

Qualification Title: New Zealand Certificate in Supply Chain Management (Level 5)

Qualification number: 2811

Date of review: 6 March 2019

This report refers to graduates awarded this qualification prior to: **December 31 2018**

Final decision on consistency of the qualification: National consistency is not yet confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of:

Graduates who are able to work in operational decision-making roles in supply chain management and can:

- monitor legislative requirements and implement company procedures within the supply chain
- understand, identify and use appropriate techniques and methodologies to operate within the supply chain, such as: demand management, manufacturing planning and control, inventory management, procurement and distribution.
- communicate with a wide range of stakeholders within a supply chain environment

Education Organisations with sufficient evidence

Education Organisation	Final rating
Toi Ohomai Institute of Technology	Sufficient

Introduction

This qualification is for people working in or planning to work in operational decision-making roles in supply chain management.

The purpose of this qualification is to provide global and local organisations with people who have a broad knowledge of supply chain concepts, linkages and practice. Graduates will also have an in-depth knowledge of aspects of supply chain management such as demand management, manufacturing planning and control., inventory management, procurement and distribution.

Gradates will benefit from having a qualification which recognises broad skills and knowledge in supply chain management that supports improved job performance and enhances employment opportunities.

Organisations will benefit in efficiency by having people with recognised skills and knowledge to competently manage the supply chain.

Graduates will be capable of working unsupervised and may have some responsibility in supervising others.

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Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation:
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification

There were three key types of evidence: programme related, stakeholder feedback and destination evidence.

Programme related

One organisation provided evidence of programme content and assessments being matched to the graduate profile outcomes.

Internal moderation, both pre and post had been completed for the three years of delivery, by the time of the consistency review meeting. One organisation provided an internal moderation plan mapping planned activity against the three graduate profile outcomes.

One organisation had provision for external moderation, although the other organisation had identified this as an area to work on in their Action Plan. After the meeting, an external moderation agreement was finalised for this provider.

Modifications and improvements to assessments from the process of moderation were evident from the submissions. The process of how moderation helped inform programme delivery was less evident.

Sample assessments provided were fit for purpose and tested a range of real-world skills matching the graduate profile outcomes.

Stakeholder feedback

The organisations had collected feedback from their graduates. The relatively small numbers of graduates from both organisations, coupled with changes in mode of delivery by one organisation and the on-line mode of delivery by the other provider, provided challenges in aggregating data to make meaningful assertions. The feedback gathered by both, however, was mostly positive. Both organisations had recently altered their survey questioning to allow triangulation between graduate and employer feedback. The range of questioning had also been strengthened by both organisations, improving the matching to the graduate profile outcomes.

One organisation had feedback from the tutor of the Level 6 pathway qualification that confirmed the readiness for the Level 6 programme, providing examples of capability.

Both organisations had regular but informal communications with industry stakeholders that helped inform their programme and provided them with confidence that the programme was fit for purpose.

Destination evidence

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One organisation had collected feedback from employers through survey. The results of this positive feedback had been aggregated for the meeting. The process of aggregation could be improved to help provide meaningful conclusions. One organisation had not been successful in contacting employers and had highlighted this as a gap to be rectified by building communication networks with employers. This provider supplied positive feedback from the tutor of a pathway Level 6 qualification whose student had recently graduated from the level 5.

How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

The overall quality of the programme related evidence was adequate with internal and external moderation mostly validating assessment judgements and design. Internal moderation plans covering the three graduate profile outcomes was evident from one organisation

The range of assessments was appropriate and provided confidence in real world application of skills. One organisation had provided examples of case study assessments.

Feedback from the graduates was positive, with evidence of a general increase in confidence across the graduate profile outcomes. All respondents were in related employment at an appropriate level. Employer respondents were also positive in the skill and ability of their graduates.

There was a range in the depth and quality of self-assessment practice. Application and use of feedback mechanisms is being strengthened by both organisations. Evidence of managing change and improving practice could be improved. Evidence of involvement from external stakeholders would strengthen both submissions.

The evidence makes a convincing case to demonstrate that the graduates meet the graduate outcomes at the appropriate threshold.

Special Focus (includes special focus on a strand or outcome)

None

Recommendations to Qualification Developer

None