

## **IFPSM: Programme Accreditation Standard (PAS)**

### **Introduction**

The new PAS is the successor to the previous IFPSM Certificate of Competence .

The introduction of the IFPSM Global Standard which has been developed to recognise and accredit full degree equivalent programmes has generated the need to develop a more elementary curriculum assessment which recognises those programmes that train in the fundamentals of procurement and supply.

These programmes are more often than not a number of learning levels below the Global Standard (GS). However, all programmes submitted for assessment to the PAS must meet the requirement of delivering no less than 150 learning hours.

They are primarily vocational/operational in complexion and have significantly less guided learning hours than the GS.

In establishing this more basic level of accreditation, it allows IFPSM to fully accredit a wider range of programmes from introductory certificates, first year foundation degrees, simulated models and also shorter learning and development courses.

The new PAS is focused on providing IFPSM members with a signpost for their courses that ensures:

- Relevance for today's procurement and supply chain environment
- Applicable contemporary structure and content
- Robust assessment checks and balances
- Adaptability for the global environment
- Differentiation from the Global Standard

The features of the PAS have been designed to streamline the previous process and structure of the Certificate of Competence, and to shift the focus from program content to the structure and process required to produce and deliver high quality learning programmes.

Finally, the new PAS has been designed to offer a focus of both inclusive and expansive features.

This, unlike its predecessor, allows it to recognise shorter programmes and programmes from a variety of subject areas, hence widening the scope of its eligibility.

This is best explained by clarifying what the new PAS is and what it isn't, for example:

The PAS has been designed to recognise and accredit programmes that are sector, industry, supply chain related, etc....but are still general in nature and composition.

Some good instances of these would be a purely public sector programme or a contracts management focused course, which are recognized with the subject matter umbrella of supply chain management as long as they demonstrate a rigorous program structure and approach.

## Differentiation

The key difference between the PAS and the GS is best explained in the learning descriptors between the two programmes with the former largely vocational/operational in its content and the latter more academic/strategic, defined as follows:

*Vocational/operational: of or relating to applied educational courses concerned with skills needed for an occupation or profession*

*Versus*

*Academic/strategic: of or relating to studies that rely primarily on reading, lectures, theory, etc. Involving abstract thought rather than being predominantly practical and technical*

Both methods deliver a similar objective but go about achieving this using different methods and different degrees of complexity of content.

As such, they are viewed differently by the commercial world. This does not mean that one way is better than the other, just that the methodology used through the delivery of the learning differs in its application.

### **IFPSM Programme Accreditation Standard (PAS)**

Accreditation is the process of quality assurance through which accredited status is granted to an education or training, course or program by IFPSM.

IFPSM grants recognition to a course/programme after verifying that it has met the IFPSM Programme Accreditation Standard (PAS).

The PAS includes requirements for course/programme needs assessment, design, development, delivery, and student evaluation.

PAS accreditation is granted to the course/programme, not the provider.

PAS does, however, include requirements related to the Provider, such as their administrative management system, governance structure or policies and procedures.

PAS accreditation is not granted to the Education or Training Provider ("Provider") or to the broader administration process under which the course/programme is delivered.

To maintain PAS accreditation, the Provider must provide evidence of continued compliance with the Standards for Accreditation.

### **PAS Accreditation Criteria**

*IFPSM acknowledges the Canadian Supply Chain Sector Council's National Accreditation Program, which is the primary source for the following criteria.*

#### **1. Course/Programme Needs Assessment Requirements**

The Provider shall describe how the course/programme relates to the procurement/supply chain sector.

- a) identify which tasks, knowledge, and skills are included in the course/programme.
- b) identify which tasks, knowledge, and skills are not included in the course/programme.
- c) provide rationale for the exclusion of any tasks, knowledge, and/or skills that are included in the course/programme.
- d) identify which tasks are addressed in the course/programme.
- e) identify which tasks are not addressed in the course/programme.
- f) identify the knowledge and skills required to competently perform each task addressed in the course/programme.
- g) provide rationale for the exclusion of any tasks, knowledge, and/or skills that are involved in

performing the occupation, but are not addressed in the course/programme.

## **2. Attributes of the target population for the course/programme**

- a) current occupations
- b) current workplace physical environments
- c) availability of technology (e.g. computers)
- d) location (e.g. remote)
- e) education level
- f) literacy level
- g) previous experience with training and/or education
- h) other relevant experiences and/or characteristics that may affect the effectiveness of the course/programme design
- i) personal attributes

## **3. Aspect of purchasing and supply management addressed by the course/programme**

All programmes must have a minimum of 80% of their content specific to some aspect of purchasing and supply management.

The following definitions are the ones that IFPSM chooses to use to define purchasing, procurement and supply management.

It is recognised that by doing so IFPSM does not deem that all other definitions are wrong but merely that when IFPSM uses such terminology, this is what it means.

Please follow the link below for more information on the IFPSM position definitions  
<http://www.ifpsm.org/about/ifpsm-definitions/>

### **IFPSM Purchasing Definition**

- Purchasing covers six classic activities: specify, select, contract, order, monitor and aftercare.
- There is some differentiation in tactical and operational purchasing. The difference is between contracting and ordering.
- Strategic purchasing (which is part of procurement) focuses on improvement of fundamental processes, business process re-engineering and major outsourcing issues.

When talking about Procurement and Supply, IFPSM means:

- Procurement/Supply includes all activities required in order to get the product from the supplier to its final destination.
- It encompasses the purchasing function, stores/warehousing, traffic and transportation, quality assurance and quality control, allowing companies to make decisions based on total cost of ownership.

## **4. Course/Programme Design Requirements**

The course/programme shall incorporate principles of adult learning including, as applicable:

- a) unique motivators
- b) focus on personal goals
- c) building on previous life experiences
- d) promoting positive self-esteem
- e) treating students as active participants

## **5. The course/programme shall support a learner-centred approach**

- a) encourages the active participation of each student
- b) supports and facilitates self-directed learning
- c) allows for integration of personal experiences

- d) ensures that knowledge and skills are acquired at a pace appropriate to individual students
- e) emphasises the importance of lifelong learning
- f) addresses diverse student needs

**6. The course/programme shall incorporate a combination of instructional strategies and corresponding methods**

- a) direct instruction (e.g. lecture, one-to-one instruction)
- b) indirect instruction (e.g. problem solving)
- c) interactive instruction (e.g. brainstorming, group discussion)
- d) experiential learning (e.g. role playing, case studies, on-the-job-training)
- e) self-directed learning (e.g. homework, essays)

**7. The course/programme shall incorporate realistic examples, applications, and conditions associated with each intended learning outcome**

- a) the Provider shall identify the delivery medium (e.g. classroom, e-learning) for the course/programme.
- b) the Provider shall ensure that the course/programme delivery medium meets the needs of the target population.
- c) for courses/programmes that are delivered in a classroom setting, the Provider shall define the maximum class size.
- d) the Provider shall define prerequisites that students must possess prior to participating in the course/programme, as applicable.
- e) the course/programme shall include methods for providing formal and/or informal instructor feedback to each student throughout the duration of the course/program.
- f) the course/programme shall include appropriate evaluation methods for each intended learning outcome.

**8. Course Development**

- a) the Provider shall describe the process used to develop the course/programme (e.g. engage subject matter experts, pilot testing, peer review).
- b) the Provider shall describe the process used to maintain the course/programme (e.g. incorporate student feedback, encourage industry feedback).
- c) the course/programme shall present topics in a logical sequence allowing for the development of knowledge and skills throughout the different stages of learning and ensuring prerequisite learning is satisfied.
- d) the course/programme shall include measurable intended learning outcomes for each knowledge-based topic or skill-based topic, including corresponding criteria to determine achievement of the intended learning outcome.
- e) the course/programme content shall provide information to support and reinforce every intended learning outcome.
- f) the course/programme shall provide opportunities for application of knowledge to achieve each intended learning outcome, including evaluation and feedback, as applicable.
- g) the course/programme length shall require sufficient time for a student with reasonable abilities to achieve all intended learning outcomes.
- h) the Provider shall provide students with an opportunity to anonymously evaluate the course/programme and the instruction so that feedback may be used by the Provider for continuous improvement.

**9. The Provider shall provide prospective students with information related to:**

- a) course/programme format
- b) course/programme intended learning outcomes
- c) student evaluation (i.e. format of the evaluation, grading procedures, pass/fail criteria)
- d) recertification requirements (e.g. expiry of certification)
- e) the Provider shall define the number of instructors required for the successful delivery of the course/programme
- f) the Provider shall monitor instructor performance.

g) instructor materials (e.g. instructor guide) shall contain sufficient information to ensure consistency of meeting the intended learning outcomes among varying instructors.

#### 10. The course/program materials shall:

- a) illustrate good organization, layout, and document management practices (e.g. document revision number, appropriate page numbering)
- b) include all important points of the topics being addressed
- c) include examples of typical documents, reports, and/or forms, as applicable
- d) course/programme materials may include the provision of sample examination questions throughout the delivery of the course/program, provided the integrity of official student evaluations is not compromised.
- e) the Provider shall ensure that a suitable learning environment (e.g. facilities, equipment, software) is provided.
- f) each student shall be evaluated at intermediate points throughout the course/programme to monitor student progress towards each intended learning outcome.
- g) each student shall be evaluated at the end of the course/programme to determine student achievement of each course/programme intended learning outcome.
- h) all evaluation instruments shall be developed and maintained in a secure manner to ensure their integrity is maintained.
- i) the Provider shall have criteria for determining successful completion of the course/programme.
- j) a final standing (e.g. certificate, grade, pass/fail) for each student shall be recorded by the Provider and issued to the student.

#### **PAS - Application and Assessment**

The GS assessment includes a site visit: this will be replaced by a Skype interview between the applicant and the assessor for the PAS assessment. The assessor will map the structure and requirements and produce a report which would be vetted by an independent accreditation board which should include two non IFPSM individuals.

Final sign off would be the responsibility of the IFPSM President and the CEO.

The following are the proposed aspects of the assessment:

##### **Application.**

The PAS assessment applies to **one programme per assessment**. The PAS assessment is for the programme and not the association. An organisation may submit multiple programmes for assessment, each subject to a separate assessment fee.

The Provider will submit a document that illustrates that the course/programme meets the PAS requirements with supporting evidence which would include examples of course design, development, lecturer/trainer qualifications and experience, examples of feedback from students and assessment protocol.

In addition, the applicant should produce a completed check list based on the PAS Accreditation Criteria with answers and or references to supporting literature for each point on the check-list.

##### **Application Process**

The assessment pathway for the PAS will be streamlined for applicants as much as is practical, without losing any of the rigour critical for its credibility. The proposed sequence by activity is set down below:

- a) email enquiry made by potential applicant to [sapawson@gmail.com](mailto:sapawson@gmail.com)
- b) an assessor is assigned by the IFPSM secretariat
- c) Invoice raised and sent to applicant along with the application check-list template

- d) applicant sends IFPSM secretariat their completed checklist and any other documentation that illustrates that the programme meets the requirements of the PAS – when payment is received, the submission is sent to the assessor
- e) assessment Skype interview with assessor and applicant
- f) assessor submits report to independent accreditation board
- g) independent accreditation board meet via Skype and provides feedback to assessor
- h) if required, programme adjusted by the applicant to incorporate feedback
- i) final sign off by IFPSM President and CEO
- j) presentation of accreditation (PAS Certificate) to successful applicant

### **Review and Re-accreditation**

The PAS is only open to IFPSM full and affiliate members.

It will be important to regularly review the elements of accredited courses/programmes.

The PAS accreditation would be valid for a period of three years, after which a re-accreditation audit would take place, which would in effect renew the PAS for a further three years.

Re-accreditation would only entail a 'lite' assessment. This would be through a Skype interview by the assessor after the applicant submits an updated document that illustrates any changes and improvements to the programme.

At the end of the six year period, the association would be invited to resubmit their programme, repeating the initial application, plus an assessor Skype interview.

The cost to the applicant is:

For IFPSM members £1,000; for non-members £2,000 per programme payable upon application and non-refundable. Re-accreditation cost at the three year point is £1,000.

### **11. IFPSM PAS Certificate of Recognition**

As an added value service IFPSM can produce an individual Certificate of Recognition (COR) Certificate for all candidates that successfully achieve a pass in an PAS credited course/ programme.

The COR will have a unique identifier hologram that would show the IFPSM and the Provider's logo.

This certificate would be requested by the provider by sending a list of individual names to IFPSM. The certificates would be sent to the provider for distribution to the students.

The cost of this service would be £10 per student. These Certificates of Recognition would be sent to the IFPSM member for their distribution to the successful student and will contain an unique hologram that shows the association and IFPSM logos.