

## **Assignment guidance for a possible Unit 4 assignment in Supply Chain Management**

You will find it useful to read *Unit 4: Supply Chain Management* as you look at the assignment task and guidance notes.

### **The front or cover sheet**

Front sheets should use a consistent house style. The front sheet records the relevant information to manage the assignment.

The logo of the institution can be added to the title page of the assignment.

The full qualification name is shown.

The full unit title and unit code are identified.

The activity title is the institution's own choice to reflect what the assignment is about.

The activity can have a short reference, this helps to see how many assignments are being used to assess the unit and how they fit together.

The "Issue date" and the "Date due" indicate the duration of the assignment. It helps learners, tutors and verifiers establish the time allocation for the tasks. There is no right duration and a judgement can be made about what is a reasonable time.

The learner must add their name to the front sheet even if they have worked as part of a team. The tutor needs to be able to attribute work to each individual learner.

The feedback cell is mapped to the assessment. The first task is mapped to 1.1. This means that feedback is targeted against the criterion and provides learners with relevant feedback.

The tutor's decision is divided into two columns. The first one indicates the assessment criterion and the second column records the assessment decision. The decision will be either "pass/fail", "✓/x" or "met/not met" or "yes/no". Whatever method is used the tutor's decision must be clear. Avoid saying things like "marginal pass" or "P+" and "P-". The role of the tutor is to make the decision and to record it clearly.

General comment and feedback which is not outcome/criterion specific can be provided. Formative feedback may also be offered if the assignment is discussed with the tutor before the final submission date. Advice can be given to learners about completing their future work in a better way.

All assignment briefs must be internally verified before issue. The internal verifier will sign off each assignment brief, before it is issued to learners with the (legible) internal verifier's name and a date. It is important for tutors to

recognise the importance of their role in quality assurance by designing good assignments.

The learner detaches the cover sheet(s) and attaches it/them to their completed assignment work. In addition to entering their name on page 1, the signature confirms the authenticity of the work.

### **The assignment**

The assignment begins with a scenario, a case study or a problem and a vocational context. The scenario provides some stimulus material for the learner. It may or may not outline a complete problem and in some units such as those for law or finance, a complete problem may be specified. In other units such as management or logistics then the learners may be given some suggestions about doing some further investigation before applying what they have learned to the scenario.

The points to note about this scenario are:

- There is a problem to investigate and solve. The scenario relates to the type of subject matter, but rather than just rely on textbooks to find answers the learner is asked to investigate a particular business and its supply chain.
- The scenario points the learners to a type of business and activities about which there is plenty of information. It is quite acceptable to give different learners different organisations to consider for their research and investigation. It is possible to give learners a free choice of organisations to investigate but it is easy for a learner to select a poor example or one where there is little information.

### **Tasks required**

The tasks identify what the learners have to do to meet the assessment criteria. The wording of the tasks is based on the assessment criteria, it is important to do this to maintain their focus. However, the tasks are contextualised by relating them to the scenario or case study or problem. If the requirements identified in the assessment criteria can be blended together into a single task it is reasonable to do this. It also avoids assignments appearing to be a large series of separate activities that seem un-related.

Each task is mapped to a single criterion or a set of criteria. This is to ensure questions have a purpose that is linked to the assessment criteria. If a tutor writes a question that cannot be mapped to the assessment criteria then it is an unnecessary question and should be removed from the assignment. Mapping the tasks to assessment criteria helps to ensure complete coverage and assists in removing duplication. It makes it easier for internal verifiers and standards verifiers to check the quality of the assignments.

## Grading

All criteria have to be achieved to pass the unit.

## Guidance notes

Guidance notes are specific to the centre and the assignment. It is important to emphasise that assessment decisions must not be based on whether the learner has followed the guidance but only whether the work meets the standards defined by the assessment criteria.

There are four very common areas where guidance is offered:

Presentation style	Word processing is often specified but it is not a requirement. Pencil and paper can be fine.
Word count	Word counts are advisory and should reflect what might be expected in vocational contexts. Work must not be downgraded because a word limit has been exceeded.  Non/late submission. It is not acceptable to say “work that is submitted late will be awarded a fail grade”. Non submission and late submission have to be dealt with by the centre’s assessment policy.
Referencing	Referencing is required at levels 4 and above and should be used as defined in a standard referencing convention. However, if an article suitable for publication in the business periodical such as the <i>Financial Times</i> or <i>The Economist</i> were required, it would have few if any references and should not be penalised because it does not have extensive academic citations.

Guidance can cover many other arrangements for the conduct of the assignment. Failure to adopt the guidance cannot be penalised with a fail, as guidance items are not assessment criteria. However, a tutor can refuse to accept work for marking unless the guidance is adopted.

By discussing work in tutorials and providing formative feedback, it will be possible for tutors to establish whether work is authentic and establish that good academic practices are being followed.

### **Other**

Use the published information from Pearson BTEC to inform assignment design at this level.

Use headers and footers to track information such as version numbers of assignments and to number the pages of an assignment.

As a guide, if a learner does not achieve a pass for a criterion they should be given feedback and further opportunity to improve their work.

### **Conclusion**

All assignments in a unit and across all units in a qualification ought to be presented using the centre's house style.

- It helps learners because they become confident about producing Pearson BTEC style work.
- It helps internal verifiers to do the jobs of checking the quality of both the assignments and the assessed learner work and helps confirm the validity and authenticity of assessed learner work.
- It helps standards verifiers by having a clear system for assignment management. In addition it helps them to confirm the validity and authenticity of the learner work.
- It creates a positive impression about the quality of the delivery and assessment by the centre.

Good quality assignments are central to supporting learners achieve success on their programmes of study.