



**Higher National Qualifications (China)
Internal Assessment Report 2015
Supply Chain Management**

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

Higher National Units

Units verified:

H2X3 35 International Purchasing and Supply
H31C 35 Using Sources of Export Assistance
H313 34 Supply Chain Organisations: Structures and Functions
H35E 35 Logistics planning
H358 34 Supply Chain Logistics: An Introduction
H31F 34 Supply Chain: Business Excellence
H31G 36 Supply Chain: Tactics and Techniques
H35C 36 Supply Chain: An introduction to Enterprise Planning
H35F 36 Supply Chain: Associated Law

General comments

In 2014–15, verification took place across 14 centres.

In all centres, assessors and internal verifiers have a good knowledge of the Unit requirements. However, there were issues in some centres in relation to some assessors having relevant experience and being fully qualified to deliver the qualification with up-to-date recorded CPD information. This gives rise to resource implications for some centres.

Unit specifications, instruments of assessment and exemplification materials

Centres have a good understanding of the Unit specifications and the assessment requirements.

The assessments were mainly based on case study exemplars which gave good opportunities for the candidates to show their knowledge and ability.

It was also apparent that the assessment materials gave equal opportunity to all candidates and were accurately and consistently judged.

In all centres the process of assessment and verification met SQA requirements. Accommodation and learning resources were appropriate, sufficient and of a good quality, with the exception of two centres that had staff who lacked industrial experience.

In all centres candidates are well motivated, interested and eager to succeed.

Visits to relevant workplaces should be encouraged and a wider use made of appropriate visiting speakers.

Evidence Requirements

Assessors and internal verifiers have a good knowledge of the Unit specifications and the standards required.

In some centres there is a need for justification when 'redo' or 'unsatisfactory' is included in feedback.

Candidates' writing skills were an issue in some cases. It was recommended that candidates would benefit from undertaking short courses on academic writing, including report formats.

It was pleasing to see that the issue of all evidence being made available to the External Verifiers — which had been identified in previous visits — had been addressed by centres.

The issue of highlighting reference material was identified. It is recommended that clear instructions be given to candidates on referencing to ensure that large sections of reference material are not just simply cut and pasted into their responses. Reference material should be clearly identified and referenced. As a guideline, it is recommended that references should not make up more than 20% of a student's response.

Administration of assessments

Assessment in most centres is well organised, managed and administered.

Feedback to candidates has generally improved since previous visits.

Centres have good processes for escalating and dealing with issues and complaints.

External Verifiers noted that all centres had instituted regular standardisation meetings to address any teaching and assessment issues.

General feedback

Candidates continue to produce a great deal of quality work of a very high standard.

Assessors and internal verifiers are well qualified academically and generally maintain good continuous professional development. The issue of workplace experience for staff needs to be addressed.

Centres continue to cope well with the delivery of the Units.

It is apparent that centre assessment materials give equal opportunity to all candidates and are accurately and consistently judged.

In centres, the process of assessment and verification meets SQA requirements. Candidates are well motivated, keen and interested.

Areas of good practice

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

- ◆ The use of the candidate personal action plans that allow and encourage the student to identify particular weaknesses which can then subsequently be targeted for improvement
- ◆ The keeping of ongoing maintenance reports should ensure, as far as is practicable, that the equipment used for the delivery of the HN is kept in good working order
- ◆ Effective use of formative assessment, for example, providing candidates with an end of Unit quiz

Specific areas for improvement

- ◆ The use of a CPD standardised template to include additional elements, such as objectives, actions, measurement and target dates
- ◆ Clear instructions should be given to candidates as to the expected percentage of reference material (probably about 80/20 ratio) — on some occasions candidates were unclear on the ratios that were acceptable
- ◆ Centres should use methods of gaining occupational experience that will also benefit the candidates — for example, inviting guest lecturers from industry to speak on specific topics and arranging works visits
- ◆ Staff CPD records must include occupational experience, not only academic CPD
- ◆ It is recommended that meeting minutes are more detailed with clear actions shown, where these are required
- ◆ A single sheet should be used for each assignment with a statement that the work in the assignment is that of the learner — the learner must sign and date this document and it must accompany the evidence produced by the learner
- ◆ Centres record one-to-one discussions in detail with candidates regarding their developments needs and relate this to their personal development/ training plan

Higher National Graded Units

Graded Unit verified:

H35K 35 Supply Chain Management: Graded Unit 2

Graded Unit 2 was verified across three centres. All reports indicated a high level of confidence and no additional comments above those indicated for the other HN Supply Chain Management Units were made.