) model.

Outcome 5 will examine how the supply chain is co-ordinated and the importance of good relationships throughout the supply chain in order for it to work effectively.

Where students have industrial experience within a supply chain environment the Unit may be assessed by an integrated report. Alternatively, case studies with associated questions may be used.

Supply Chain Logistics: An Introduction (H358 34)

This 1-credit Unit has been designed to give students an understanding of how logistics is integrated to the successful management of the supply chain. Students will learn about the role played by the organisation in organising logistics to meet customer needs as well as the importance of managing the supply chain operations to provide value to the organisation.

There are three Outcomes in this Unit.

Outcome 1 looks at the competitive advantages that can be obtained through the application of logistics by identifying the structure and purpose of a supply chain and identifying the relationships that exist within the supply chain.

Outcome 2 covers the role of the customer in determining how logistics are organised and the methods used to determine customer service levels. This Outcome also covers the concept of the marketing mix and how logistics can contribute to marketing success.

Outcome 3 focuses on how logistics costs can be managed to provide value to the stakeholders. It looks at the return on assets and logistics activities that provide added value to the product. It also compares the advantages and disadvantages of the use of standard based costing and activity based costing in relation to logistics.

Where students have industrial experience within a supply chain environment the Unit may be assessed by a report. Alternatively, case studies with associated questions may be used.

Supply Chain: Total Quality Management (HE0A 35)

This 2-credit Unit enables students to demonstrate their understanding of the role played by quality assurance during the contract review cycle, design cycle and methods of process control used to ensure that contracts are fulfilled.

There are five Outcomes in this Unit.

Outcome 1 — Covers the fundamental principles of Total Quality Management and introduces the learner into the thinking behind a Total Quality Management Approach.

Outcome 2 — Total Quality Management is not a tool that can be used in isolation and this Outcome considers why *Total Quality Management* should be an integral part of any business.

Outcome 3 — A major aspect of Total Quality Management is continuous improvement in all aspects of a business and therefore the business requires a mechanism that will indicate whether or not this is being achieved and this Outcome will explain performance measurement and what it is that needs to be measured.

Outcome 4 — Because most, if not all, of the activities carried out in an organisation can be described as a process it is essential that the learner understands process management and is able to illustrate why this process thinking is fundamental to Total Quality Management.

Outcome 5 — Another major feature of Total Quality Management is the need to involve employees in the programme. This is not just specific employees but **ALL** employees and this Outcome will allow the learner to evaluate the importance of this involvement.

Outcome 6 — It is important that, once the requirements of Total Quality Management are understood, a Total Quality Management programme is properly implemented and this Outcome will allow the learner to analyse how an organisation would plan and implement such a programme.

This Unit may be assessed by a report covering all six Outcomes or each Outcome could be assessed individually by short or restricted response questions.

Supply Chain Business Analysis: An Introduction to Techniques (H31K 34)

This 1-credit Unit introduces students to a range of accounting and statistical analysis techniques relevant to the supply chain. These techniques are used to evaluate the performance of the organisation as well as the effectiveness of its activities within the supply chain.

There are four Outcomes in this Unit.

Outcome 1 looks at the various sources of finance available, to both private and public sector organisations, for the requirements of capital purchasing. Students will analyse costs and undertake investment appraisal. The students will also calculate the life cycle cost for a specific capital purchase and demonstrate an understanding of the methods used for investment appraisal.

Outcome 2 involves the analysis of supplier financial data as part of the pre-purchase order/contract award stage. Students will analyse and compare financial statements and evaluate supplier company accounts. Students will also prepare a budget and cash flow statement to support a supplier appraisal method.

Outcome 3 introduces students to various types of costs to enable them to analyse the organisational cost data, including the calculation of a break-even point. They are also introduced to various business metrics used for the analysis of business performance.

In Outcome 4 students will use statistical methods for business analysis. Different types of statistical methods such as descriptive statistics, inferential statistics and forecasting methods will be used to analyse business requirements.

This Unit may be assessed by structured questions based on case studies. For Outcomes 2 and 4 calculations will also be involved.

Cost Accounting (F7JR 34)

This 2-credit Unit introduces students to costing techniques that are likely to be utilised within cost accounting. It will enable students to maintain a working accounting system for classifying and recording cost accounting information for purposes such as stock evaluation and profit measurement.

There are five Outcomes in this Unit.

In Outcome 1, students will account for material costs by completing pro forma stock control documentation relating to the movement of materials into the business, within the business and from the business. They will be able to record and calculate stock movement and value stock using two methods of stock valuation from: LIFO, FIFO or weighted average. Students will use stock control indicators to calculate minimum

stock levels, reorder levels, maximum stock levels, reordering costs, stock holding costs and economic order quantities in a given situation. They will also be able to define material costs and outline why stock control is important.

In Outcome 2, students will account for labour costs by listing the procedures for recording labour costs including documentation required. They will calculate wages in different situations within the workplace using basic time rate, overtime rate and differential piecework schemes. Students will identify idle time and record it within a cost accounting system and be able to use an incentive scheme to show effect on labour costs and profit.

Outcome 3 covers the apportionment and allocation of overhead costs. Students will learn how to apportion and allocate overhead costs by identifying the overheads that can be allocated and those that must be apportioned. They will use different methods of apportioning overheads and calculate the relevant departmental overheads after apportionment and allocation and then reapportion service cost centre overheads.

In Outcome 4, students will account for production costs by producing a job cost statement for product costs and by producing a service cost statement for product costs. Students will code each cost statement using a given coded system.

Outcome 5 covers the recording of transactions in a cost accounting system using either an interlocking or integrated cost accounting system.

Legal Aspects of Commercial Transactions (A614 34)

This 1-credit Unit is designed to enable students to demonstrate their knowledge and understanding of legal principles of relevant statutes which impact upon the relationship between the supplier of goods and/or services and the customer.

There are four Outcomes in this Unit.

Outcome 1 examines the general principles of the law in Scotland for business transactions especially those relating to the formation and validity of contracts. It also explains the law relating to a breach or termination of a contract and covers different legal issues relating to specific situations.

Outcome 2 looks at the impact of relevant/appropriate statutes on the relationship between supplier, seller and buyer. This includes the law relating to the sale and supply of goods and services and the provision of credit facilities for the purchase of goods. Students will learn how to identify appropriate rights and remedies in particular situations.

Outcome 3 focuses on the distinction between the duties and obligations placed on a principal and an agent and the accuracy of the formation of the contract of agency. It also looks at the classification of commercial agents and their intended authority and the duties owed and rights available to the agent.

Outcome 4 covers the legal responsibilities placed upon those engaged in a range of business organisations and will include the concept of delict, and duty of care both in terms of common and statute law. It also looks at advice given in respect of liability in particular situations.

This Unit may be assessed by restricted response questions with evidence presented as a report(s).

Purchasing Strategy (H35H 35)

This 2-credit Unit is designed to expand the knowledge in purchasing and supply functions by increasing the breadth and depth of the student's knowledge by addressing issues at a more strategic level within the purchasing and supply function.

There are five Outcomes in this Unit.

Outcome 1 looks at the techniques for the strategic development of procedures, processes and people involved in materials management within different organisations. Students will look at the strategic role of the purchasing function, monitor the wellbeing of purchasing staff in line with current health and safety legislation, organisational practice and good management practice. Students will also analyse the integration of purchasing activities in order to meet customer needs. The last item in this Outcome looks at staff development.

Outcome 2 covers the policies and procedures for meeting customer requirements. Students should be able to determine appropriate procedures for setting specifications for a range of goods and services; identify strategies for establishing quality standards; and for the management of quality in goods and services. Students will also analyse make or buy decisions for given situations.

Outcome 3 analyses a range of purchasing techniques and students will be able to analyse financial information in relation to the actual cost of materials and labour. They will be able to prepare for a negotiation with an external supplier and evaluate the negotiation strategies. They will also be able to evaluate contractual and ordering arrangements and evaluate the strategies used to determine suppliers.

Outcome 4 looks at the procedures necessary for the effective acquisition and monitoring of special purchases and services. Students will look at the financial and contractual considerations involved in the acquisition of capital equipment and in the contracting for services.

Outcome 5 evaluates the elements and procedures in relation to the control of the flow of materials within different organisations and students will be able to evaluate the inventory control techniques relative to the stock classification and the strategies for safe disposal of surplus and waste materials.

This Unit may be assessed by an integrated report for Outcomes 1, 2 and 5.

Outcome 3 may be assessed by a case study with restricted response questions and Outcome 4 by restricted response questions.

Supply Chain: Storage and Distribution (H31J 35)

This 1-credit Unit is designed to provide students with detailed knowledge of storage and distribution in the supply chain. It also provides a comprehensive overview of

methods, techniques and factors concerned with the storage and transport of physical stocks, and explains how added value can be created in the storage and movement of goods. This Unit will enable students to demonstrate their understanding of distribution systems, the techniques used to manage the storing and warehousing of goods and the importance of added value in the system.

There are three Outcomes in this Unit.

Outcome 1 focuses on the objectives of a distribution system from stored goods through to customer receipt. It looks at the concepts of modern distribution methods and central/in-house distribution centres along with current legislation with regard to transport, drivers and vehicles together with health and safety and environmental legislation in distribution.

Outcome 2 covers the methods, techniques and equipment used in storage and warehousing of goods. It covers the constraints placed on storage functions, machine and storage equipment types, storage requirements for different organisations and legislation relating to the storage of goods.

Outcome 3 examines the concepts involved in 'adding value' by the way in which the storing and distribution of goods is undertaken. It focuses on the links between distribution and reverse distribution, stock holding techniques, and the economics involved in storage and distribution.

This Unit may be assessed through the production of a report or by a case study.

Supply Chain Service Levels: Setting the Standards (H35A 34)

This 1-credit Unit introduces students to the concept of service levels within a supply chain environment and the characteristics of internal and external customers. Supplier partnerships, the role of inventory in the supply chain and the concept of vertical integration in a supply chain are also introduced.

There are four Outcomes in this Unit.

Outcome 1 examines the roles and benefits of customer/supplier partnerships within the supply chain. It covers the structure and purpose of a specific supply chain and the roles of both the internal and external customers and suppliers. The advantages and disadvantages of both customer/supplier relationships and those of single sourcing are covered along with the characteristics of extended customer/supplier relationships.

Outcome 2 looks at the analysis of inventory levels throughout the supply chain to improve customer service. Students will identify flows within a specific supply chain and use statistical techniques to analyse historical data and calculate levels of inventory safety stock. They will examine how adjustments to inventory levels can improve customer service.

Outcome 3 considers the transformation process and the difference between efficiency and effectiveness. Students will examine the efficiency of the transformation process, describe its effectiveness and the effect it has on satisfying

customer needs. It also looks at how the transformation process adds value to a product or service and the costs of waste relating to the level of inventory.

Outcome 4 focuses on the characteristics of vertical integration and compares this concept to customer/supplier relationships. Students will look at the advantages and disadvantages of supplier partnerships and how these compare with vertical integration. They will compare vertical integration with the practice of using a single source supplier.

Where students have industrial experience within a supply chain environment the Unit may be assessed by an integrated report for Outcomes 1, 3 and 4. Alternatively, case studies with associated questions may be used. Outcome 2 may be assessed by a numerical case study.

Supply Chain Organisations: Structures and Functions (H313 34)

This 1-credit Unit is about how organisations need to be structured and the way they have to function to remain efficient and effective in a changing environment.

There are three Outcomes in this Unit.

Outcome 1 looks at the characteristics of different organisations and the factors that have influenced organisational design. Students will have to outline a specific organisational structure and explain how it has evolved over time. The framework and characteristics, along with an outline of the financial structure for both public sector and private sector organisations will be covered.

Outcome 2 explores the communication systems and information technology used by organisations, how organisations use their internal and external communications systems, the media used and barriers to effective communication. Students will look at the role played by information technology, describe its influences and explain the advantages and disadvantages brought about by the use of e-commerce and electronic trading. They will also be able to explain how organisations manage the information flows and deal with issues in relation to performance and planning.

Outcome 3 covers the process of organisational change. This involves the evaluation of models for change and outlines factors that could affect change.

This Unit could be assessed by three separate reports based on the student's experiences of working in a supply chain related environment. Alternatively, this Unit may be assessed by case studies with associated questions.

Supply Chain Management: Graded Unit 1 (H35J 34)

This 1-credit Unit will provide evidence that students have met the aims of the first year of the Group Award. It assesses the student's ability to integrate knowledge and skills and problem solving across the 10 first year Units.

This Unit is assessed by a 3 hour closed-book examination.

Year 2 Units

Supply Chain: Tactics and Techniques (H31G 36)

This 1-credit Unit is designed to provide the students with detailed knowledge of contemporary tactics and operational techniques that are used to manage and control the supply chain.

There are three Outcomes in this Unit.

Outcome 1 looks at a range of contemporary skills and techniques relevant to procurement operations and tactics. Students will explain the need for vendor assessment and development and describe typical quantitative and qualitative vendor rating systems. The advantages of early involvement with both buyers and suppliers and the benefits of a supplier management team are also covered along with the advantages of value analysis and value engineering in relation to procurement. The criteria for the decision making process on make or buy together with the procedures involved with 'outsourcing' are also examined.

Outcome 2 involves the evaluation of the risks and economics associated with inventory management for dependent and independent demand items. Students will explain the techniques used to ensure an economic inventory management system and will describe the advantages and disadvantages of using fixed order quantities. They will be able to analyse the types of inventory generated by the use of a Material Requirements Planning system, a Manufacturing Resource Planning System and a Distribution Requirements Planning System. The use of Kanban and Just-in-Time systems will be looked at along with their effect on inventory levels. The management of inventory associated with consumables, maintenance, repair and operational supplies is also covered.

Outcome 3 examines global procurement processes. Students will look at the advantages and disadvantages of global procurement and compare the domestic and international procurement processes.

This Unit may be assessed by a report or case study.

Managing People and Organisations (F84T 34)

This 2-credit Unit is designed to enable students to gain an understanding of different approaches to managing an organisation in today's dynamic and complex business environment. It introduces students to current management theories to enable them to use these to evaluate organisational effectiveness.

This Unit consists of four Outcomes.

In Outcome 1, students focus on the characteristics and purpose of the organisation and its environment. They will understand the importance of organisational goals, objectives and policy, the influence of key stakeholders and strategies of control.

In Outcome 2, students will analyse factors that contribute to workplace performance. They will consider theoretical models and relate these to individual performance and motivation. Teamwork should be encouraged and students given the opportunity to reflect on factors contributing to their team's performance in tasks set. Team tasks could be set that encourage students to work together researching and presenting key theories. In addition to the use of structured questions, some form of group assessment could be used to add value to teamwork.

In Outcome 3, students will analyse factors that influence managerial performance. They will examine the roles and activities of managers, ways to measure managerial performance and theories of leadership. There is scope to integrate with Outcome 2 and use team tasks to assist with research activities and help students explore the effectiveness of different leadership styles. Structured questions could be supplemented by evidence from teamwork. Students should be encouraged to submit evidence of reflective learning on their team/leader's performance, eg what did they do well, what could they improve on, action plan for improvements.

In Outcome 4, students are required to identify and compare alternative approaches to organising people and activities within the workplace. Tutors should ensure there is enough scope within the case study or real organisation to evidence this. The organisation should be one that would benefit from restructuring and provide students with scope to cover the range required and present an alternative structure.

The assessment of this Unit may be based on a case study of a real or fictitious organisation. One case study can be used for assessment of all Outcomes but it is recommended that students submit material for each Outcome separately. This approach helps students manage their assessment load, plus students benefit from tutor feedback and reflective learning.

Supply Chain: Business Strategy (H35D 35)

This 1-credit Unit is designed to provide students with a detailed knowledge of strategic procurement and strategic management. In addition, a comprehensive overview of strategic issues within supply chain management is featured.

There are three Outcomes in this Unit.

Outcome 1 covers the role of the purchasing department in the strategic development of the supply chain. Students will be able to describe organisational routines and accepted standards and compare these with strategic concepts and explain the characteristics of strategic management suitable for managing the supply chain. They will be able to describe different levels of strategy that could exist in a typical organisation and explain how strategic management would operate in different types of industry. They will also be able to evaluate supply chain models related to strategic purchasing.

Outcome 2 identifies and evaluates various techniques that could be used to determine an organisation's strategic direction. Students will be able to describe methods of strategic analysis in modern organisations and evaluate various options available to organisations to assist them with growth and development. They will be able to identify and evaluate the major issues associated with the implementation of the strategy and identify and explain the challenges facing the organisation in relation to the selection of the strategies. They will also be able to describe the development of resource planning using data from internal and external sources.

Outcome 3 critically evaluates the role of supply chain innovation and demonstrates how it could add value and gain competitive advantages. It covers the relationship between the supply chain and corporate strategies and the roles of value analysis and value engineering within the supply chain. It looks at the evolution of purchasing within the organisation and its effect within the supply chain along with the impact of environmental and ethical issues on supply chain innovation.

This Unit may be assessed through the production of a report or by a case study.

Supply Chain: Associated Law (H35F 35)

This 1-credit Unit is designed to introduce the student to the specialised and technical legal areas of procurement within the overall context of supply chain management. The Unit will examine the legal aspects of tendering, competition law, intellectual property and the legal aspects of international trade.

Outcome 1 evaluates and applies the law as it affects tendering. Students will learn how to evaluate contractual obligations relating to pre-tender undertakings, post-tender negotiation and letters of comfort. They will look at the rules that relate to public procurement and when they are applicable. The application of the law of redundancy and the procedures the employer must follow along with the most recent Transfer of Undertakings (Protection of Employment) Regulations (TUPE) in a tendering context are covered.

Outcome 2 focuses on competition law. Students will learn about current legislation that controls anti-competitive practices and the abuse of a dominant position within both UK and EU Competition Law. The role of the WTO in controlling anti-competition and how the law works in practice is also covered.

Outcome 3 looks at the application of the law as it relates to intellectual property and students will learn how to apply the law of breach of confidence and the protection of trade secrets. The law of trademarks and the registration procedure will be evaluated. The Unit also looks at the creation and the rights of the owners of design rights and patents.

This Unit may be assessed by case studies with associated questions. Each Outcome should be assessed separately.

Supply Chain: Business Excellence (H31F 34)

This 1-credit Unit is designed to enable students to demonstrate their understanding of the Business Excellence concept in the context of managing the supply chain. On completion of this Unit students should also be able to demonstrate how leadership of the management of people and resources, in line with policies and strategy, combine with the processes to produce business results.

There are three Outcomes in this Unit.

Outcome 1 looks at the basic philosophy of business excellence and the key factors affecting business excellence.

Outcome 2 covers the development of strategies to meet the business challenge. It looks at the business structures and core activities of an organisation and how a business excellence model works in the context of the supply chain. Students will learn how to evaluate the techniques for understanding customer behaviour and explain how a strategy for product development can be formulated. The formulation of an organisation's key performance results strategy for financial outcomes is also covered along with the steps in communicating the business excellence plan to all employees.

Outcome 3 focuses on the key techniques used to support a business excellence model or framework. Different excellence models and frameworks are covered along with suitable techniques used to achieve business excellence.

This Unit may be assessed through the production of a report or by a case study.

Supply Chain: Capacity Planning and Production Operations (H31H 34)

This 1-credit specialist Unit is designed to enable students to demonstrate that they can determine the capacity required for given work centres based on the manufacturing orders output from the MRP system, and to be able to schedule these orders in such a way that they meet the customer requirements in terms of delivery.

There are three Outcomes in this Unit.

In Outcome 1, students will learn to determine and manage the capacity of work centres based on manufacturing orders. Students will learn how to use the work order data from the material requirements planning system to determine the load for work centres and explain the elements that make up the work centre data. The information from the Capacity Planning system and the Work Centre data will be used to determine a load for each work centre. The load on each work centre will be compared with the capacity available.

Outcome 2 schedules, prioritises and manages individual works' orders to meet customers' requirements. Students will learn how the organisation may decide a policy on priority management and prioritise and sequence customer orders based on the organisation's policy. They will be able to assess the loading to achieve a level load where possible and conduct both forward and backward scheduling activities. Students will also be able to explain the concepts of finite and infinite scheduling and evaluate the use of a pull system compared to the more established push system of shop floor loading.

Outcome 3 focuses on the features of process design and how they meet the performance objectives of the production operations. The principles of shop floor layout and examination of data collection methods on the shop floor are covered along with the principles of Group and Cell Technology and the use of Input/Output control.

This Unit may be assessed by case studies or reports.

Supply Chain: An Introduction to Enterprise Planning (H35C 36)

This 1-credit Unit introduces students to the concept of Enterprise Planning as a fully integrated, organisation wide, harmonised planning and control system. Students will understand that Enterprise Systems provide an 'Umbrella' approach to tie together the wide variety of specialised systems within an organisation delivering a complete solution to business-reporting on a local, national or global basis.

There are four Outcomes in this Unit.

In Outcome 1, students will investigate how an organisation operates its integrated systems aspects of Enterprise Planning information systems. This will involve identifiying the systems and sub-systems used to process information and the information handling aspects of the organisation's data base.

Outcome 2 provides an understanding that Enterprise Planning is a complex function that unifies people, processes, and technology. Students will trace the flow of information into, through and out of the system and be able to trace and identify the source of erroneous data. The effect of erroneous data on the system is looked at.

Outcome 3 involves the preparation of information flow diagrams to illustrate the business system and the movement of data through the supply chain. Students will be able to prepare flow diagrams illustrating the movement and use of information through an enterprise organisation.

Outcome 4 focuses on the business processes that will benefit from integration into an Enterprise Planning System. The flow and usage of information within an organisation is examined along with the benefits and shortcomings that the information system creates. The relationship between customers, the organisation and suppliers created by the integrated information system will also be analysed.

This Unit may be assessed by a case study or report. The inclusion of a flow diagram is required for Outcome 3.

International Trade and Payments (A4W4 35)

This 1-credit Unit is designed to allow students to analyse terms of trade between exporters and overseas buyers.

There are three Outcomes in this Unit.

Outcome 1 looks at the basic principles of contract law in the context of international trade including contract formation in international trade, contract documentation and remedies for breach of contract.

Outcome 2 focuses on the methods of payments in international trade and transfer of funds through the banking system. It covers the methods of international trade settlement, choice of trade settlement methods and documentation used in trade settlement.

Outcome 3 examines the procedures applied to manage risk in exporting and foreign currency dealing. It includes an evaluation of exchange rate risk, calculation of forward contracts, the main factors influencing exchange rates, alternative methods of protecting against foreign currency risks and methods of managing debt risk in exporting.

This Unit may be assessed by a report.

International Physical Distribution (H316 35)

This 1-credit Unit is designed to enable students to understand the process and management of international physical distribution.

There are three Outcomes in this Unit.

Outcome 1 examines the process of physical distribution management in importing and exporting for an organisation. It looks at the role of the physical distribution manager, organisational structures in international trade departments and the links with internal and external organisations for organisational trade.

Outcome 2 involves the analysis and evaluation of the international physical distribution function of an organisation for delivery and cost of delivery of goods. This covers international transport modes, consignment delivery terms, consolidation and groupage arrangements, least total cost concept and integration of international distribution procedures and documentation.

Outcome 3 looks at the factors which affect the movement of an export or import order. This includes packing and marking of consignments, the nature and purpose of cargo insurance, role of International Customs, transport modes, contractual limitations and unexpected circumstances.

This Unit may be assessed by a report based on research carried out by the students.

Logistics Planning (H35E 35)

This 2-credit Unit is designed to enable the students to advise on an organisation structure for the logistics function, use forecasting techniques to support the logistics planning process and to advise on the development of a logistics plan. It will also allow students to appraise the use of third party distribution specialists against the use of their own-account distribution.

There are four Outcomes in this Unit.

Outcome 1 covers the organisation structure for the logistics function. It looks at the role of the logistics manager and the management of conflict within an organisation.

Outcome 2 examines the use of forecasting techniques to support the logistics planning process. Students are required to identify the need for forecasting within the logistics function and explain the requirement of forecasting within a logistics and distribution planning system. Students will use forecasting techniques to provide data for logistics planning. These techniques may include time series analysis, smoothing techniques and regression and correlation.

Outcome 3 looks at the development of a logistics plan. Students will explain clearly the strategic planning process for logistics and distribution management where strategic planning relates to relationships with other planning systems. They will examine the elements of a logistic plan and the process of logistics strategy implementation which will include reference to commitment to plan and barriers to implementation.

In Outcome 4 students will appraise the use of third party distribution specialists against the use of own-account distribution. They will compare the types of service offered by third party distribution specialists and clearly identify the types of contractual agreements between third party distribution specialists and their clients. They will look at the cost implications of using third party specialists and accurately explain the organisation factors when assessing the suitability of third party distribution specialists.

This Unit may be assessed using short and restricted response questions linked to a case study.

Supply Chain: Lean and Agile Approaches (H35G 35)

This 1-credit Unit is designed to provide students with a detailed knowledge of lean and agile approaches in supply chain management. It gives students a comprehensive overview of methods, techniques and factors concerned with lean and agile approaches in supply chain management, resulting in improved cycle times, lower inventory costs and increased customer satisfaction.

This Unit consists of three Outcomes.

Outcome 1 determines the objectives of a lean and agile approach to supply chain management and students will be able to explain the concepts of modern lean and agile methods, Just-in-Time methods and Kanban operation. They will evaluate areas of focus in waste reduction and the lean and agile approaches within different industries and describe the economic benefits to both supplier and customer using the lean and agile approaches.

Outcome 2 looks at the methods, techniques and management tools used to accomplish lean and agile supply chain management. Students will evaluate the Just-in-Time and Kanban concepts along with the tools, techniques and problem solving methods used for lean and agile management. They will be able to compare lean and agile approaches for different industries and describe the cultural requirements for flexible and teamwork implementation.

Outcome 3 identifies the benefits from using a lean and agile approach to supply chain management. Students will describe the economic benefits of lean and agile manufacturing in the supply chain and evaluate the effects of production improvements and customer satisfaction caused by changing work methods. They will also be able to identify and describe the competitive edge realised for organisations through the lean and agile approach.

This Unit may be assessed by a case study or report.

Supply Chain Management: Graded Unit 2 (H35K 35)

This 2-credit Unit will provide evidence that students have met the aims of the Group Award.

It will be assessed by a project investigation. The project will involve the investigation of a business issue and the assessment of its implications for a business or a number of businesses.

6.3   Opportunities for integration of Units

It is envisaged that where possible centres will deliver this award in an integrative manner to help the students appreciate the interconnections between the various subjects.

Integration means identifying opportunities to combine areas of learning or assessment. This could mean devising one lesson which includes teaching two related topics or devising one assessment task which assesses more than one Outcome. A single assessment task could assess more than one Outcome from a Unit, or could bring Outcomes from different Units together in one task. This approach can reduce the overall number of assessment tasks needed, which is beneficial for students and for tutors.

For the HND Supply Chain Management (GG2J 16) there will be some opportunities for integration between Units but because there is some specialist Units this opportunity will be limited. There will, however, be an opportunity to integrate within Units and perhaps between Units, especially for assessment purposes, and especially where the basis for the assessment is a case study.

Based on the proposed delivery of Years 1 and 2 the following opportunities exist for integration of delivery and/or assessment between Units:

Year 1

Unit code	Unit title	Integration opportunity
H31L 34	Supply Chain Fundamentals	Outcome 1 requires students to define the supply chain concept and to define the concept of upstream suppliers and downstream customers. Outcome 2 requires the students to devise a suitable supply chain model for a specific organisation and explain the relationships within the supply chain. In addition to there being integration within this Unit the model devised by the students can also be used as part of Outcome 1 for *Supply Chain Logistics: An Introduction* (H358 34) which asks students to define the term supply chain together with the structure and purpose of a supply chain. Outcome 1 also asks students to identify relationships within a supply chain.
H35A 34	Supply Chain Service Levels: Setting the Standards	Outcome 1 requires the student to explain the structure and purpose of a specific supply chain; describe the role of internal customers and suppliers: and describe the role of external customers and suppliers. Although this Unit goes on to look at other specific requirements the initial part of the requirement could use the supply chain model and descriptions from *Supply Chain Fundamentals* (H31L 34) and *Supply Chain Logistics: An Introduction* (H358 34).
		Outcome 2 requires the student to identify material flows within a specific supply chain. Again this Unit goes forward in a different direction from that point but the initial work done in *Supply Chain Fundamentals* (H31L 34) Outcome 2 may be used. This asks the student to describe the flow of materials within the supply chain.
Several	Unit assessment	Where case studies are used to assess the Units then, depending upon how they are constructed, one case study may be able to be used within two or perhaps even three different Units.

Year 2

Unit code	Unit title	Integration opportunity
H31G 36	Supply Chain: Tactics and Techniques	Outcome 1 requires students to explain the advantages of value analysis and value engineering in relation to procurement. While the context may be different Outcome 3 of *Supply Chain: Business Strategy* (H35D 35) requires students to explain the roles of value analysis and value engineering within the supply chain and it may be possible that the full text of the Evidence Requirements could cover both.
		Outcome 2 requires students to explain the use of Kanban and Just-in-Time systems and their effect on inventory levels. It is possible that the same basic information can be used for *Supply Chain: Lean and Agile Approaches* (H35G 35) in Outcome 1 which asks students to explain the concept of Just-in-Time methods and the Kanban operation and again in Outcome 2 which asks the students to critically evaluate the Just-in-Time and Kanban concepts.
Several	Unit assessment	Where case studies are used to assess the Units then, depending upon how they are constructed, one case study may be able to be used within two or perhaps even three different Units.

7 Assessment in an HND Award

7.1 Assessment in learning and for certification

Assessment is the process of evaluating a student's learning.

Assessment takes place throughout the learning and teaching processes as well as the final assessment for certification. It can take many forms (for example: practical exercises, case studies, extended response questions) and can be used for different purposes — including identifying prior knowledge, identifying gaps in learning, providing feedback to students as well as measuring student attainment.

Assessment as part of the learning process is called **formative** assessment. It provides developmental feedback to a student and tutors so that they can adjust their plan for future learning. It is not recorded for external purposes. **Formative** assessment is often called 'assessment for learning'.

Summative assessment is carried out for the purpose of certification. Through **summative assessment**, students provide evidence to demonstrate that they can achieve the Evidence Requirements detailed in the statement of standards of the relevant Unit specification. It is generally undertaken at the end of a learning activity or programme of learning and is used to make a judgement on the student's overall attainment.

7.2 Assessment planning of an HND

All HND qualifications are **summatively assessed** using a mix of continuous Unit assessment and Graded Unit assessments. It is helpful for students, the Course Team and the internal verifiers if the Course Team has an overview of when summative assessments are likely to occur. It is, therefore, common practice for a Course Team, prior to the start of course delivery to agree the overall learning, teaching and assessment plan for the course. Part of this process requires tutors to agree when each Unit in the course will be **summatively assessed**.

In situations where Units of a course are being delivered in parallel, it is important that Course Teams make sure that the assessment load placed on students is manageable, although it is recognised that by its very nature summative assessments will occur towards the end of learning.

7.3 Planning the Unit summative assessment

For each Unit, it is helpful for tutors/assessors to draw up a Unit assessment plan which:

♦ describes what is to be assessed.
♦ says what assessment methods will be used.
♦ describes how the assessments are to be administered, eg practical, online, etc.
♦ defines opportunities for integrating assessment.

- provides a timetable for when the assessment will take place.
- notes arrangements that need to be made to take account of additional support needs or prior learning.
- describes the measures to be taken to ensure that the evidence produced is authentic and current.
- describes how and when requirements for record-keeping and quality assurance processes will be met.

7.4 Negotiating summative assessments with the students

Ultimately, it is up to the tutor to determine when a student is ready for summative assessment (within the agreed time constraints of the course timetable). A good way of gauging if a student is ready for assessment is to use a **practice assessment** (a final formative assessment which mirrors the summative assessment in terms of assessment method and an aspect of the Evidence Requirement where appropriate but it must not contain the same task detail as the summative assessment).

The tutor can use this assessment to identify the level of an individual student's competence and the outcome can help the tutor determine if the student is ready to attempt the summative assessment or if the student still has gaps in knowledge and understanding that need to be addressed through further work.

It is good practice to communicate assessment plans to students as early as possible in the course so that they know what to expect. A copy of the **proposed Course Assessment Plan** may be given to students at the start of the course, often during course induction. Thereafter, it is up to each tutor to make sure that students receive early warning of when assessment is likely to take place.

7.5 Summative assessment exemplars

Assessment exemplars are produced by SQA and are made available to centres for a number of Units in this HND. Assessment exemplars are intended solely for the purpose of assessment of students against the standards given in the Unit specifications. **They must not be released prior to the assessment or be distributed for any other purpose. It is the centre's responsibility to maintain the security of all assessment exemplars.**

A Unit assessment exemplar will contain:

- details of the conditions under which the assessment is to be carried out.
- assessment tasks for each Outcome.
- a marking scheme or model answer.
- checklists (where appropriate).

It is vital that tutors:

♦ adhere to the conditions for the assessment, ie open-book, closed-book, controlled conditions.
♦ mark assessments consistently in line with the marking scheme or model answer provided.
♦ keep all assessment exemplars secure so that they can be used for future student assessments.

Once the student has completed the summative assessment, it is good practice for tutors to mark their student's work quickly and provide constructive feedback.

8 HND Supply Chain Management assessment strategy and plan

8.1 HND Supply Chain Management assessment strategy

A guide to the type and number of assessments in each Unit of the HND Supply Chain Management is shown below. It should be noted that this is only a guide and the actual assessment must be in line with the Unit specification requirements.

Unit	Assessment — Year 1				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Supply Chain Fundamentals (H31L 34)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions).				
Supply Chain Logistics: An Introduction (H358 34)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book).				
Supply Chain: Total Quality Management (HE0A 35)	A series of restricted response questions or a report.	A series of restricted response questions or a report.	A series of restricted response questions or a report.	A series of restricted response questions or a report.	A series of restricted response questions or a report.
Supply Chain Business Analysis: An Introduction to Techniques (H31K 34)	Report or case study (open-book).	Report or case study (open-book).	Structured questions based on a case study (closed-book).	Structured questions based on a case study (supervised conditions).	
Cost Accounting (F7JR 34)	Case study (open-book with access restricted to pro forma documentation and formulae).	Case study (open-book with access restricted to pro forma documentation).	Case study (open-book with access restricted to pro forma documentation).	Case study (closed-book supervised conditions).	Case study (open-book supervised conditions).
Legal Aspects of Commercial Transactions (A614 34)	Report based on questions.	Report based on series of restricted response questions.	Report based on series of short or restricted response questions.	Report based on series of restricted response questions.	

Unit	Assessment — Year 1				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Purchasing Strategy (H35H 35)	Investigative report (integrated with Outcome 5).		Case study with restricted response questions.	Restricted response questions.	Investigative report (integrated with Outcomes 1 and 2).
Supply Chain Storage and Distribution (H31J 35)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions).				
Supply Chain Service Levels: Setting the Standards (H35A 34)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions). The assessment of this Outcome may be combined with Outcomes 3 and 4.	Numerical case study.	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions). The assessment of these Outcomes may be combined with Outcome1.		
Supply Chain Organisations: Structures and Function (H313 34)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions).	Open-book report based on student's experience of working in a supply chain environment. **or** Open-book report based on stimulus material.	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions).		
Supply Chain Management: Graded Unit 1 (H35J 34)	3 hour closed-book examination				

Unit	Assessment — Year 2			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Supply Chain: Tactics and Techniques (H31G 36)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions).			
Managing People and Organisations (F84T 34)	Open-book report based on a case study of a real or fictitious organisation. **or** Four shorter case studies, one for each Outcome.			
Supply Chain: Business Strategy (H35D 35)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions). When a case study is used, Outcomes may be assessed separately.			
Supply Chain: Associated Law (H35F 35)	Case study with extended response questions (open-book supervised conditions).	Case study with extended response questions (open-book supervised conditions) and a report (open-book supervised conditions).	Case study with extended response questions (open-book supervised conditions).	
Supply Chain: Business Excellence (H31F 34)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions).			
Supply Chain: Capacity Planning and Production Operations (H31H 34)	Case study.	Case study and report.	Report.	
Supply Chain: An Introduction to Enterprise Planning (H35C 36)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions).			
International Trade and Payments (A4W4 35)	Written report covering all three Outcomes.			
International Physical Distribution (H316 35)	Open-book report.			
Logistics Planning (H35E 35)	Restricted response questions linked to case study.	Restricted response questions linked to case study.	Restricted response questions linked to case study.	Restricted response questions linked to case study.
Supply Chain: Lean and Agile Approaches (H35G 35)	Open-book report based on student's experience of working in a supply chain environment. **or** A case study with related questions (open-book supervised conditions).			
Supply Chain: Graded Unit 2 (H35K 35)	This Unit is assessed by an investigation.			

8.2   HND Supply Chain Management Course Assessment Plan

Suggested course assessment schedules for Year 1 and Year 2 are found in Appendices 2a and 2b.

They are based on two semesters of 17 weeks, where centres have a different length of semester, they should amend their schedules accordingly.

If centres decide to deliver Units in a different order, they should amend their schedules accordingly.

8.3   HND Supply Chain Management Graded Unit assessments

Supply Chain Management: Graded Unit 1 (H35J 34) Examination at SCQF level 7 — 1 SQA HN credit

Supply Chain Management: Graded Unit 2 (H35K 35) Project (Investigation) at SCQF level 8 — 2 SQA HN credits

Graded Unit 1 is a closed-book examination lasting 3 hours comprising two parts. Part A is worth 40% and Part B 60% of the marks respectively. This Unit covers the integration of a range of knowledge and skills achieved through study of the mandatory Units:

♦   *Supply Chain Fundamentals* (H31L 34)
♦   *Supply Chain Logistics: An Introduction* (H358 34)
♦   *Supply Chain: Total Quality Management (*HE0A 35)
♦   *Supply Chain Business Analysis: An Introduction to Techniques* (H31K 34)
♦   *Cost Accounting* (F7JR 34)
♦   *Legal Aspects of Commercial Transactions* (A614 34)
♦   *Purchasing Strategy* (H35H 35)
♦   *Supply Chain: Storage and Distribution* (H31J 35)
♦   *Supply Chain Service Levels: Setting the Standard* (H35A 34)
♦   *Supply Chain Organisations: Structures and Function* (H313 34)

This assessment should take place towards the end of the programme to ensure that students have covered the topics which will be assessed within the Graded Unit.

Graded Unit 2 is a project investigation to be completed on an open-book basis over a period of time.

This Unit covers the integration of a range of knowledge and skills achieved throughout selected Units of the HND:

♦   *Supply Chain Fundamentals* (H31L 34)
♦   *Supply Chain Logistics: An Introduction* (H358 34)
♦   *Supply Chain: Total Quality Management* (HE0A 35)
♦   *Supply Chain Business Analysis: An Introduction to Techniques* (H31K 34)

- *Legal Aspects of Commercial Transactions* (A614 34)
- *Supply Chain Service Levels: Setting the Standards* (H35A 34)
- *Supply Chain Organisations: Structures and Function* (H313 34)
- *Supply Chain: Storage and Distribution* (H31J 35)
- *Supply Chain: Business Excellence* (H31F 34)
- *Supply Chain: Lean and Agile Approaches* (H35G 35)
- *Purchasing Strategy* (H35H 35)
- *Supply Chain: Business Strategy* (H35D 35)
- *Supply Chain: Tactics and Techniques* (H31G 36)
- *Supply Chain: Associated Law* (H35F 35)
- *Supply Chain: Capacity Planning and Production Operations* (H31H 34)
- *Supply Chain: An Introduction to Enterprise Planning* (H35C 36)

In addition to the integration of knowledge and skills needed to complete the project investigation, students will develop their skills in planning, negotiation, research, analysis, time management and problem solving.

8.4   What happens if a student does not achieve an assessment?

If a student fails to demonstrate competence in a summative assessment, it is good practice to communicate this to the student quickly. Tutors should take time to individually feed back to students where they went wrong. Having given feedback, tutors should then advise students on what they need to do to prepare for re-assessment.

The student then undertakes additional work as discussed with the tutor, this is called remediation. It is when the student revises class work or practises skills covered in class **before** they attempt the re-assessment. It is important that students do get time to consolidate their knowledge and understanding before being re-assessed.

Re-assessment may take a variety of forms.

- For some assessments, students may be allowed to provide additional information, eg if a student has submitted a report based on a piece of independent research, s/he would be allowed to add the missing evidence and resubmit the report. The new information should be highlighted in such a way to show that it had been added, eg underlined, coloured and dated in the margin.
- For practical tasks related to their use of information technology, students may be permitted to correct work and resubmit — the original submission and the re-submission should both be kept.
- For multiple choice, short response and Graded Units, students may be required to attempt a completely new assessment instrument.

Where specific action has to be taken for re-assessment details will be noted in the Unit specification and tutors must be familiar with the Unit specification requirements for re-assessment.

It is important to note that re-assessment does **not** always require that students complete a full new assessment. Re-assessment may (and often does) allow students to re-attempt the part of the Outcome that they have not completed to a standard which meets the Unit specification.

SQA provides only **one** summative assessment for each of the Units and it is extremely important that centres produce their own **alternativ**e assessments. These assessments can be used for re-assessment purposes.

Once a draft assessment has been prepared by the centre it should first be quality checked by centre staff (internally verified) and submitted to SQA for prior verification to ensure that it is fit for purpose.[2]

If a student fails to reach the pass mark in the Graded Unit 1 — Examination then he/she should be allowed to sit an alternative examination before the beginning of the next session to allow progression to Year 2. Students must complete all aspects of the new assessment instrument.

9 Quality Assurance

SQA is committed to providing qualifications and support to match the needs of individuals, society and the economy of Scotland and internationally. SQA believes that global interaction in education and training benefits our customers, clients, partners and SQA through the sharing of expertise and experience.

SQA has a balanced portfolio of qualifications that is inclusive, facilitates progression, reflects Scotland's educational, economic, social and cultural needs and changes, and supports education and training worldwide.

SQA works in partnership with our approved centres to achieve our shared goals of excellence and consistency. This ensures that SQA's qualifications continue to meet the requirements of all users of our qualifications.

SQA's quality assurance models are designed to ensure that assessment decisions made to national standards are correct and consistent, and that national standards are maintained. We are committed to maintaining an assessment and quality system that is easy to understand, effectively administered, publicly accountable, and cost-effective to operate.

As well as working with centres to manage and enhance the quality of SQA qualifications, SQA routinely monitors its own performance. SQA establishes processes that need to be followed and submit these to regular auditing. This includes systematic evaluation and review of the effectiveness of our quality management processes. SQA also monitors standards across all our qualifications over time, to ensure consistency. Feedback from stakeholders is an integral part of SQA's review activities.

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[2] For centres wishing support in this process, an online course has been developed — Produce HN Unit assessments for successful prior verification

SQA is subject to external audit by a number of agencies, including the Scottish Government.

For assessed qualifications, SQA regularly monitors centres to ensure that they have the resources and expertise to assess students against the qualification criteria. (Assessment is where centres use assessment instruments to make decisions about students' work. External assessment is where SQA takes on these duties, usually in the form of examinations or externally assessed coursework. Only assessments are subject to quality assurance by verification.)

10 Verification

10.1 Introduction

SQA's quality assurance processes have been developed to ensure that national standards are applied to internally assessed Units or course components.

To maintain the credibility of SQA qualifications, we rely on effective collaboration with centres to ensure national standards are maintained across all qualifications at all levels.

Verification is the procedure that SQA uses to make sure that centres' assessment decisions are valid and reliable and are in line with national standards.

10.2 Why do we need verification?

Verification is one of a range of Quality Assurance measures used by SQA to confirm that:

♦ centres' assessment decisions are sound (ie valid, reliable and practicable).
♦ national standards are being uniformly applied.
♦ assessments are accurately and consistently applied across all students and levels.

This ensures qualifications and certification is credible with all students being assessed to a common standard.

10.3 Internal verification

Centres are responsible for the internal verification of their assessments. This means that centres should have an internal verification system — a system of having quality checks in place — which can be operated throughout the centre. Each tutor who is responsible for the assessment of students and/or internal verification of student material should:

♦ be made aware of their centre's quality assurance procedures.
♦ comply with these procedures.

Centres will appoint staff members to be internal verifiers. Internal verifiers will ensure that assessors apply standards of assessment uniformly and consistently. They should keep records of internal verification activity for external verifiers to access. Examples of records include:

♦ evidence of planned verification for the semester which conforms to the centre's verification strategy.
♦ minutes of meetings where assessment work is examined and where discussion about acceptable standards is noted and decisions recorded.
♦ internal verification forms showing which students' work has been verified and the outcome. Note where an assessor carries out observations, internal verifiers should also observe the assessor.
♦ evidence of discussion and support of assessors, particularly where student work has not been accepted by the internal verifier.
♦ evidence of reporting back to the Course Team, any recommendations/actions required and evidence that these are acted upon.

10.4   External verification

To ensure national consistency in assessment decisions, SQA appoints experienced teachers/lecturers who have good, recent experience in the delivery and assessment of their subject to carry out external verification in centres. SQA will notify the SQA Co-ordinator if your centre has been selected for verification.

SQA wants to encourage centres and staff to see verification in a positive light, as a valuable Quality Improvement tool.

Appendix 1a: Core Skills Year 1[3]

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written Communication	Oral Communication	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H31L 34	Supply Chain Fundamentals	SCQF 5 S		SCQF 5 S	SCQF 5 S							
H358 34	Supply Chain Logistics: An Introduction	SCQF 5 S										
HE0A 35	Supply Chain: Total Quality Management	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S			SCQF 6 S	SCQF 6 S	SCQF 6 S		
F7JR 34	Cost Accounting			SCQF 5 E				SCQF 4 S				
A614 34	Legal Aspects of Commercial Transactions	SCQF 5 S										
H31K 34	Supply Chain Business Analysis: An Introduction to Techniques	SCQF 5 S		SCQF 6 S	SCQF 6 S							
H35H 35	Purchasing Strategy	SCQF 6 S						SCQF 6 S	SCQF 6 S	SCQF 6 S		
H31J 35	Supply Chain: Storage and Distribution	SCQF 6 S		SCQF 6 S	SCQF 6 S	SCQF 5 S	SCQF 5 S	SCQF 6 S	SCQF 6 S	SCQF 6 S		
H35A 34	Supply Chain Service Levels: Setting the Standards	SCQF 5 S		SCQF 6 S				SCQF 5 S	SCQF 5 S	SCQF 5 S		
H313 34	Supply Chain Organisations: Structures and Function	SCQF 5 S					SCQF 5 S					
H35J 34	Supply Chain Management:: Graded Unit 1											

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[3]S = signposted, E = embedded (**shade as S — yellow and E — green**)

Appendix 1b: Core Skills Year 2[4]

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written Communication	Oral Communication	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H31G 36	Supply Chain: Tactics and Techniques	SCQF 6 S		SCQF 6 S		SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S
F84T 34	Managing People and Organisations	SCQF 6 S						SCQF 6 S		SCQF 6 S		
H35D 35	Supply Chain: Business Strategy	SCQF 6 S	SCQF 6 S			SCQF 6 S		SCQF 6 S	SCQF 6 S	SCQF 6 S		
H35F 35	Supply Chain: Associated Law	SCQF 6 S								SCQF 6 S		
H31F 34	Supply Chain: Business Excellence	SCQF 5 S										
H31H 34	Supply Chain Capacity Planning and Production Operations	SCQF 5 S		SCQF 5 S	SCQF 5 S			SCQF 6 S	SCQF 6 S			
H35C 36	Supply Chain: An Introduction to Enterprise Planning	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 5 S	
H316 35	International Physical Distribution	SCQF 6 S	SCQF 6 S	SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 5 S	SCQF 6 S	SCQF 6 S	SCQF 6 S		
H35E 35	Logistics Planning	SCQF 5 S		SCQF 5 S	SCQF 5 S							
H35G 35	Supply Chain: Lean and Agile Approaches	SCQF 6 S		SCQF 6 S	SCQF 6 S			SCQF 6 S	SCQF 6 S	SCQF 6 S		
H35K 35	Supply Chain Management: Graded Unit 2	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S	SCQF 6 S

[4]S = signposted, E = embedded (**shade as S — yellow and E — green**)

Appendix 2a: Year 1, Semester 1 — Assessment Plan (Option A)

Integrated assessment for Outcomes 1, 2, 3, 4 and 5 takes place in Week 9

Unit title and code\week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Supply Chain Fundamentals (H31L 34)									X* 1,2,3,4,5								
Supply Chain Logistics: An Introduction (H358 34)					X* 1,2,3												
Supply Chain: Total Quality Management (HE0A 35)						X		X		X		X		X			
Supply Chain Business Analysis: An Introduction to Techniques (H31K 34)								X			X		X		X		
Cost Accounting (F7JR 34)							X			X		X		X		X	

Assessment submission date is shown by an X

X* indicates integrated assessment and Outcomes integrated.

Appendix 2a: Year 1, Semester 2 — Assessment Plan (Option A)

Unit title and code\week	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Legal Aspects of Commercial Transactions (A614 34)					X* 1,2,3,4,5												
Purchasing Strategy (H35H 35)						X		X			X* 1,2,5						
Supply Chain: Storage and Distribution (H31J 35)							X* 1,2,3										
Supply Chain Service Levels: Setting the Standards (H35A 34)								X		X			X* 3,4				
Supply Chain Organisations: Structures and Function (H313 34)										X		X		X			
Supply Chain Management: Graded Unit 1 (H35J 34)																	X

Assessment submission date is shown by an X

X* indicates integrated assessment and Outcomes integrated.

Appendix 2b: Year 2, Semester 1 — Assessment Plan (Option A)

Unit title and code\week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Supply Chain: Tactics and Techniques (H31G 36)					X* 1,2,3												
Managing People and Teams (F84T 34)					X			X			X				X		
Supply Chain: Business Strategy (H35D 35)						X* 1,2,3											
Supply Chain: Associated Law (H35F 35)									X		X		X		X		
Supply Chain: Business Excellence (H31F 34)								X* 1,2,3									
Supply Chain: Capacity Planning and Production Operations (H31H 34)												X		X		X	
Supply Chain: An Introduction to Enterprise Planning (H35C 36)																	X* 1,2,3,4

Assessment submission date is shown by an X

X* indicates integrated assessment and Outcomes integrated.

Appendix 2b: Year 2, Semester 2 — Assessment Plan (Option A)

Unit title and code\week	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
International Trade and Payments (A4W4 35)				X* 1,2,3													
International Physical Distribution (H316 35)								X		X		X					
Logistics Planning (H35E 35)						X* 1,2,3											
Supply Chain: Lean and Agile Approaches (H35G 35)					X		X		X		X						
Supply Chain Management: Graded Unit 2 (H35K 35)																X	

Assessment submission date is shown by an X

X* indicates integrated assessment and Outcomes integrated.