COMPETENCY STANDARDS & ASSESSMENT GUIDE
FOR
SUPPLY CHAIN MANAGEMENT

Skills for Employment Investment Program (SEIP)
Finance Division, Ministry of Finance

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The Competency Standards for Supply Chain Management is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing trainings consistent with the requirement of industry in order for individuals who passed through the set standard via assessment would be qualified and settled for a relevant job.

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INTRODUCTION:

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalizing a responsive skill eco system and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery program. Key priority economic growth sectors identified by government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged and supported to work with the industry to address identified skills to enable industry growth and increased employment through the provision of market responsive inclusive skills training programs. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISCs), Employer Associations and Employers.

This document is developed to improve skills in accordance with the job roles and skill sets of the occupation and ensure that the required skills are aligned to industry requirements.

The document details the format, sequencing, wording and layout of the Competency Standard for an occupation which comprised Units of Competence and its corresponding Elements.

OVERVIEW:

A **Competency Standard** is a written specification of the knowledge, skills and attitudes required for the performance of a job or occupation or trade corresponding to the standard of performance required in the workplace.
Competency standard:
- provides a consistent and reliable set of components for training, recognizing and assessing people's skills, and may also have optional support materials.
- enables industry recognized qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

Competency Standards are developed by a working group who comprised national and international process experts and the participation of experts from the industry to identify the competencies required of an occupation in the construction sector.

Competency Standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency Standards acknowledge that people can achieve vocational and technical competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With Competency Standards, training and assessment may be conducted at the workplace or at training organization or any combination of these.

A Unit of Competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of Competency are documented in a standard format that comprises:
- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Unit of Competency
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:
- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for each occupation were made by experts of various construction companies in an industry consultative workshop.

Profile of experts and facilitators who participated in the Competency Verification and Validation Workshop are given below:

Competency Verification-Validation Experts:

Name	Company	Job Position
Engr Md Mamunur Rashid	BIM	Senior Faculty and Management Counselor, Cell 01712700412
Engr Muhammad Taslim Rahman	Purple Developer PVT Ltd	Project Engineer Cell 01922263574
Engr Towhidul Alam Chowdhury	Rahimafrooz(Bangladesh) Ltd	Manager Cell 01716032134

Workshop Facilitators:

Md. Mohiuzzaman	SEIP	Course Specialist
Emeterio Cedillo, Jr.	SEIP	International Specialist

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competency:

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.

- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

COMPETENCY PROFILE/MAP FOR

SUPPLY CHAIN MANAGEMENT

UNITS OF COMPETENCY	ELEMENTS

A. Occupation Specific (Core) Competencies

EXPLAIN THE PRINCIPLES OF SUPPLY CHAIN MANAGEMENT (SEIP-CON-SUP-1-O)	Identify the types of supply chain management/ organization	Describe the role and objectives of purchasing and supply function	Explain the operation of purchasing and supply function in an organization	
IDENTIFY THE MAJOR FUNCTIONS OF SUPPLY CHAIN MANAGEMENT (SEIP-CON-SUP-2-O)	Identify the major functions of supply chain management			
DESCRIBE THE SUPPLY CHAIN PROCESSES (SEIP-CON-SUP-3-O)	Describe the supply chain processes			
DESCRIBE THE SUPPLY CHAIN PERFORMANCE MEASURES (SEIP-CON-SUP-4-O)	Describe supply chain management performance measures matrix by function	Descrobe product selection, forecasting and procurement method	Describe Supplier sourcing method	Describe warehousing/storing performance measures
	Describe Inventory management/LMIS/Customer response method	Describe distribution/transport method		
DEMONSTRATE THE SUPPLY MARKET ANALYSIS (SEIP-CON-SUP-5-O)	Describe setting of priorities for supply market analysis	Identify supply markets	Appraise markets	Describe information support to supply market analysis
	Demonstrate the different conditions/constraints related to buying a particular item	Demonstrate procedure of excluding segments		
EXPLAIN SUPPLY CHAIN UNCERTAINTY (SEIP-CON-SUP-6-O)	Explain supply chain uncertainty			

EXPLAIN THE DRIVERS OF SUPPLY CHAIN PERFORMANCE (SEIP-CON-SUP-7-O)	Describe the drivers of supply chain performance	Identify the framework for structuring drivers and obstacles	
DEMONSTRATE THE ROLE OF DISTRIBUTION CHANNEL IN A SUPPLY CHAIN (SEIP-CON-SUP-8-O)	Describe the distribution channels	Explain the Information Technology and new business models in supply chain management	Perform presentation of distribution channels
IDENTIFY FACTORS INFLUENCING DISTRIBUTION NETWORK (SEIP-CON-SUP-9-O)	Describe the factors that influences distribution network design		
DESCRIBE CROSS DOCKING (SEIP-CON-SUP-10-O)	Identify the types of cross docking	Describe the application of cross docking	
DEMONSTRATE APPLICATION OF E-BUSINESS (SEIP-CON-SUP-11-O)	Describe the E-business technology	Explain the E-marketing and E-business strategy	Perform case study of E-business
PERFORM REAL LIFE CASE STUDY (SEIP-CON-SUP-12-O)	Demonstrate various types of supply chain management case studies		

Unit of Competencies at a Glance:

Occupation Specific (Core) Competencies (50 hrs.)

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SEIP-CON-SUP-1-O	**Explain the principles of supply chain management**	1.Identify the types of organization 2.Describe the role and objectives of purchasing and supply function 3.Explain the operation of purchasing and supply function in an organization	1
SEIP-CON-SUP-2-O	**Identify the major functions of supply chain management**	1.Identify the major functions of supply chain management	1
SEIP-CON-SUP-3-O	**Describe the supply chain management processes**	1.Describe the supply chain processes	2
SEIP-CON-SUP-4-O	**Describe the supply chain performance measures**	1.Describe supply chain management performance measures matrix by function 2.Describe product selection, forecasting and procurement method 3.Describe supplier sourcing methods 4. Describe warehousing/storing performance measures 5.Describe Inventory management/LMIS/Customer response method 6.Describe distribution/transport method	2
SEIP-CON-SUP-5-O	**Demonstrate supply market analysis**	1.Describe setting of priorities for supply market analysis 2.Identify supply markets 3.Appraise markets 4.Describe information support to supply market analysis	6

		5.Demonstrate the different conditions/constraints related to buying a particular item 6.Demonstrate procedure of excluding segments	
SEIP-CON-SUP-6-O	**Explain supply chain uncertainty**	1. Explain supply chain uncertainty	2
SEIP-CON-SUP-7-O	**Explain the drivers of supply chain performance**	1.Describe the drivers of supply chain performance 2.Identify the framework for structuring drivers and obstacles	4
SEIP-CON-SUP-8-O	**Demonstrate the role of distribution channel in a supply chain**	1. Describe the distribution channels 2.Explain the Information Technology and new business models in supply chain management 3.Perform presentation of distribution channels	6
SEIP-CON-SUP-9-O	**Identify factors influencing distribution network**	1.Describe the factors that influences distribution network	2
SEIP-CON-SUP-10-O	**Describe cross docking**	1. Identify the types of cross docking 2. Describe the application of cross docking	4
SEIP-CON-SUP-11-O	**Demonstrate application of e-business**	1.Describe the E-business technology 2.Explain the E-marketing and E-business strategy 3.Perform case study of E-business	6
SEIP-CON-SUP-12-O	**PERFORM REAL LIFE CASE STUDY**	1.Demonstrate various types of supply chain management case studies	14
Total Hour			**50**

COMPETENCY STANDARD:SUPPLY CHAIN MANAGEMENT

A. **The Occupation Specific (Core) Competencies**

Unit of Competency: **EXPLAIN THE PRINCIPLES OF SUPPLY CHAIN MANAGEMENT**	Nominal Duration: 1 hr.	Unit Code: SEIP-CON-SUP-1-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required to explain the principles of supply chain management**.** It specifically includes identifying the types of the participant's organization, describing the role and objectives of purchasing and supply function and explaining the operation of purchasing and supply function in an organization.		

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the types oforganization	1.1 Organiztions of Participants are identified 1.2 **Organizational features** are described
2. Describe the role and objectives of purchasing and supply function	2.1 The **role and objectives of purchasing and supply** functionsare described.
3. Explain the operation of purchasing and supply function in an organization	3.1 **Operational responsibilities**of purchasing and supply function in the organization areexplained.

Range of Variables

Variable	Range (Includes but not limited to):
1. Organizational features.	1.1 Corporate culture 1.2 Mission-Vision 1.3 Goals 1.4 Policies 1.5 Corporate strategy
2. Role and objectives of purchasing and supply functions	2.1 Support operational requirements 2.2 Manage the procurement process and the supply base efficiently and effectively 2.3 Develop strong relationships with other functional groups 2.4 Develop integrated purchasing strategies that support organizational strategies, goals and objectives
3. Operational responsibilities	3.1 Coordinating purchase needs with user departments 3.2 Identifying potential suppliers 3.3 Conducting market studies for material purchases 3.4 Proposal analysis 3.5 Supplier selection 3.6 Issuing purchase orders

	3.7 Meeting with sales representatives
	3.8 Negotiating
	3.9 Contract administration
	3.10 resolving purchasing-related problems
	3.11 Maintenance of purchasing records appraisal and approval

Curricular Content Guide

1. Underpinning Knowledge	1.1 Types of organizations
	1.2 Organizational features
	1.3 The role and objectives of purchasing and supply function
	1.4 Operational responsibilities of purchasing and supply function in the organization
2. Underpinning Skills	2.1 Identifying participant's type of his/her organization
	2.2 Describing participant's features of his/her organizationl
	2.3 Describing the role and objectives of purchasing and supply function
	2.4 Explaining the operational responsibilities of purchasing and supply function in the organization
3. Underpinning Attitudes	3.1 Eagerness to learn
	3.2 Patience and attentiveness
	3.3 Attitude of sharing and participation
	3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Worksheets/learning manuals
	4.3 Personal Computer/laptop
	4.4 Projector with sound system
	4.5 Pens
	4.6 Papers

Assessment Evidence Guide

1. Critical aspects of Competency	Assessment required evidence that the candidate:
	1.1 Identified participant's type of his/her organization.
	1.2 Described participant's features of his/her organization.
	1.3 Described the role and objectives of purchasing and supply function.
	1.4 Explained the operational responsibilities of purchasing and supply function in the organization.
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Oral recitation
	2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency:	Nominal Duration:	Unit Code:
	1 hr.	SEIP-CON-SUP-2-O

IDENTIFY THE MAJOR FUNCTIONS OF SUPPLY CHAIN MANAGEMENT		
Unit Descriptor:		
This unit covers the knowledge, skills and attitudes required to identify the major functions of supply chain management. It specifically includes identifying the major functions of supply chain management.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the major functions of supply chain management	1.1 The **major functions of supply chain management** are identified and described

Range of Variables

Variable	Range (Includes but not limited to):
1. Major functions of supply chain management	1.1 Defining business boundaries and relationships 1.2 Managing demand and supplies 1.3 Logistics 1.4 Purchasing 1.5 Selling system interface 1.6 Manufacturing system interface 1.7 Produxt design interface

Curricular Content Guide

1. Underpinning Knowledge	1.1 The major functions of supply chain management
2. Underpinning Skills	2.1 Identifying the major functions of supply chain management
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worksheets/learning manuals 4.3 Personal Computer/laptop 4.4 Projector with sound system 4.5 Pens 4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.5 Identified the major functions of supply chain management.

2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Oral questioning
	2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency:	Nominal Duration:	Unit Code:
	2 hrs.	SEIP-CON-SUP-3-O

DESCRIBE THE SUPPLY CHAIN MANAGEMENT PROCESSES		
Unit Descriptor:		
This unit covers the knowledge, skills and attitudes required to describe the supply chain management processes. It specifically includes explaining the different components of supply chain management processes.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe the supply chain processes	1.1 The **supply chain management processes** are identified and described.

Range of Variables

Variable	Range (Includes but not limited to):
1. Supply chain processes	1.1 Customer relationship management 1.2 Customer service management 1.3 Demand management style 1.4 Order fulfillment 1.5 Manufacturing flow management 1.6 Supplier relationship management 1.7 Product development and commercialization 1.8 Returns management

Curricular Content Guide

1. Underpinning Knowledge	1.1 The supply chain management processes are described
	
	    1.1.1 Customer relationship management
	    1.1.2 Customer service management
	    1.1.3 Demand management style
	    1.1.4 Order fulfillment
	    1.1.5 Manufacturing flow management
	    1.1.6 Supplier relationship management
	    1.1.7 Product development and commercialization
	    1.1.8 Returns management

2. Underpinning Skills	2.1 Describing customer relationship management 2.2 Describing customer service management 2.3 Describing demand management style 2.4 Describing order fulfillment 2.5 Describing manufacturing flow management 2.6 Describing supplier relationship management 2.7 Describing product development and commercialization 2.8 Describing returns management

3. Underpinning Attitudes	3.1 Eagerness to learn
	3.2 Patience and attentiveness
	3.3 Attitude of sharing and participation
	3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Worksheets/learning manuals
	4.3 Personal Computer/laptop
	4.4 Projector with sound system
	4.5 Pens
	4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Described the supply chain management processes.
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Oral questioning
	2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **DESCRIBE THE SUPPLY CHAIN PERFORMANCE MEASURES**	Nominal Duration: 2 hrs.	Unit Code: SEIP-CON-SUP-4-O

Unit Descriptor:

This unit covers the knowledge, skills and attitudes required to describe the supply chain performance measures. It specifically includes describing the supply chain management performance measures matrix by function, describing product selection, forecasting and procurement method, describing supplier sourcing method, describing warehousing/storing performance measures, describing inventory management/LMIS/customer response method and describing distribution/transport method.

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe supply chain management performance measures matrix by function	1.1 **Supply chain management performance measure parameters**for the different methods are described.
2. Describe product selection, forecasting and procurement method	2.1 Product selection, forecasting and procurement method are identified.
3. Describe supplier sourcing methods	3.1 Supplier sourcing methods are identified.
4. Describe warehousing/storing performance measures	4.1 Warehousing/storage performance measures parameters are identified.
5. Describe Inventory management/LMIS/Customer response method	5.1 Inventory management/LMIS/Customer response method are identified.
6. Describe distribution/transport method	6.1 Distribution/transport method are identified.

Range of Variables

Variable	Range (Includes but not limited to):
1. Supply chain management performance measure parameters	1.1 Quality response time 1.2 Cost/financial 1.3 Productivity

Curricular Content Guide

1. Underpinning Knowledge	1.1 Supply chain management performance measureing parameters 1.2 Product selection, forecasting and procurement method

	1.3 Identifying Supplier sourcing method
	1.4 Warehousing/storage performance measuring parameters
	1.5 Inventory management/LMIS
	1.6 Distribution/transport method
2. Underpinning Skills	2.1 Describing the supply chain management performance measuring parameters for the different methods
	2.2 Identifying product selection, forecasting and procurement method
	2.3 Identifying supplier sourcing method
	2.4 Identifying warehousing/storage performance measuring parameters
	2.5 Identifying inventory management/LMIS/customer response method
	2.6 Identifying distribution/transport method
3. Underpinning Attitudes	3.1 Eagerness to learn
	3.2 Patience and attentiveness
	3.3 Attitude of sharing and participation
	3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Worksheets/learning manuals
	4.3 Personal Computer/laptop
	4.4 Projector with sound system
	4.5 Pens
	4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Identified product selection, forecasting and procurement method paranmeters.
	1.2 Identified supplier sourcing method parameters.
	1.3 Identified warehousing/storage performance measures parameters.
	1.4 Identifying inventory management/lmis/customer response method parameters.
	1.5 Identified distribution/transport method parameters.
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Oral questioning
	2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **DEMONSTRATE SUPPLY MARKET ANALYSIS**	Nominal Duration: 6 hrs.	Unit Code: SEIP-CON-SUP-5-O

Unit Descriptor:

This unit covers the knowledge, skills and attitudes required to demonstrate the supply market analysis. It specifically includes describing setting of priorities for supply market analysis, identifying supply markets, appraising markets, describing information support to supply market analysis, demonstrating the different conditions/constraints related to buying a particular item and demonstrating procedure of excluding segments.

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe setting of priorities for supply market analysis	1.1 Setting of priorities for supply market analysis is described.
2. Identify supply markets	2.1 Supply markets are identified.
3. Appraise markets	3.1 Markets are appraised.
4. Describe information support to supply market analysis	4.1 Information support to supply market analysis is described.
5. Demonstrate the different conditions/constraints related to buying a particular item	5.1 The different conditions/constraints related to buying a particular item is demonstrated.
6. Demonstrate procedure of excluding segments	6.1 Procedure of excluding segments is demonstrated.

Curricular Content Guide

1. Underpinning Knowledge	1.1 Setting of priorities for supply market analysis 1.2 Supply markets 1.3 Markets appraisal methods 1.4 Information support to supply market analysis 1.5 The different conditions/constraints related to buying a particular item 1.6 Procedure of excluding segments
2. Underpinning Skills	2.1 Describing setting of priorities for supply market analysis 2.2 Identifying the supply markets 2.3 Appraising the markets 2.4 Describing information support to supply market analysis 2.5 Demonstrating the different conditions/constraints related to buying a particular item 2.6 Demonstrating procedure of excluding segments
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation

	3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Worksheets/learning manuals
	4.3 Personal Computer/laptop
	4.4 Projector with sound system
	4.5 Pens
	4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Described setting of priorities for supply market analysis.
	1.2 Identified supply markets.
	1.3 Appraised markets.
	1.4 Described information support to supply market analysis.
	1.5 Demonstrated the different conditions/constraints related to buying a particular item.
	1.6 Demonstrated procedure of excluding segments.
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Oral recitation
	2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **EXPLAIN SUPPLY CHAIN UNCERTAINTY**	Nominal Duration: 2 hrs.	Unit Code: SEIP-CON-SUP-6-O

Unit Descriptor:
This unit covers the knowledge, skills and attitudes required to explain supply chain uncertainty. It specifically includes identifying the possible causes of supply chain uncertainty and explaining the solutions to supply chain uncertainty.

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
2. Explain supply chain uncertainty	2.1 Supply chain uncertainty is defined. 2.2 Possible **Causes of supply chain uncertainty** is identified. 2.3 **Solutions to supply chain uncertainty** are explained.

Range of Variables

Variable	Range (Includes but not limited to):
1. Causes of supply chain uncertainty	1.1 Lacks information of the supply chain environment 1.2 Lacks information on processing capacities 1.3 Unable to accurately predict supply chain behavior 1.4 Lacks effective control actions
2. Solutions to supply chain uncertainty	2.1 Managing/controlling the supply 2.2 Managing inventory 2.3 Managing the demand 2.4 Information centralization 2.5 Specialization 2.6 Postponememt strategy 2.7 Demand forecasting

Curricular Content Guide

1. Underpinning Knowledge	1.1 Supply chain uncertainty 1.2 Possible Causes of supply chain uncertainty 1.3 Solutions to supply chain uncertainty
2. Underpinning Skills	2.1 Defining supply chain uncertainty 2.2 Identifying possible causes of supply chain uncertainty 2.3 Explaining solutions to supply chain uncertainty
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness

4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Worksheets/learning manuals
	4.3 Personal computer/laptop
	4.4 Projector with sound system
	4.5 Pens
	4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Identified possible causes of supply chain uncertainty
	1.2 Explained solutions to supply chain uncertainty
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Oral questioning
	2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **EXPLAIN THE DRIVERS OF SUPPLY CHAIN PERFORMANCE**	Nominal Duration: 4 hrs.	Unit Code: SEIP-CON-SUP-7-O
Unit Descriptor:		
This unit covers the knowledge, skills and attitudes required to explain the drivers of supply chain performance. It specifically includes describing the drivers of supply chain performance and identifying the framework for structuring drivers and obstacles.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe the drivers of supply chain performance	1.1 Driver of supply chain performance is described**.** 1.2 **Major drivers** of supply chain performance identified.
2. Identify the framework for structuring drivers and obstacles	2.1 The **framework for structuring drivers and obstacles** are identified. 2.2 **Drivers of supply chain performance** are explained.

Range of Variables

Variable	Range (Includes but not limited to):

1. Major drivers	1.1 Logistical drivers:
	    1.1.1 Facilities
	    1.1.2 Inventory
	    1.1.3 Transportation
	1.2 Cross-functional drivers:
	    1.2.1 Information
	    1.2.2 Sourcing
	    1.2.3 Pricing

2. Framework for structuring drivers and obstacles	2.1 Responsiveness and 2.2 Efficiency of supply chain
3. Drivers of supply chain performance	3.1 Inventory 3.2 Transportation 3.3 Facilities 3.4 Information 3.5 Sourcing 3.6 Pricing

Curricular Content Guide

1. Underpinning Knowledge	1.1 Driver of supply chain performance 1.2 Major drivers of supply chain performance 1.3 The framework for structuring drivers and obstacles 1.4 Drivers of supply chain performance
2. Underpinning Skills	2.1 Describing the driver of supply chain performance

	2.2 Identifying the major drivers of supply chain performance
	2.3 Identifying the framework for structuring drivers and obstacles
	2.4 Explaining the drivers of supply chain performance
3. Underpinning Attitudes	3.1 Eagerness to learn
	3.2 Patience and attentiveness
	3.3 Attitude of sharing and participation
	3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Worksheets/learning manuals
	4.3 Personal Computer/laptop
	4.4 Projector with sound system
	4.5 Pens
	4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Described driver of supply chain performance. 1.2 Identified the major drivers of supply chain performance. 1.3 Identified the framework for structuring drivers and obstacles. 1.4 Explained the drivers of supply chain performance.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral recitation 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **DEMONSTRATE THE ROLE OF DISTRIBUTION CHANNEL IN A SUPPLY CHAIN**	Nominal Duration: 6 hrs.	Unit Code: SEIP-CON-SUP-8-O

Unit Descriptor:

This unit covers the knowledge, skills and attitudes required to demonstrate the role of distribution channel in a supply chain. It specifically includes describing the distribution channels, explaining the information technology and new business models in supply chain management and performing presentation of distribution channels.

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe the distribution channels	1.1 Nature and importance of marketing channels in the supply chain management is described. 1.2 **Key functions of marketing channels** are identified. 1.3 Supply channels in the supply chain management is described. 1.4 Value networks in the supply chain management is described.
2. Explain the Information Technology and new business models in supply chain management	2.1 **Major areas** where technology is of help to supply chain management are described. 2.2 **Types of Information Technology and its corresponding drivers** used in supply chain management are explained. 2.3 **Dimensions of E-business integration** in supply chain management is described.
3. Perform presentation of distribution channels	3.1 Presentation of distribution channel is performed.

Range of Variables

Variable	Range (Includes but not limited to):
1. Key functions of marketing channels	1.1 Information 1.2 Promotion 1.3 Contact 1.4 Negotiation 1.5 Physical distribution 1.6 Risk taking
2. Major areas	2.1 Global trade 2.2 Supply relationship management 2.3 Reverse logistics 2.4 Supply chain execution

3. Types of Information Technology and its corresponding drivers	3.1 Transaction processing
	    3.1.1 Reduction of cost
	    3.1.2 Volume of transactions

	3.1.3 Speeding of transaction transfer
	3.1.4 Elimination of human errors
	3.2 Supply chain planning and collaboration
	3.2.1 Unpredictable and logistically demanding enmvironment
	3.3 Order tracking and delivery coordination
	3.3.1 Project orientation of the business
	3.3.2 In-transit delivery consolidation
4. Dimensions of E-business integration	4.1 Information integration
	4.2 Synchronized planning
	4.3 Workflow coordination
	4.4 New business model

Curricular Content Guide

1. Underpinning Knowledge	1.1 Nature and importance of marketing channels in the supply chain management
	1.2 Key functions of marketing channels
	1.3 Supply channels in the supply chain management
	1.4 Value networks in the supply chain management
	1.5 Major areas where technology is of help to supply chain management
	1.6 Types of information technology and its corresponding drivers used in supply chain management
	1.7 Dimensions of E-business integration in supply chain management
	1.8 Presentation of distribution channel
2. Underpinning Skills	2.1 Describing nature and importance of marketing channels in the supply chain management
	2.2 Identifying key functions of marketing channels
	2.3 Describing supply channels in the supply chain management
	2.4 Describing value networks in the supply chain management
	2.5 Describing major areas where technology is of help to supply chain management
	2.6 Explaining the types of information technology and its corresponding drivers used in supply chain management
	2.7 Describing the Dimensions of E-business integration in supply chain management
	2.8 Performing presentation of distribution channel
3. Underpinning Attitudes	3.1 Eagerness to learn
	3.2 Patience and attentiveness
	3.3 Attitude of sharing and participation
	3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual)

	4.2 Worksheets/learning manuals
	4.3 Personal Computer/laptop
	4.4 Projector with sound system
	4.5 Pens
	4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Identified key functions of marketing channels.
	1.2 Described supply channels in the supply chain management.
	1.3 Explained the types of Information Technology and its corresponding drivers used in supply chain management.
	1.4 Performed presentation of distribution channel.
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Oral questioning
	2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency:	Nominal Duration:	Unit Code:
IDENTIFY FACTORS INFLUENCING DISTRIBUTION NETWORK	2 hrs.	SEIP-CON-SUP-9-O

Unit Descriptor:
This unit covers the knowledge, skills and attitudes required to identify factors influencing distribution network. It specifically includes the task of describing the different factors that influences the distribution network.

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe the factors that influences distribution network	1.1 **Factors that influences distribution network** are described.

Range of Variables

Variable	Range (Includes but not limited to):
1. Factors that influences distribution network design	1.1 Response time 1.2 Product variety 1.3 Product availability 1.4 Customer experience 1.5 Order visibility and returnability

Curricular Content Guide

1. Underpinning Knowledge	1.1 The different factors that influences distribution network
2. Underpinning Skills	2.1 Describing the different factors that influences distribution network
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worksheets/learning manuals 4.3 Personal Computer/laptop 4.4 Projector with sound system 4.5 Pens 4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:

	1.1 Described the different factors that influences distribution network.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **DESCRIBE CROSS DOCKING**	Nominal Duration: 4 hrs.	Unit Code: SEIP-CON-SUP-10-O
Unit descriptor: This unit covers the knowledge, skills and attitudes required to describe cross docking. It specifically includes the task of identifying the types of cross docking and describing the application of cross docking.		

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the types of cross docking	1.2 Benefits of cross Docking is explained 1.3 **Common Types/models of cross docking** is identified
2. Describe the application of cross docking	2.1 The application of cross docking is described 2.2 **Uses/reasons of cross docking** is explained

Range of Variables

Variable	Range (Includes but not limited to):
1. Common types/methods of cross docking	1.1 Planned cross-docking or flow-through 1.2 Opportunistic cross-docking
2. Uses/reasons of cross docking	2.1 For products with high, stable demand 2.2 For products where customers are willing to "wait a few days" 2.3 Push distribution systems 2.4 If inventory costs are a concern

Curricular Content Guide

1. Underpinning Knowledge	1.1 Benefits of cross Docking 1.2 Common Types/models of cross docking 1.3 Application of cross docking 1.4 Uses/reasons of cross docking
2. Underpinning Skills	2.1 Explaining benefits of cross docking 2.2 Identifying the common types/models of cross docking 2.3 Describing the application of cross docking 2.4 Explaining the uses/reasons of cross docking
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worksheets/learning manuals 4.3 Personal Computer/laptop 4.4 Projector with sound system

| | 4.5 Pens |
| | 4.6 Papers |

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 Identifying the common types/models of cross docking
	1.2 Describing the application of cross docking
2. Methods of Assessment	Competency should be assessed by:
	2.1 Written examination
	2.2 Oral recitation
	2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **DEMONSTRATE APPLICATION OF E-BUSINESS**	Nominal Duration: 6 hrs.	Unit Code: SEIP-CON-SUP-11-O
Unit descriptor: This unit covers the knowledge, skills and attitudes required to demonstrate application of E-business. It specifically includes the task of describing the E-business technology, explaining the E-marketing and E-business strategy and performing case study of E-business.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
1. Describe the E-business technology	1.1 **Benefits of E-business** technology is identified. 1.2 E-business technology is described.
2. Explain the E-marketing and E-business strategy	2.1 E-marketing strategy is explained. 2.2 **Advantages of E-marketing** is described.
3. Perform case study of E-business	3.1 Case study of e-business is performed.

Range of Variables

Variable	Range (Includes but not limited to):
1. Benefits of E-business	1.1 Reduced cost 1.2 Increased processing speed 1.3 Reduced errors 1.4 Improve relationships woth business partners
2. Advantages of E-marketing	2.1 E- marketing is inexpensive. 2.2 Companies can reach a wide customers for a small fraction of traditional advertising budgets 2.3 Convenient to research and purchase of goods and services 2.4 Pay per impression, Pay per click, Pay per action 2.5 24/7 marketing

Curricular Content Guide

1. Underpinning Knowledge	1.1 Benefits of E-business technology 1.2 E-business technology 1.3 E-marketing strategy 1.4 Advantages of E-marketing 1.5 Case study of e-business
2. Underpinning Skills	2.1 Identifying the benefits of e-business technology 2.2 Describing the e-business technology

	2.3 Explaining the e-marketing strategy
	2.4 Describing the advantages of e-marketing
	2.5 Performing case study of e-business
3. Underpinning Attitudes	3.1 Eagerness to learn
	3.2 Patience and attentiveness
	3.3 Attitude of sharimg and participation
	3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual)
	4.2 Worksheets/learning manuals
	4.3 Personal Computer/laptop
	4.4 Projector with sound system
	4.5 Pens
	4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Describedthe e-business technology. 1.2 Explained the e-marketing strategy. 1.3 Performed case study of e-business.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioing 2.3 Demonstration
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **PERFORM REAL LIFE CASE STUDY**	Nominal Duration: 14 hrs.	Unit Code: SEIP-CON-SUP-12-O
Unit descriptor: This unit covers the knowledge, skills and attitudes required to perform real life case study. It specifically includes the task of demonstrating various types of supply chain management case studies.		

Elements and Performance Criteria Template:

(Terms in the performance criteria that are written in**bold and underlined**are described in the range of variables).

Elements of Competency	Performance Criteria
1. Demonstrate various types of supply chain management case studies	1.1 Various types of supply chain management case studies are demonstrated.

Curricular Content Guide

1. Underpinning Knowledge	1.1 Demonstration techniques of supply chain management case studies
2. Underpinning Skills	2.1 Demonstrating various types of supply chain management case studies
3. Underpinning Attitudes	3.1 Eagerness to learn 3.2 Patience and attentiveness 3.3 Attitude of sharing and participation 3.4 Tidiness, timeliness, and orderliness
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worksheets/learning manuals 4.3 Personal Computer/laptop 4.4 Projector with sound system 4.5 Pens 4.6 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Demonstrated various types of supply chain management case studies
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Oral questioning 2.3 Demonstration

3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

End of Competency Standard

Assessment Guide

A Framework for Effective Assessment

Supply Chain Management

How to Use this Assessment Guide

- This Assessment Guide presents need-to-know information for Assessors and others who want to know more about the assessment process. A handy Table of Contents Guide on the next page shows you where to look.

- If you want the basics of assessment, its key terms and definitions, in a Question & Answer (Q&A) format, see Section One.

- If you want a knowledge of who does what, the key roles and responsibilities involved in assessment, see Section Two.

- If you want a "toolbox" of tools and templates, that you can select from depending on your assessment need, see Section Three.

- If you want to look at working samples of completed assessment tools, see the Appendices.

Table of Contents

Section One: Q&A linked to Key Terms & Definitions

1.25   Define the term "evidence gathering tools" giving examples
1.26   Define the term "portfolio."
1.27   Outline a 6-step method for preparing an evidence plan.

1.28   Outline the steps (sequence of activities) involved in developing an assessment tool.
1.29   Describe the four dimensions of competency.

Section Two: Roles and Responsibilities

Section Three: Tools and Templates

Assessment Guide

Section One: Objectives linked to Key Terms & Definitions

Define assessment.

Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Give an example of assessment.

A helpful example in this regard is the driving test. The driver must prove his competence to drive by demonstrating to the driving assessor his ability to do so. The driving assessor uses a checklist to assess the candidate and make the necessary recommendations, based on the evidence he has collected in observing the candidate's driving. S/He either records/recommends that the candidate is **competent** or **not yet competent.**

What is the purpose of assessment?

The Purpose of Assessment is to confirm that a trainee can perform competently to the standards expected in the workplace.

What is Assessment based on?

- An effective Assessment is based on a Competency Standard.
- A Competency Standard describes the skills, knowledge, and attitudes needed to perform effectively in the workplace, not the classroom.

Define the term "competency."

Competency is the ability to do a task successfully. Aspects of competency include:

- The capacity to perform tasks to the required standard consistently
- The ability to respond to different needs in the workplace
- The ability to plan and integrate a variety of tasks to attain a work outcome

Describe what makes up a competency standard.

It must be noted that a competency standard is made up of individual units of competency that include elements of competency as well as the performance criteria needed to accomplish them.

Define the term "Assessment tool."

An assessment tool is, in effect, an evidence-gathering tool. It contains both the instrument used for the assessment and instructions for gathering evidence in the assessment process. As an assessment instrument it contains the context and conditions for the assessment; tasks to be administered to the learner; an outline of the evidence to be gathered for the learner; the criteria for judging the evidence; and the necessary housekeeping records for recording and reporting requirements.

Describe the difference between Conventional Testing & Competency Based Assessment.

Conventional Testing	CBT Assessment
- Emphasis on knowledge/memorization - Teachers/Training Providers have main role - Theory & practical Tests can become outdated - High cost & central control - Relatively inflexible	- Based on competency standards - Involve industry partners in crucial role - Assessment based on demonstration of work skills rather than classroom knowledge - Flexible delivery - Competencies widely recognized - Guidelines & Templates used

Describe briefly what makes up an assessment system.

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Define the purpose of the Assessor role.

The role of Assessor is the heart and soul of effective competency based assessment. Without this pivotal role, determining the competency of the trainee is mere guesswork.

Note:

- The Industry Assessor will be asked to provide specs and practical demonstration tests from his workplace that will provide the evidence for determining competency.
- The importance of this input cannot be overemphasized for it best matches and tests the required performance criteria from the Standard.

Describe the basic questions that an Assessor must ask when planning an Assessment.

Planning an Assessment: What Needs to Happen?

- Determine which Units of Competency need to be assessed?
- Determine what Assessment Methods will be used?
- Determine what evidence-based tools (specs) need to be developed by the Assessor to guide the assessment?
- Determine how long it will take?
- Determine when the assessment will occur?
- Determine where the assessment will take place?
- Determine how it will be recorded?

Give some Assessor Requirements/Competencies.

Requirements/Competencies of an Assessor-

- The ability to use assessment tools to gather evidence effectively is essential, adjusting the language where necessary to reflect the language/literacy/numeracy levels of the workplace and not to exceed them in order to ensure learner understanding. This will also entail an ability to respond to learner needs such as responding to learner disability.

- The skill to develop specifications and practical tests, based on performance criteria, that provide evidence of competency that will fast track the assessment process.
- The ability to clearly demonstrate current industry skills and competencies relevant to the Standard.

- The Assessor is selected/appointed by Industry to act as an Assessor because of his proven competencies.
- Knows what needs to be done to assess the performance criteria
- Demonstrates a high level of expertise in the technical area to be examined
- Can provide constructive feedback

Define the challenges of the Assessor Role.

Assessor Role: Challenges

- Needs to be objective and unbiased
- Must have interpersonal skills to relax nervous candidates or deal with those who are aggressive or emotional
- Must have ability to deal with those who have literacy problems or difficult dialect

Review some basic need-to-know elements concerning assessment.

Assessment Basics: Need to Know Elements

- Assessment to be conducted by Industry Assessor selected by industry
- Industry assessor must be familiar with units of competency outlined in the course standards
- Industry Assessor should drafts specs that reflect industry requirements for trainees and that are based on critical aspects of competency
- Industry assessor is responsible for making final judgment of **competent** or **not yet competent**
- Trainer will assist industry assessor

- Trainees must demonstrate competence based on the units of competency outlined in the standards
- All resources related to units of competency must be made available prior to the assessment event, e.g., tools, equipment, materials

Describe the trainer's role in the assessment process.

The Trainer acts as a primary resource for the Assessor and acts as a Facilitator.

Trainer ensures:

- All industry required tools, equipment, and materials are available for the assessment
- The training venue is booked and has sufficient space for demonstrations/tasks
- That all logistics such as admission slips, signature sheets, and records are readily available for distribution and collection
- That all teaching materials and Standard documents and Assessment tools are ready for the Assessor

Discuss the importance of principles of assessment and what is involved.

Principles of Assessment Table

Key Principles	Relevance/Meaning
Valid	Ensures assessment aligned with the Unit of Competency and is based on evidence that shows the learner can demonstrate skills and knowledge in other similar contexts (workplace)
Reliable	Evidence presented for assessment is consistently interpreted regardless of the Assessor
Flexible	Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner's needs
Fair	The individual learner's needs or disability is considered in the assessment process; the learner is provided with information about the assessment process and given the opportunity to challenge the result of the assessment if warranted
Safe	The assessor has inspected the venue for assessment and determined that it is safe for all involved and that emergency evacuations are in place if needed

Define the term "evidence."

Evidence is information that is gathered and matched against a Unit of Competency to provide proof of competency.

State the different forms of evidence that can be collected.

Different forms of evidence that can be collected are-

- **Direct** such as demonstration test, or observation of Candidate
- **Indirect** such as Candidate's self-assessment or third party reports such as an employer interview

Describe and outline what is involved in "rules of evidence" and why they are important.

Rules of Evidence Table

Rules of Evidence	Meaning
Valid	The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements
Sufficient	The assessor is assured that the quality, quantity, and relevance of the evidence is sufficient to enable a judgment to be made on the learner's competency
Authentic	The assessor is assured that the evidence provided for assessment is the learner's own work
Current	The assessor is assured that the assessment evidence demonstrates current competency of the learner. This evidence must be from the present or very recent past.

Describe the purpose of evidence gathering tools.

The Purpose of evidence gathering tools are-

- To help candidates understand what is expected of them
- To provide a focus for the assessment
- To identify what is needed to verify competency

State the use of the evidence guide.

The evidence guide provides useful advice on Unit of Competency assessment and must be read in conjunction with the performance criteria, required underpinning skills/knowledge/attitudes, range statement, and the critical aspects of competency for the Standard.

State why assessment evidence is important.

Evidence is the information gathered that provides proof that the performance criteria of a unit of competency has been met. Evidence can take many forms:

- **Observation:** watching the trainee perform
- **Questioning:** asking the trainee questions
- **Demonstration of specific skills:** seeing how the trainee performs a procedure or creates a final product
- **Examining** previous work the trainee has done

Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes.

Various kinds of Assessment Methods can be used for Evidence gathering purposes. A wide range of assessment methods are available for Evidence- gathering purposes. Assessment methods are not limited to those listed below. The greater the range of assessment methods applied, the better the accuracy of the assessment.

Assessment Methods Table

Methods	Examples

Direct Observation of Candidate	Actual real-time activities in the workplace Work activities in a simulated workplace/training center
Questioning	Written questions; interviews; self-evaluation with questions; verbal questioning; questionnaires
Evidence compiled by Candidate	Portfolio; collection of work samples; products with supporting documentation; logbooks; information about life experience
Methods	Examples
Review of Product	Work samples and products; products as a result of a demonstration test/spec
Third Party Feedback	Reports/testimonials from Employers and Supervisors; evidence of training; interviews with Employers and Supervisors

Advice to the Assessor: use these methods and examples as a means of making your assessment valid, reliable, flexible, fair, and safe.

Define the term "evidence gathering tools" and give some examples of these tools.

Evidence gathering tools are the actual instruments that the Assessor uses to collect evidence. Evidence may be collected through:

- Demonstration of work activity
- Observation Checklist
- Question List
- Third party reports e.g. supervisor to verify consistent performance
- Review of candidate's portfolio
- Verifying the Candidate's capacity to deal with contingencies (unexpected things that come up)
- Written test

Define the term "portfolio."

A collection of evidence that may be presented by the Candidate to an Assessor to prove the Candidate's competence at a job or task.

What are some examples of Portfolio Evidence?

- Training results and certificates
- Training workbooks
- References from employers
- Job description and work experience
- Photos and videos
- Work journals
- Awards
- Work samples
- Letters and memos

Outline a 6-step method for preparing an evidence plan.

Steps in Preparing an Evidence Plan (Sequence of Steps to Follow)-

The Evidence Plan is the most important planning tool for an Assessor. A good evidence plan generates a list of the evidence that the Assessor must gather when conducting the assessment for a specific Unit of Competency. The following 6-Point Method for preparing an Evidence Plan provides a useful sequence of inter-related steps to follow:

1. Select Unit of Competency for assessment
2. Read full Unit of Competency
3. Identify evidence requirements based on:
    a. Elements and Performance Criteria
    b. Dimensions of Competence
    c. Underpinning skills knowledge
    d. Critical aspects of competency
4. Develop a list of evidence requirements
5. Identify best ways of collecting evidence (tools)
6. Document evidence plan

Outline the steps (sequence of activities) involved in developing an assessment tool.

Following are the steps (sequence of activities) involved in developing an assessment tool:

1. Select the Unit of Competency
2. Read the Unit of Competency
3. Identify the required evidence: critical aspects of competency
4. Identify the evidence gathering method
5. Complete the evidence plan
6. Select the appropriate template
7. Complete the template
8. Check the evidence gathering tools against the evidence plan and Unit of Competency
9. Check the tool with another Assessor for his opinion

Describe the four dimensions of competency.

Task Skills: the capacity to perform tasks in the workplace and demonstrate competence that meets the required Standard;

Task Management Skills: the ability to plan and integrate several tasks simultaneously that achieve a desired work outcome such as those skills involved in budgeting for a work operation, securing supplies and equipment for the work operation, completing the task in a timely, cost-effective manner, and ensuring safety practices are followed throughout;

Contingency Management Skills: the ability to respond to crises and breakdowns in the workplace, such as accidents and emergency situations that are unanticipated and require immediate action and resolution;

Job/Role Environment Skills: the capacity to own the responsibilities and expectations of the work environment that involves working with others effectively and participating in creating a work culture where all can contribute their best within the parameters of their job role

Assessment Guidelines

Section Two: Roles and Responsibilities

The Assessment System: Planning Guide for the Assessor

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Competency Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Each **Unit of Competency** contained in a Standard describes a distinct part of a Mason's work and job profile. Within each Unit of Competency, the following components appear:

- Unit Title
- Unit Descriptor
- Elements of Competency
- Performance Criteria
- Range of Variables
- Evidence Guide

As a prelude to conducting assessments, the Assessor must be thoroughly familiar with all of the particulars and details of the Unit of Competency that is being assessed. This is a "must" for the role of the Assessor. He must be especially familiar with the Evidence Guide for gathering critical information.

The three sample assessment tools found below focus on the critical aspects of competency that can provide the required evidence to determine competency- the evidence guide. These sample assessment tools are as follows:

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist

The duties of the Assessor include:

- Covering all of the key elements of the Unit of Competency under assessment
- Applying rigorously the Evidence Guide for the Unit of Competency as this contains the method and context of assessment, resources required for the assessment, the critical aspects of competency, and the required underpinning knowledge, skills, and attitudes
- Developing specifications (specs) for the task sheet for Demonstration as required
- Requiring the candidate to perform project tasks that cover interrelated units of competency- known as a "clustering."
- Making what can be termed "reasonable adjustments" for candidates with disabilities or for example, those candidates with regional dialects that prove difficult to understand

Note: These "reasonable adjustments" may involve reconfiguring a simulated workplace site so that a candidate's disability does not impede the assessment process, or for example, finding someone who can understand a regional dialect and assist the Assessor with essential communication skills.

Roles and Responsibilities of Assessor

Prior to any assessment, the Assessor should follow the specific instructions below to ensure a well-planned assessment event. In most cases s/he will be assisted by a Trainer. Nevertheless, s/he should make certain that good preparation has taken place for the assessment event.

1.	Visit the assessment venue or workplace to ensure an adequate work area or platform containing:

- Sufficient space for working- ensure square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2.	Assessment is drawn and extracted from the relevant Unit of Competency based on an approved Standard and on an Evidence plan that clearly focuses on critical aspects of competency.

3.	The duration of time to assess the demonstration is clearly indicated, for example, 3 hours. This information is shared with the Candidate along with other pertinent information such as the sequence of tasks that he must follow, and the fact that he will be closely observed as the tasks are performed.

4.   After the Candidate has performed the task, the Assessor will provide feedback to the Candidate on his performance.

5.   The responsibility on finally deciding whether or not the Candidate was Competent or Not Yet Competent belongs to the accredited Assessor.

6.   At the conclusion of the assessment, the Assessor will provide feedback on whether or not the Candidate was Competent or Not Yet Competent. S/He will also share information on next steps. These next steps include where to obtain the certificate related to the assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Roles and Responsibilities of Trainer

Prior to the assessment, you will have studied and become familiar with the Competency Standard for the industry occupation. You will also have met with or contacted the Assessor beforehand and discussed preparations and arrangements for the assessment. Your role will be to facilitate the assessment process and ensure all necessary resources are available, assisting the Assessor wherever possible. For example, once a draft spec has been produced by the Assessor, you will ensure it is fully consistent with the evidence plan and copied appropriately for use by both the Assessor and Candidate.

In addition to a confirming a suitable training venue and time, you will ensure that:

- Sufficient space is allotted for task work- square meters of work space enough for demonstration tasks to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

Your duties include:

- **notifying** the Assessor and candidates of planned assessment events and their location
- **advising and assisting** the Assessor on planned assessment events
- **collecting** admission slips and signature sheets for assessment events
- **ensuring** all required forms and reporting mechanisms are in place and ready for distribution to the Assessor and to the Candidate
- **ensuring** all requisite forms are duly signed and forwarded to the SEIP Office, or certifying body
- **responding** to candidate queries and concerns such as re-assessment procedures
- **reconfiguring** workplace simulations so that candidates with disabilities are able to participate fully and without impediment

- **working** closely with the SEIP contact to ensure a successful assessment event

Roles and Responsibilities of Candidate

Prior to the assessment, you will have studied and become familiar with the Competency Standard for your industry.

1.   Initially, you will be given information on the task you are to perform, and the estimated time you will require to perform it. These tasks are based on the critical aspects of competency related to the performance criteria within the approved Competency Standard.

Given the necessary instructions, and/or a task-related spec and the necessary tools, materials, and equipment, you will carry out and complete a work task. You will observe that there is:

- Sufficient space for working- square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2.   Assessment is drawn and extracted from the relevant Unit of Competency based on the approved Competency Standard and on an Evidence plan (proof of competence) developed by the Assessor that clearly focuses on critical aspects of competency. The Evidence plan will be based on critical assessment tools such as demonstration/task; observation; oral questions.

3.   The duration of time to assess the demonstration should be clearly indicated, for example, 3 hours. This information will be given to you along with other pertinent information such as the procedure or sequence of tasks that you must follow. It is important to note that you will be closely observed and assessed throughout the duration of your demonstration. You will be given time to ask questions and request clarification. You will also be given 10 minutes to familiarize yourself with the resources to be used in the assessment.

4.   Based on your performance in demonstrating the task, you will be assessed by the Assessor to be Competent or Not Yet Competent. Regardless of the result you will be given feedback from the Assessor on your performance and the next steps.

5.   After you have performed the task, the Assessor will provide feedback to you on your performance.

6.   The responsibility on finally deciding whether or not you are Competent or Not Yet Competent belongs to the accredited Assessor.

7.   At the conclusion of the assessment, the Assessor will provide feedback on whether or not you have been assessed to be **Competent** or **Not Yet Competent**. Both your signatures will be required on the Assessment Form. You will also be allowed to make comments on the Assessor's decision. The Assessor will then share information on next steps. These next steps include where to obtain the certificate related to the successful assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Section Three: Tools and Templates

This toolbox of Tools and Templates offers a wide range of assessment tools that will facilitate evidence gathering and other assessment-related needs. Evidence gathering, however, should not be limited to these tools and templates alone. The toolbox should be revised or expanded as necessary, to include other tools and templates that are deemed relevant.

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist
- Evidence Plan (Overall Summary)
- Assessor Job Sheet and Specifications (Spec) Form
- Competency Assessment Results
- Assessor Planning Checklist Tool
- All About Questioning Techniques for Use in Assessment
- Quick Guide to Conducting Competency Assessments
- Assessor's Quick Start

Demonstration Checklist

Candidate's name:	
Assessor's name:	
Qualification:	
Project-Based Assessment Title	
Units of competency covered:	
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐

Observation Checklist

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	
Code:	
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Candidate's performance was:	**COMPETENT**	**NOT YET COMPETENT**
Feedback to Candidate:		

Candidate's Signature:	Date:
Assessor's Signature:	Date:

Oral Questions Checklist

Candidate's name:	
Assessor's name	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	
Reference Standard:	

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for competent/non yet competent.

List of Questions	Satisfactory Response	
Indicate Y or N in the box provided	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Feedback to Candidate:

Candidate's overall performance was (circle):	Satisfactory	Not Satisfactory
The Candidate's underpinning knowledge was (circle):	Satisfactory	Not Satisfactory

Assessor Signature:		Date:
Candidate Signature:		Date:

EVIDENCE PLAN: Overall Summary

		Observation with Questioning	Demonstration with Questioning	Written Examination	Portfolio
QUALIFICATION:					
Project-Based Assessment Title					
Units of competency covered					
Ways in which evidence will be collected: [tick the column] The evidence must show that the candidate ……					
•					
•					
•					
•					
•					
•					
•					
•					
•					
•					
•					
•					
•					
•					
•					
•					

Assessor Job Sheet and Specifications (Spec) Form

This Spec is in reference to the_____ Standard, and has been developed by an Industry Representative/Assessor.

The Result* indicates either C for Competent, or NYC for Not Yet Competent.

Unit of Competency	Elements Reviewed	Critical Aspects of Competency Covered	Result*: C/NYC

JOB #1 Procedure for Developing Specification (Spec): List the steps involved in performing the task/spec successfully. It will cover, in logical order, the critical aspects of competency listed above that will determine if the candidate is **Competent** or **Not Yet Competent.**

1.	
2.	
3.	
4.	
5.	

Tools and Equipment Required for Spec completion: List all tools, equipment, and materials required in completing Job #1:

Tools	Equipment	Materials

Assessor Name: Date:

Competency Assessment Results

Candidate's name:	
Assessor's name	
Qualification Title:	
Date of Assessment:	
Assessment Venue:	
Reference Standard:	
Unit of Competency:	

Assessment Unit	Competent	Not Yet Competent

Assessor's Recommendation and Comments:

Overall Assessment:

Yes: The Candidate successfully met the required evidence/standards and demonstrated all of the competencies necessary for certification in the Qualification and Units of Competency listed above.

No: The Candidate did not meet the evidence requirements. Re-assessment is recommended.

Assessor Signature:	Date:
Candidate Signature:	Date:
Assessment Center Manager Signature:	

ASSESSMENT PLANNING CHECKLIST TOOL

Assessor's name:	
Date:	

Directions: Circle the 'Yes' or 'No' response to each item.

1.	The Assessor is familiar with the unit(s) of competency being assessed	Yes	No
2.	The Assessor has verified that the workplace or training center has the correct equipment, machinery, tools, and materials necessary to complete all of the relevant aspects of the unit of competency	Yes	No
3.	The Assessor has ensured that all materials and equipment were assembled and arranged in advance.	Yes	No
4.	The Assessor has all the necessary tools, templates, and specifications needed to assess the trainee including a variety of assessment tools covering practical demonstration, observation, oral question, and (where necessary) written tests relevant to the competency specified in the standard	Yes	No
5.	The Assessor has met with the trainer prior to the assessment event to discuss his/her role.	Yes	No
6.	The Assessor will discuss the performance test with the trainee and address any concerns prior to giving the test	Yes	No
7.	The Assessor will discuss and record with the trainee the results of their performance	Yes	No

Action to be taken on "No" responses:

General Guidelines for Effective Questioning

- Keep questions short and focused on one key concept

- Ensure that questions are structured

- Test the questions to check that they are not ambiguous

- Use `open-ended questions such as `what if...?' and `why...?' questions, rather than closed questions

- Keep questions clear and straight forward and ask one at a time

- Use words that the candidate is able to understand

- Look at the candidate when asking questions

- Check to ensure that the candidate fully understands the questions

- Ask the candidate to clarify or re-phrase their answer if the assessor does not understand the initial response

- Confirm the candidate's response by repeating the answer back in his/her own words

- Encourage a conversational approach with the candidate when appropriate, to put him or her at ease

- Use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected

- Use language at a suitable level for the candidate

- Listen carefully to the answers for opportunities to find unexpected evidence

- Follow up responses with further questions, if useful, to draw out more evidence or to make links between knowledge areas

- Compile a list of acceptable responses to ensure reliability of assessments

Recording responses

When using oral questioning, you may need a tool that has a structured approach (see below) and also enables you to record a candidate's responses. If the candidate's response is insufficient the assessor should record why on the recording sheet or checklist. This provides information that can be used later, if necessary, to explain to the candidate where he or she needs to develop their skills and/or knowledge to achieve the required competence.

Recording sheet for oral questioning (template)

Candidate's Name		
Assessor or Observer's Name		
Unit of Competency)		
Code		
Date of Assessment		
Location		
Task/Procedure		
Questions to be Answered by candidate	Response/Answer*	Satisfactory (Yes/No)
What would you do if …		
What would you do if …		
What would you do if …		
How do you …		
What are …		
Why did you… (Clarification)		
Follow up Questions		
The candidate's knowledge was:	Satisfactory Unsatisfactory	
Feedback to candidate:		
Candidate signature:		Date:
Assessor/Observer's Signature:		Date:

ASSESSOR GUIDE TO CONDUCTING COMPETENCY ASSESSMENTS

1. BEFORE THE ASSESSMENT	2. DAY OF ASSESSMENT	3. DURING THE ASSESSMENT	4. POST ASSESSMENT
- Review unit(s) of competency to be assessed especially evidence to be collected against performance criteria - Ensure the workplace or training center complies with all safety requirements and that high risk areas are clearly marked - Identify/request essential assessment resources: • tools and equipment • supplies and materials • personal protective equipment • print resources and rating sheets • Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook	-Verify attendance through signed attendance sheet - Provide overview of what is to happen throughout day Orient the trainees to: • purpose of assessment • qualification to be assessed • assessment procedures to be followed • address needs of trainees and provide information on evidence requirements and assessment process • make all announcements just before start of assessment	Give clear instructions to trainees on what they are required to do: • time limits and expectations • all equipment and tools must be of the same quality for all trainees • written and verbal instructions translated into local dialects as needed • encourage questions • avoid providing any assistance to trainees during assessment • stop process if accident imminent • keep focused on evidence being valid, reliable, fair, flexible, and safe • Record details of evidence collected	Provide feedback on outcome of assessment process re: • give clear feedback on assessment decision • provide information on overcoming any gaps in competency assessment • provide opportunity to discuss assessment process and outcome **Prepare required assessment reports:** • all rating sheets signed by trainee as well as Assessor • maintain records of assessment procedures, evidence collected, and assessment outcome • verify assessment results/outcomes with training center **Prepare** recommendations for issuance of national certificate

Assessor's Quick Start

1. Identify the Unit(s) of Competency from the Program Standard that you are going to assess.

2. Review the Critical Aspects of Competency from the Unit of Competency that will be the basis of your Evidence Guide.

3. Select the Assessment Tools that you will use to gather evidence.
     i. Demonstration Checklist
     ii. Observation Checklist
     iii. Oral Questions Checklist

4. Create spec sheet(s) for the Unit of Competency to be examined.

5. Review the assessment procedure with the Candidate and ask if there are any questions.

6. Complete the assessment using the assessment tools in the order above. You are free to use other tools as well if you wish.

7. Determine whether Candidate is **Competent** or **Not-Yet-Competent**

8. Complete all necessary record sheets.

9. Give feedback to the Candidate.

Demonstration Checklist: Explain The Principles Of Supply Chain Management

Candidate's name:	
Assessor's name:	

Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Explain The Principles Of Supply Chain Management
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify organizational type of participant's organization.	☐	☐	☐
2. Describe organizational features re: participant's organization.	☐	☐	☐
3. Describe the role and objectives of purchasing and supply function within the organization.	☐	☐	☐
4. Outline the operational responsibilities of purchasing and supply function in the host organization.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Explain The Principles Of Supply Chain Management

Candidate's name:	

Assessor's name:	
Date of Assessment:	
Unit of Competency:	Explain The Principles Of Supply Chain Management
Code:	SEIP-CON-SUP-1-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify organizational type of participant's organization.		
2. Describe organizational features re: participant's organization.		
3. Describe the role and objectives of purchasing and supply function within participant organization.		
4. Outline the operational responsibilities of purchasing and supply function in the host organization.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Explain The Principles Of Supply Chain Management

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain The Principles Of Supply Chain Management
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	
Indicate Y or N in the box provided	**YES**	**NO**
1. Can you briefly describe the role and objectives of the purchasing and supply function within an organization assigned by the Assessor?		
2. What are several common operational responsibilities belonging to a large organization?		
3. To what extent is developing strong relationships with other functional groups within an organization important, and why?		
4. How important is the maintenance of purchasing records, appraisal and approval, within an organization?		
5. Why is having a mission/vision statement significant?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Identify The Major Functions Of Supply Chain Management

Candidate's name:	

Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Identify The Major Functions Of Supply Chain Management
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the major functions of supply chain management.	☐	☐	☐
2. Define the importance of business boundaries and relationships.	☐	☐	☐
3. Outline the importance of managing demand and supply within an organization.	☐	☐	☐
4. Define the term "logistics" as it applies to an organization.	☐	☐	☐
5. Provide the Assessor with an example of the selling system interface.	☐	☐	☐
6. Provide the Assessor with an example of the manufacturing system interface.	☐	☐	☐
7. Describe the product design interface.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Identify The Major Functions Of Supply Chain Management

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Identify The Major Functions Of Supply Chain Management
Code:	SEIP-CON-SUP-2-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify the major functions of supply chain management.		
2. Define the importance of business boundaries and relationships.		
3. Outline the importance of managing demand and supply within an organization.		
4. Define the term "logistics" as it applies to an organization.		
5. Provide the Assessor with an example of the selling system interface.		
6. Provide the Assessor with an example of the manufacturing system interface.		
7. Describe the product design interface.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Identify The Major Functions Of Supply Chain Management

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Identify The Major Functions Of Supply Chain Management
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	
Indicate Y or N in the box provided	**YES**	**NO**
1. Why is it important to have clear business boundaries for an organization?		
2. What elements make up the selling system interface?		
3. What elements make up the manufacturing system interface?		
4. Can you briefly define "logistics" as it applies to a large organization?		
5. How important and why is communication significant across the various functions within an organization?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Describe The Supply Chain Processes

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Describe The Supply Chain Processes
Date of assessment:	
Time of assessment:	

Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			

Supplies and Materials	Tools and equipment
▪ Please refer to attached specific instruction	• Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Provide an overview of major supply chain processes.	☐	☐	☐
2. Describe the importance of customer service management.	☐	☐	☐
3. Describe the importance of supplier relationship management.	☐	☐	☐
4. Outline the interface between product development and commercialization.	☐	☐	☐
5. Describe the importance of manufacturing flow management.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Describe The Supply Chain Processes

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Describe The Supply Chain Processes
Code:	SEIP-CON-SUP-3-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Provide an overview of major supply chain processes.		
2. Describe the importance of customer service management.		
3. Describe the importance of supplier relationship management.		
4. Outline the interface between product development and commercialization.		
5. Describe the importance of manufacturing flow management.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Describe The Supply Chain Processes

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Describe The Supply Chain Processes
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	
Indicate Y or N in the box provided	**YES**	**NO**
1. What is the importance of "order fulfillment" as a supply chain process?		
2. What is the importance of "returns management" as a supply chain process?		
3. Can you provide an example that demonstrates the importance of customer relationship management?		
4. To what extent is teambuilding an important part of an organization's strategy, and why?		
5. How does communication affect an organization either positively or negatively?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Describe The Supply Chain Performance Measures

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Describe The Supply Chain Performance Measures
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify product selection, forecasting, and procurement method parameters.	☐	☐	☐
2. Identify supplier sourcing method parameters.	☐	☐	☐
3. Identify warehousing/storage performance measures parameters.	☐	☐	☐
4. Identify inventory management/customer response method parameters.	☐	☐	☐
5. Identify distribution/transport method parameters.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Describe The Supply Chain Performance Measures

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Describe The Supply Chain Performance Measures
Code:	SEIP-CON-SUP-4-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify product selection, forecasting, and procurement method parameters.		
2. Identify supplier sourcing method parameters.		
3. Identify warehousing/storage performance measures parameters.		
4. Identify inventory management/customer response method parameters.		
5. Identify distribution/transport method parameters.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Describe The Supply Chain Performance Measures

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Describe The Supply Chain Performance Measures
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	
Indicate Y or N in the box provided	**YES**	**NO**
1. Can you identify the 5 key supply chain management performance measures by function?		
2. What is meant by identifying supplier sourcing method parameters?		
3. What are some common warehousing /storage parameters?		
4. What software is used in facilitating supply chain processes?		
5. How important is timeliness and orderliness in managing supply chain processes?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Demonstrate The Supply Market Analysis

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Demonstrate The Supply Market Analysis
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe setting of priorities for supply market analysis.	☐	☐	☐
2. Identify supply markets.	☐	☐	☐
3. Appraise markets.	☐	☐	☐
4. Describe information support to supply market analysis.	☐	☐	☐
5. Demonstrate the different conditions/constraints related to buying a particular item.	☐	☐	☐
6. Demonstrate a procedure for excluding segments.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Demonstrate The Supply Market Analysis

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Demonstrate The Supply Market Analysis
Code:	SEIP-CON-SUP-5-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Describe setting of priorities for supply market analysis.		
2. Identify supply markets.		
3. Appraise markets.		
4. Describe information support to supply market analysis.		
5. Demonstrate the different conditions/constraints related to buying a particular item.		
6. Demonstrate a procedure for excluding segments.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Demonstrate The Supply Market Analysis

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Demonstrate The Supply Market Analysis
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	

Indicate Y or N in the box provided	**YES**	**NO**
1. What is the method used for appraising markets?		
2. What kind of information support is used in market analysis?		
3. What procedure is used for excluding segments?		
4. How are priorities set for supply market analysis?		
5. To what extent is communication a key factor in prioritizing supply market analysis?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Explain Supply Chain Uncertainty

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Explain Supply Chain Uncertainty
Date of assessment:	
Time of assessment:	

Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify possible causes of supply chain uncertainty.	☐	☐	☐
2. Outline solutions to supply chain uncertainty.	☐	☐	☐
3. How is "specialization" a solution to supply chain uncertainty?	☐	☐	☐
4. To what extent is controlling the supply a solution to supply chain uncertainty, and why?	☐	☐	☐
5. Is it possible, with software, to accurately predict supply chain behavior?	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Explain Supply Chain Uncertainty

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Explain Supply Chain Uncertainty
Code:	SEIP-CON-SUP-6-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify possible causes of supply chain uncertainty.		
2. Outline solutions to supply chain uncertainty.		
3. How is "specialization" a solution to supply chain uncertainty?		
4. To what extent is controlling the supply a solution to supply chain uncertainty, and why?		
5. Is it possible, with software, to accurately predict supply chain behaviour?		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:	Date:
Assessor's Signature:	Date:

Oral Questions Checklist: Explain Supply Chain Uncertainty

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Supply Chain Uncertainty
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	
Indicate Y or N in the box provided	**YES**	**NO**
1. What is meant by the term "specialization" as a solution to supply chain uncertainty?		
2. To what extent is it possible to accurately predict supply chain behaviour?		
3. Can you identify 4 causes of supply chain uncertainty?		
4. Can you describe the term "demand forecasting?"		
5. How important is communication on a supply chain team, and why?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Explain The Drivers Of Supply Chain Performance

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Explain The Drivers Of Supply Chain Performance
Date of assessment:	
Time of assessment:	

Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction		

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the major drivers of supply chain performance, both logistical and cross-functional.	☐	☐	☐
2. Describe the 6 key drivers of supply chain performance.	☐	☐	☐
3. Identify the 2-part framework for structuring drivers and obstacles.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Explain The Drivers Of Supply Chain Performance

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Explain The Drivers Of Supply Chain Performance
Code:	SEIP-CON-SUP-7-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify the major drivers of supply chain performance, both logistical and cross-functional.		
2. Describe the 6 key drivers of supply chain performance.		
3. Identify the 2-part framework for structuring drivers and obstacles.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Explain The Drivers Of Supply Chain Performance

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain The Drivers Of Supply Chain Performance
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	

Indicate Y or N in the box provided	**YES**	**NO**
1. What are 5 drivers of supply chain performance?		
2. Why is sourcing an important cross-functional driver?		
3. Can you explain the role of responsiveness as a key element of the framework for structuring drivers and obstacles?		
4. To what extent is pricing a key factor in driving supply chain performance?		
5. How important and why is communication important in supply chain performance?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Demonstrate The Role Of Distribution Channel In A Supply Chain

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Demonstrate The Role Of Distribution Channel In A Supply Chain
Date of assessment:	
Time of assessment:	

Instructions for demonstration		
Please see attached Instruction for Demonstration (Candidate/Assessor)		

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the 6 key functions of marketing channels.	☐	☐	☐
2. Describe supply channels in supply chain management.	☐	☐	☐
3. Describe the 3 types of information technology and the corresponding drivers used in supply chain management.	☐	☐	☐
4. Conduct a presentation of distribution channels.	☐	☐	☐
5. Identify the 4 major areas involved in supply chain distribution.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Demonstrate The Role Of Distribution Channel In A Supply Chain

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Demonstrate The Role Of Distribution Channel In A Supply Chain
Code:	SEIP-CON-SUP-8-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify the 6 key functions of marketing channels.		
2. Describe supply channels in supply chain management.		
3. Describe the 3 types of information technology and the corresponding drivers used in supply chain management.		
4. Conduct a presentation of distribution channels.		
5. Identify the 4 major areas involved in supply chain distribution.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Demonstrate The Role Of Distribution Channel In A Supply Chain

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Demonstrate The Role Of Distribution Channel In A Supply Chain
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	

Indicate Y or N in the box provided	**YES**	**NO**
1. What is meant by the term "reverse logistics?"		
2. Can you briefly describe the role of risk taking as a key function of marketing channels?		
3. How important is negotiation re: marketing channels?		
4. Can you describe the dimensions of E-business integration and how it affects supply chain management?		
5. Is teambuilding important in supply chain management?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Identify Factors Influencing Distribution Network

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Identify Factors Influencing Distribution Network
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify 5 factors that influence distribution network design.	☐	☐	☐
2. Describe briefly the different factors that influence distribution networks.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Identify Factors Influencing Distribution Network

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Identify Factors Influencing Distribution Network
Code:	SEIP-CON-SUP-9-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify 5 factors that influence distribution network design.		
2. Describe briefly the different factors that influence distribution networks.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT	
Feedback to Candidate:			
Candidate's Signature:			Date:
Assessor's Signature:			Date:

Oral Questions Checklist: Identify Factors Influencing Distribution Network

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Identify Factors Influencing Distribution Network
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**

Indicate Y or N in the box provided	**YES**	**NO**
1. How important is response time as a factor influencing distribution network design?		
2. To what extent is order visibility and return-ability an important factor influencing distribution network design?		
3. What is meant by the tem "customer experience" as a factor influencing distribution network design?		
4. How important is orderliness in planning distribution networks?		

Feedback to Candidate:

The Candidate's overall performance was (circle):   Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Describe Cross Docking

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Describe Cross Docking
Date of assessment:	
Time of assessment:	

Instructions for demonstration
Please see attached Instruction for Demonstration (Candidate/Assessor)

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify the common types/models of cross docking.	☐	☐	☐
2. Describe the application/uses of cross docking.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Describe Cross Docking

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Describe Cross Docking
Code:	SEIP-CON-SUP-10-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify the common types/models of cross docking.		
2. Describe the application/uses of cross docking.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:	Date:
Assessor's Signature:	Date:

Oral Questions Checklist: Describe Cross Docking

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Describe Cross Docking
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	
Indicate Y or N in the box provided	**YES**	**NO**
1. What is meant by "opportunistic cross docking?"		
2. Can you define and briefly explain the term "push distribution systems?"		
3. Can you give 4 reasons for cross docking?		

Feedback to Candidate:

The Candidate's overall performance was (circle): **Satisfactory/ Not Satisfactory**

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Demonstrate Application Of E-Business

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Demonstrate Application Of E-Business
Date of assessment:	
Time of assessment:	

Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the E-business technology.	☐	☐	☐
2. Outline E-marketing strategy.	☐	☐	☐
3. Participate in a case study of E-business.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Demonstrate Application Of E-Business

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Demonstrate Application Of E-Business
Code:	SEIP-CON-SUP-11-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Describe the E-business technology.		
2. Outline E-marketing strategy.		
3. Participate in a case study of E-business.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Demonstrate Application Of E-Business

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Demonstrate Application Of E-Business
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	

Indicate Y or N in the box provided	**YES**	**NO**
1. Can you identify and briefly explain 5 advantages of E-marketing?		
2. Can you identify 4 benefits of E- business?		
3. Have you participated fully in various types of supply chain management case studies to the satisfaction of the Assessor?		

Feedback to Candidate:

The Candidate's overall performance was (circle): **Satisfactory/ Not Satisfactory**

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Perform Real Life Case Study

Candidate's name:	
Assessor's name:	
Qualification:	Supply Chain Management
Project-Based Assessment Title	
Units of competency covered:	Perform Real Life Case Study
Date of assessment:	
Time of assessment:	

Instructions for demonstration			
Please see attached Instruction for Demonstration (Candidate/Assessor)			

Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Participate fully in various types of supply chain management case studies to the satisfaction of the Assessor.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Perform Real Life Case Study

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Demonstrate Application Of E-Business
Code:	SEIP-CON-SUP-12-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Participate fully in various types of supply chain management case studies to the satisfaction of the Assessor.		

Candidate's performance was:	COMPETENT	NOT YET COMPETENT
Feedback to Candidate:		

Candidate's Signature:		Date:
Assessor's Signature:		Date:

Oral Questions Checklist: Perform Real Life Case Study

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Perform Real Life Case Study
Reference Standard:	**Supply Chain Management**

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	**Satisfactory Response**	

Indicate Y or N in the box provided	**YES**	**NO**
1. Did the trainee/participant engage fully in the case studies to the satisfaction of the Assessor?		

Feedback to Candidate:

The Candidate's overall performance was (circle): **Satisfactory/ Not Satisfactory**

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**