SFEDI®AWARDS

# Level 3 Award in Supply Chain and Operations

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|---|---|
| Regulator | Ofqual |
| Qualification Reference Number | 601/8786/4 |
| Qualification Start Date | 1 May 2016 |
| Last Date for Registration | 30 April 2020 |
| Available Age Ranges | Pre-16 x<br>16-18 ✓<br>19+ ✓ |
| Total Qualification Time | 100 hours |
| Guided Learning | 10 hours |

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# About This Qualification

This qualification is designed to give learners an understanding of the workings of supply chains and the processes involved in its operation.

There are no formal entry requirements however, in order to benefit from undertaking the qualification learners should possess communication skills sufficient to allow them to address the assessment requirements.

Assessment should be through the production of a portfolio of evidence presented for assessment by a suitably qualified Assessor. Mandatory assessment methods, where applicable, can be seen within the individual unit details.

Those who undertake this qualification may wish to undertake further qualifications at a higher level in order to further develop their knowledge and skills within the warehousing industry.

# Qualification Overview

| | |
|---|---|
| **Qualification Structure** | 1 unit from Group A |
| **Assessor Qualification Required**<br>**(please check details of appropriate Assessor qualifications later within this document)** | No |
| **IQA Qualification Required**<br>**(please check details of appropriate IQA qualifications later within this document)** | No |

| Unit Title | Reference Number | Mandatory/ Optional | Unit Level | Credit Value | Guided Learning (hours) |
|---|---|---|---|---|---|
| Business | Y/508/4250 | Group A | 3 | 10 | 10 |
| Logistics | T/508/4238 | Group A | 3 | 10 | 10 |
| Freight | J/508/4261 | Group A | 3 | 10 | 10 |
| Transport Planning Operations | M/508/4240 | Group A | 3 | 10 | 10 |
| Manufacturing and Production | K/508/4236 | Group A | 3 | 10 | 10 |
| Business Improvement Techniques | L/508/4262 | Group A | 3 | 10 | 10 |
| Purchasing Process | D/508/4234 | Group A | 3 | 10 | 10 |
| Ports and Shipping | H/508/4252 | Group A | 3 | 10 | 10 |
| Inventory Process | J/508/4230 | Group A | 3 | 10 | 10 |
| Warehousing Operations | L/508/4231 | Group A | 3 | 10 | 10 |
| Supply Chain Operations | Y/508/4233 | Group A | 3 | 10 | 10 |

# About SFEDI Awards

SFEDI Awards was founded in 2007 creating the first dedicated Awarding Organisation specialising in business enterprise and business support, a standing still enjoyed to this day within the UK.

Our qualifications are built on the extensive research that underpins the SFEDI® National Occupational Standards and the expertise of the Institute of Enterprise and Entrepreneurs, the UK's only professional Institute dedicated to enterprise.

With our qualifications having been designed to be flexible to meet the wide range of demand within enterprise learning, we recognise the needs of industry to develop enterprising and entrepreneurial individuals to support the sustainability and growth of business and the wider community.

As the only dedicated UK Awarding Organisation, SFEDI Awards designs and develops a range of bespoke business enterprise and business support qualifications that are delivered through members of our both UK based and international delivery network.

Within this we also develop and publish best practice materials and resources to support the delivery of our qualifications to a high standard to ensure that learners gain all they require when either starting or progressing their enterprise journey.

## Customer Feedback

We are always keen to understand learners and centres thoughts on the content of all aspects of our qualifications and welcome feedback. This can be done by emailing us at customerservices@sfediawards.comand indicate in the header field, 'Customer Feedback'.

# The Regulated Qualifications Framework (RQF)

The Regulated Qualifications Framework (RQF) is the vehicle for regulating qualifications within England and vocational qualifications within Northern Ireland. The framework provides a single, simple system for cataloguing all qualifications regulated by Ofqual by both level and size.

Qualifications on the Regulated Qualifications Framework (RQF) have both a level and a size allocated to them in order to support individuals in making an informed choice about the most appropriate qualification for them.

Each RQF qualification title contains the following:

- ✓ The level of the qualification (from entry level to Level 8)
- ✓ The size of the qualification (Award/Certificate/Diploma)
- ✓ Details indicating the content of the qualification

Each qualification has a published structure setting out what must be achieved by an individual in order to demonstrate their knowledge and skills in order to meet the required standard as part of the delivery and certification process.

## Qualification Level

The level of a qualification relates to the complexity and difficulty associated with the development of the knowledge and skills of a particular subject.

Qualification levels start at Entry Level and then progress from Level 1 through to Level 8

## Qualification Size

The size of a qualification is an indication of the total amount of time a qualification will take to complete indicated using the term Total Qualification Time (TQT)

Qualification sizes are expressed using the terms Award, Certificate or Diploma

## Total Qualification Time (TQT)

Total Qualification Time (TQT) provides a guide of the average time it takes to complete a qualification broken down into two types of activity:

- ✓ **Guided Learning (GL)** - made up of activities completed by the learner under the direct instruction or supervision of a lecturer, supervisor or tutor whether through physical presence or electronic means provided as a measurement of time in hours
- ✓ **Total Qualification Time (TQT)** - made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor provided as a measurement of time in hours

TQT is a new system used by the Regulator and will be phased in up to 31 December 2017.

# What Does SFEDI Awards Expect?

To offer this qualification an organisation is required to hold SFEDI Awards centre status and also apply for qualification approval. The latest information on the SFEDI Awards website can be viewed by clicking here.

As we operate as a regulated Awarding Organisation we hold high regard to the standards of professional service we provide to centres and, in turn, the service centres deliver to their learners.

To support this we operate a number of policies and procedures to ensure that we always operate in a fair and open manner.

Published on the SFEDI Awards website are policies and procedures covering the following areas:

- ✓ Appeals
- ✓ Complaints
- ✓ Continuous Professional Development (CPD)
- ✓ Customer Service Policy
- ✓ Direct Claims Status
- ✓ Equal Opportunities
- ✓ Invoicing
- ✓ Qualification Titling in Marketing and Logo Usage
- ✓ Malpractice and Maladministration
- ✓ Privacy
- ✓ Quality Bulletins
- ✓ Reasonable Adjustments
- ✓ Recognised Prior Learning
- ✓ Registration and Certification
- ✓ Retention of Records
- ✓ Whistleblowing

We are continually updating the policies and procedures available to view through the website so please keep checking back to make sure you have the latest information available. You can see the latest versions of all of these policies by clicking here.

## Learner Registration and Certification

Our online registration and certification system, Registr8, allows you to process information efficiently and quickly. You can register and certificate learners, produce reports, retrieve and view customer information and also access invoices and monitoring reports.

Learners should be registered with SFEDI Awards within 4 weeks of commencing the programme or qualification. It is the responsibility of the centre to obtain a Unique Learner Number (ULN), from the Learner Records Service, and accurately enter this into the Registr8 system in order that learner achievements can be recorded on their Personal Learning Record (PLR).

SFEDI Awards centres must use the Registr8 system to indicate where a learner has successfully completed the qualification and/or units within it. Where a centre holds Direct Claims Status (DCS) certificates will be issued, where this is not the case an External Quality Assurer will contact the centre to arrange sampling.

# How We Monitor Qualification Delivery

We pride ourselves in the continued quality of the delivery of our qualifications through our delivery network and in order to ensure that this is maintained we conduct both folder and systems monitoring activities.

We provide two monitoring activity reviews per year where a member of our Monitoring Team will review your organisation's activities in order to provide feedback and support on your qualification delivery. If you think you need a visit simply contact our Customer Service Team on customerservices@sfediawards.com or 0845 224 5928 and we will be more than happy to discuss your requirements with you.

You will be provided with a report on completion of the monitoring activity feeding back on your organisation's current performance against the SFEDI Awards Core Principles and planning activities to help support continuous improvement and the sharing of best practice.

In order to inform future monitoring activities, SFEDI Awards makes use of a risk rating system that provides an organisation with a rating determined by the findings of monitoring activities.

SFEDI Awards also conducts additional monitoring activities in order to provide support and ensure the continued quality of the delivery of our qualifications including:

- ✓ Customer Satisfaction Surveys
- ✓ Mystery Shopping
- ✓ Qualification Consultations and Reviews
- ✓ Thematic Reviews

Each of these allows us to ensure that the qualifications we provide and the way they are provided continues to support the development of the enterprise skills agenda and a truly entrepreneurial community.

## Direct Claims Status (DCS)

We operate a system called Direct Claims Status (DCS) providing you with the ability to certificate learners' achievements without the need for external monitoring activity taking place first. It is awarded at qualification level and not centre level and can be awarded and removed dependent on the consistency, quality and integrity of the qualification delivery within the centre.

Where a centre holds DCS a monitoring officer from SFEDI Awards will sample a selection of the folders worked on and completed since the last external monitoring activity.

Where a centre does not hold DCS for a qualification it will require an external monitoring activity to take place prior to being able to gain certification for learners.

## Internal Quality Assurance

Internal Quality Assurance will be completed by the SFEDI Awards centre and involves sampling of learners' documents and assessment decisions to ensure standardisation across Delivery/Assessment staff and consistency and fairness of assessment following Awarding Organisation requirements.

SFEDI Awards provides quality assurance documentation that can be used by the centre for recording quality assurance decisions. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, can be accessed on the SFEDI Awards website. These documents are provided

for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure quality assurance practices are not disadvantaged. Minimum requirements can be accessed on the SFEDI Awards website.

## Delivery/Assessment

SFEDI Awards centre staff should work with learners to ensure they understand the nature of the qualification and assessment approach. Both centre staff and the learner should agree at the beginning of the assessment journey how the assessment will be undertaken and what each can expect from the other, including arranging times and dates for learning and assessment activity and support. The Delivery/Assessment staff will follow the principles of plan, judge and feedback as described within professional standards.

SFEDI Awards provides assessment documentation that can be used by the centre for recording the planning, judging and feeding back of assessments. We have provided templates which can be used within the annex of this document or alternatively they, and other templates, can be accessed on the SFEDI Awards website. These documents are provided for the centre to use but, if the centre wishes to develop their own recording material, the minimum requirements must be met to ensure assessment practices are not disadvantaged. Minimum requirements can be accessed on the SFEDI Awards website.

## Delivery/Assessment/Quality Assurance Staff Requirements

There is no requirement for Delivery/Assessment or Internal Quality Assurance staff to hold the Assessment or Internal Quality Assurance qualification. It is recommended that, as best practice, staff should be working towards these or already achieved the appropriate qualification. If the centre decides to use none qualified tutors/trainers/line managers for the delivery or quality assurance of a qualification, prior approval must be sought from SFEDI Awards.

If you wish to access public funding for the delivery of qualifications, please refer to your funding agency for delivery staff qualification requirements.

# Assessment Methods

The following provides examples and explanations of the most common forms of assessment methods. Other methods can be used by centres to enable learners to demonstrate they meet the standards as detailed within the units.

## Initial Assessment

Centres should complete an initial assessment with learners prior to the commencement of the qualification to ensure that the subject matter and level of the qualification is the most appropriate to meet their needs.

This initial assessment should also form part of the planning process so that the most appropriate methods of assessment are chosen to suit the learner and their learning environment whilst also meeting any mandatory assessment methods the qualification may contain.

## Mandatory Assessment Methods

Some units may require mandatory forms of assessment to be completed. SFEDI Awards will make note in each unit whether mandatory assessment methods apply. If it states that there are no mandatory assessment methods, a suggestion of the types of assessments that could be used will be provided.

## Expert Witness/Witness Testimony

These are provided by external people as the Delivery/Assessment staff cannot possibly be present at all times when a learner completes a task that could be used as evidence. The testimony will be expected to detail who and what the activity entailed and where the activity took place. A template for the collection of a witness testimony has been provided later within this document.

## Observation

This is a recorded report of an observed activity to show who and what the activity entailed and where the activity took place. It is normally recorded by the Delivery/Assessment staff and should be planned for. On occasions the opportunity may arise for a naturally occurring observation but this must not be seen as common practice. A template for the collection of an observation has been provided later within this document.

## Product Evidence

This is a work product, for example a letter or research, that has been produced which can support the evidencing of performance. When using this form of evidence it is important to ensure that confidentiality is adhered to and no information is provided that may compromise this. It may be appropriate to reference the location of product evidence within a professional discussion so that, if the quality assurer wishes to view it, then they can request a copy. A template for the collection of product evidence has been provided later within this document.

## Professional Discussion

This is a recorded report of a discussion between the learner and the Delivery/Assessment staff and should give real examples, where possible, of activity completed. It is normally recorded by the Delivery/Assessment staff and should be planned for. A Professional Discussion is not a question and answers session and should be led by the learner. A template for the collection of a professional discussion has been provided later within this document.

## Recognition of Prior Learning

Prior Learning can form part of the assessment process where the learner is able to demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess. In this instance the learner must provide evidence to show that the assessment criteria have been met.

The Assessor will make a professional judgement about the evidence presented, which could be in a variety of forms, including, a statement or professional discussion to explain what prior activity has taken place and how this links to the standards to be achieved. The assessment process for Recognition of Prior Learning should be rigorous, reliable and fair.

For full details of how recognition of prior learning can be used within SFEDI Awards qualifications please see the SFEDI Awards website.

## Simulation

In exceptional circumstances evidence from simulation can be used to complement the primary evidence drawn from business enterprise activities. Simulation should only occur where:

- ✓ The candidate would otherwise be precluded from providing the necessary evidence for demonstrating they met the requirements of the standards because of the nature of their business or business idea

Simulated activities should match as closely as possible those that occur in a real business environment. This is particularly important where these activities and their outcomes are being assessed to provide evidence to demonstrate the candidate is meeting the requirements of the standards. If simulation is to be used, prior agreement as to the arrangements must be sought from SFEDI Awards prior to the assessment taking place.

Activities should take place in a realistic working environment that:

- ✓ Is based on business enterprise activities, events, challenges and markets
- ✓ Includes a comprehensive range of demands, activities, constraints and challenges typical of those that would be met in real a business enterprise
- ✓ Gives candidates access to facilities, advice and support that would be normal for the business enterprise activity, event or type of challenge represented
- ✓ Places candidates under pressures of time, resources and access to support that would be normal in a business enterprise
- ✓ Is organised and managed as would a real business enterprise situation
- ✓ Is subject to normal workplace controls regarding health and safety, equal opportunities, and codes of conduct

## Authentication of Learner Evidence

Centres must have knowledge and certainty that all assessments undertaken are entirely the work of the learner being assessed and a statement of authenticity signed by the learner and Assessor must be present within the portfolio. A template to record this statement has been provided later within this document.

## Feedback

Feedback must be provided to the learner for each assessment carried out and recorded on the assessment documentation and should feed into both assessment planning and the completion of progress reviews. The feedback should provide the learner with information relating to:

- ✓ Whether the planned assessment has been completed
- ✓ The quality of the assessment completed
- ✓ What has been covered within the standards
- ✓ What is required to be completed to move the qualification forward

Templates to support the planning and feedback functions have been provided later within this document.

## Data Protection and Confidentiality

Many of the potential assessment methods that could be used in order to support the delivery of a qualification may lead to the inadvertent collection of data and confidential information, for example where a piece of product evidence has been gathered.

In these instances both the learner and the centre should take all reasonable steps to ensure that data protection and confidentiality legislation and policies are followed and data that should not be released within the public domain is protected.

## Protection of Minors in Evidence Collection

Where video or photography is used in order to collect evidence for the completion of a qualification, care should be taken where minors (those under 18) are included within. Both the learner and the centre have responsibility for ensuring child protection legislation and policies are followed and that minors are not put at risk.

If a minor is included within video and/or photographic evidence it is the responsibility of the centre to inform the learner of:

- ✓ The requirement to obtain the permission from the minor's parent or guardian prior to collecting the evidence
- ✓ The purpose of the restrictions that are in place when making use of video and/or photographic evidence
- ✓ The requirement to retain evidence for the purpose of quality assurance and the timeframe that evidence will be retained
- ✓ The requirement to store video and/or photographic evidence securely
- ✓ The associated child protection legislation

# Unit Structure

The following demonstrates the structure of units within SFEDI Awards qualifications:

| | |
|---|---|
| **Unit Reference Number** | **Unit Title** |
| **Unit Status** | This will show whether the unit is mandatory or optional |
| **Unit Level** | Level allocated to the unit on the RQF unit databank |
| **Credit Value** | Credit value assigned to the unit |
| **Guided Learning** | Learning hours required to complete the unit under the guidance of a lecturer, supervisor or tutor whether through physical presence or electronic means |

**Unit Overview and Main Outcomes**

This will provide you with the rationale for the unit and the knowledge and skills the learner will develop by undertaking the unit.

**Assessment and Grading of This Unit**

This will provide you with the grading structure for the unit and also will list the mandatory and/or suggested assessment methods for use in the completion of the unit.

## Unit Content

This will provide you with the learning outcomes and assessment criteria that the learner must provide evidence for in order to complete the unit.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| This shows what the learner needs to know, understand or do | This sets out the criteria the learner must meet and provide evidence against in order to complete the unit |

# Qualification Unit Details

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The following pages contain the units that are contained within this qualification

# Y/508/4250 Business

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| LO1 | AC1.1 | AC1.2 | AC1.3 | AC1.4 | AC1.5 |
|---|---|---|---|---|---|
| Understand a range of business structures and key business functions. Understand a range of business structures and key business functions | Describe three different types of business organisations | Discuss the structure and management of the organisation types identified in AC 1.1 | Describe the structure an organisation, using an organisational chart to aid the description | Explain the key functions in business and the importance of communication flows between them | Explain the roles and responsibilities within a business organisation relating to the key functions identified in AC 1.4 |
| LO2 | AC2.1 | AC2.2 | | | |
| Understand the legislative issues impacting on organisations | Describe the types of legislation in own country that affects business | Explain how the legislation identified in AC 2.2 impacts on organisations | | | |
| LO3 | AC3.1 | AC3.2 | AC3.3 | AC3.4 | |
| Understand how to carry out and review health and safety risk assessments | Explain the importance of carrying out health and safety risk assessments | Explain the legal requirements for conducting health and safety risk assessments | Explain why risk assessment records should be kept and communicated to relevant staff members | Explain how, why and when a health and safety risk assessment should take place | |
| LO4 | AC4.1 | AC4.2 | AC4.3 | | |
| Understand different types of business communication | Explain three different types of information used within business | Explain the information that should be included in corporate communications | Describe how the use of electronic and non-electronic methods for communicating business information are appropriate for different types of audience | | |

| | | | | | |
|---|---|---|---|---|---|
| LO5 | AC5.1 | AC5.2 | | | |
| Understand the importance of business planning | Describe the roles and responsibilities within a business relating to business planning | Explain the importance of a business plan to the running of a business | | | |
| LO6 | AC6.1 | AC6.2 | AC6.3 | | |
| Understand the part human resources plays in a business | Explain the factors, both internal and external, that should be considered when planning the human resources requirement of an organisation | Define how organisations motivate its employees and the part human resources plays in this | Explain how employee performance is measured and the part human resources plays in this | | |
| LO7 | AC7.1 | | | | |
| Understand how marketing applies to business | Explain what is meant by the marketing mix and how it is applied within a business | | | | |

# T/508/4238 Logistics

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| | | | | |
|---|---|---|---|---|
| **LO1** | **AC1.1** | **AC1.2** | | |
| Understand the importance of logistics | Describe what is meant by logistics and its purpose | Explain the key components of logistics | | |
| **LO2** | **AC2.1** | **AC2.2** | **AC2.3** | |
| Understand how to identify the factors that influence logistics | Describe the associated policies which influence logistics | Explain the advantages of the policies identified in AC 2.1 | Give examples of external factors that influence logistics | |
| **LO3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** |
| Understand the importance of appropriate requirements for the development, monitoring and control of logistics protocols | Explain three organisational requirements and their importance for the development of logistics protocols | Explain the importance of monitoring the effectiveness of logistics operations | Describe how to select the best technique to monitor the effectiveness of logistics operations | Explain three operational requirements for the control of logistics operations |

# J/508/4261 Freight

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| LO1 | AC1.1 | AC1.2 | AC1.3 | AC1.4 |
|---|---|---|---|---|
| Understand the role of freight within the supply chain | Explain the role that freight plays within the supply chain | Explain how freight operations are structured for:<br>1. Road<br>2. Rail<br>3. Water<br>4. Air | Explain the environmental implications related to the modes of transport identified in AC 1.2 | Explain environmental management techniques and control mechanisms for the implications identified in AC 1.3 |
| LO2 | AC2.1 | AC2.2 | AC2.3 | |
| Understand how freight operation planning varies for different modes of transport | Explain the issues involved in freight operational planning for:<br>1. Road<br>2. Rail<br>3. Water<br>4. Air | Explain how to develop an appropriate action plan to deal with the issues identified | Explain the relevant information associated with freight planning to include:<br>1. Health, safety and security requirements<br>2. Trade barriers<br>3. Monitoring techniques<br>4. License and permits<br>5. Regulatory systems | |
| LO3 | AC3.1 | AC3.2 | | |
| Understand how freight operations are regulated | Explain why freight operations need to be regulated | Explain how freight is regulated from a national and international perspective | | |
| LO4 | AC4.1 | AC4.2 | AC4.3 | |
| Understand freight performance control techniques | Explain the importance of monitoring fleet performance in transport management | Describe how to select the best technique to monitor freight performance | Describe the benefits of effective operational performance | |

# M/508/4240 Transport Planning Operations

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| | | | |
|---|---|---|---|
| LO1 | AC1.1 | AC1.2 | |
| Understand the role transport plays | Explain the role of transport within the supply chain | Describe the four main modes of transport used within the supply chain | |
| LO2 | AC2.1 | AC2.2 | |
| Understand transport policy in relation to current legislation provided within own country | Explain the principles of transport planning in organising the flow of goods | Explain the Health & Safety measures, in relation to own country's legislation, applicable to transport planning | |
| LO3 | AC3.1 | AC3.2 | |
| Understand the links between transport planning and external influences | Explain what is meant by standardised transport equipment, including examples of such equipment | Explain the importance of standardised transport equipment within the supply chain | |
| LO4 | AC4.1 | AC4.2 | |
| Understand the links between transport planning and external influences | Explain what is meant by Transport planning and its importance | Explain the impact of external influences on cost effective transport planning | |
| LO5 | AC5.1 | AC5.2 | AC5.3 |
| Understand how the needs and demand for movement of goods are measured | Explain how the needs and demand for the movement of goods are identified | Explain organisational planning with regard to modal choice | Explain the planning process in relation to the need and demand for movement of goods |

# K/508/4236 Manufacturing and Production

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| | | | |
|---|---|---|---|
| LO1 | AC1.1 | AC1.2 | |
| Understand how manufacturing and production processes are organised | Explain the methods of organising production:<br>1 Job Production<br>2 Batch Production<br>3 Flow Production | Explain the choice of production method in relation to:<br>1 Nature of the product<br>2 Cost<br>3 Level of Demand<br>4 Competitors | |
| LO2 | AC2.1 | AC2.2 | |
| Understand the techniques used to plan production | Explain techniques for sales forecasting through:<br>1 Research<br>2 Time Series Analysis<br>3 Executive Judgement | Discuss production planning using stock control via:<br>1 Materials Requirement Planning (MRP),<br>2 Just in Time (JIT)<br>3 Fixed Order Quantity Systems and Periodic Review Systems<br>4 Lead Times<br>5 Buffer Stocks | |
| LO3 | AC3.1 | | |
| Understand how a business monitors the quality and efficiency of activities in production | Describe how to monitor:<br>1 Levels of production<br>2 Quantity of Inputs<br>3 Productivity of Inputs used<br>4 Waste and Rejects<br>5 Quality Assurance and Control<br>6 Customer Satisfaction | | |
| LO4 | AC4.1 | AC4.2 | AC4.3 |
| Understand how technology developments and external factors impact on production | Explain the influence of technology on:<br>1 Automated production techniques<br>2 Management Information Systems<br>3 Quality monitoring systems<br>4 Materials Development<br>5 Automated Stock Control | Describe how the use of analysis tools can identify external factors on production activities | Explain how the external factors impact on production activities |

| | | | |
|---|---|---|---|
| LO5 | AC5.1 | | |
| Understand the appropriateness of production methods used by organisations | Explain how production:<br>1 Contributes to profit<br>2 Contributes to the organisational aims and objectives<br>3 Affects employees | | |

# L/508/4262 Business Improvement Techniques

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| **LO1** | **AC1.1** | **AC1.2** | **AC1.3** | |
|---|---|---|---|---|
| Understand the need and application of business improvement within organisations | Describe the need and requirements for improvement within a business | Describe three business improvement techniques and how are they applied | Describe what is meant by Lean and how it can be applied in business | |
| **LO2** | **AC2.1** | **AC2.2** | **AC2.3** | |
| Understand the need for training plans in order to identify workplace requirements for improvement | Explain the terms of reference of improvement activities | Explain individual roles that will be responsible for improvement activities | Explain how to assess and address any skill and knowledge gaps in individuals who will be responsible for improvement activities | |
| **LO3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** |
| Understand how to identify the resource requirements, timescales, roles and responsibilities and how to evaluate improvement activities | Describe the resource requirements for an improvement activity | Explain the reasons for setting time-scales for completion of improvement activities | Describe what impact improvement activities can have on organisational performance | Describe performance measures used in Improvement activities, giving examples where appropriate |
| **LO4** | **AC4.1** | **AC4.2** | **AC4.3** | **AC4.4** |
| Understand the importance of communicating business improvement plans to stakeholders | Explain who should be involved and consulted at each stage of the improvement planning process | Explain how improvement and training plans will be communicated within the organisation | Describe the importance of communicating potential changes to the relevant focus areas | Describe how to present the results of improvement activities to business stakeholders |

# D/508/4243 Purchasing Process

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| | | | | |
|---|---|---|---|---|
| LO1 | AC1.1 | AC1.2 | AC1.3 | |
| Understand how to put purchasing into context | Describe the range of organisations involved in the purchasing role | Explain the effects that market conditions have on purchasing | Explain how competition can affect the way purchasing operates | |
| LO2 | AC2.1 | AC2.2 | AC2.3 | |
| Understand how external factors impact the purchasing process | Explain how to identify external factors that can influence purchasing | Explain how external factors can influence purchasing from the perspective of:<br>1 Local factors<br>2 National factors<br>3 Global factors | | |
| LO3 | AC3.1 | AC3.2 | | |
| Understand operational requirements of purchasing function | Explain the difference between operational requirements in the purchasing function | Describe what is deemed good practice in relation to:<br>1 Right quality<br>2 Right quantity<br>3 Right location<br>4 Right price<br>5 Right time | | |
| LO4 | AC4.1 | AC4.2 | | |
| Understand the purchasing cycle and how to source suppliers | Explain the stages involved in sourcing suppliers | Explain how to ensure suppliers meet the requirements of an organisation | | |
| LO5 | AC5.1 | AC5.2 | AC5.3 | AC5.4 |
| Understand sources of law relating to the purchasing operation | Explain the salient aspects and sources of information relating to purchasing law and legislation within own country | Explain the key components involved in the drawing up of a contract in accordance with own country's guidelines | Describe the legislation of own country relating to resolving contractual disputes | Explain the legal remedies, of own country, available for a breach of contract |
| LO6 | AC6.1 | AC6.2 | AC6.3 | |
| Understand the components of the purchasing cycle | Explain what is meant by the end-to-end cycle | Explain the Request for Quote (RFQ) process | Explain the key areas of communication required to ensure an effective planning process | |

# H/508/4252 Ports and Shipping

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| | | |
|---|---|---|
| LO1 | AC1.1 | AC1.2 |
| Understand the importance of different types of ports | Explain how ports serve as a connection between maritime and inland modes of transport | Explain the concept of seaports being multi-functional when goods are not in transit |
| LO2 | AC2.1 | AC2.2 |
| Understand the role of shipping on an international scale | Explain how globalisation has impacted on the development of the shipping sector | Discuss the impact that containerisation has had on ship and port selection |
| LO3 | AC3.1 | AC3.2 |
| Understand the main aspects of port development | Explain the role government has on port development | Explain three external factors that could influence port development |
| LO4 | AC4.1 | AC4.2 |
| Understand the importance of port infrastructure and equipment requirements | Explain five infrastructural requirements within a port and their importance | Explain five equipment requirements within a port and their importance |
| LO5 | AC5.1 | AC5.2 |
| Understand the challenges of port operations | Explain the challenges associated with marine operations (conservancy, dredging, navigation aids, avoidance of congestion) | Explain the importance of statutory bodies (customs, immigration, port health and marine safety) |

# J/508/4230 Inventory Processes

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Unit Overview and Main Outcomes**

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| **LO1** | **AC1.1** | **AC1.2** | **AC1.3** | | |
|---|---|---|---|---|---|
| Understand Inventory and the associated processes | Explain what is meant by the term inventory, including the different types of Inventory | Explain the importance of controlling inventory | Describe two alternatives to holding inventory | | |
| **LO2** | **AC2.1** | **AC2.2** | **AC2.3** | | |
| Understand Stock and the associated processes | Explain what is meant by the term stock | Explain the importance of controlling stock | Describe two alternatives to holding stock | | |
| **LO3** | **AC3.1** | **AC3.2** | | | |
| Understand the financial value of holding stock | Explain the financial implications of holding inventory | Explain the elements involved in the holding costs of inventory | | | |
| **LO4** | **AC4.1** | **AC4.2** | **AC4.3** | **AC4.4** | **AC4.5** |
| Understand modern inventory systems and they can improve the control of Inventory | Explain two inventory systems used in business | Explain how modern inventory systems can improve the control of Inventory | Explain what is meant by inputs, outputs and adjustments | Explain how Inventory is typically audited | Explain the suitability of Key Performance Indicators (KPIs) used to measure the performance of inventory management |
| **LO5** | **AC5.1** | **AC5.2** | | | |
| Understand techniques used to plan levels of stock | Explain how an organisation's stock rotation policy determines re-order levels | Explain the impact different variables have on levels of stock | | | |

# L/508/4231 Warehouse Operations

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| **LO1** | **AC1.1** | **AC1.2** | **AC1.3** | |
|---|---|---|---|---|
| Understand the principles and operations of warehouses | Explain the purpose of a warehouse, including the various departments | Describe two types of warehouses used for the storage of goods | Explain the factors which influence the location of a warehouse | |
| **LO2** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** |
| Understand how to identify the factors that affect the safe operations of a warehouse | Describe the health and safety policies used within a warehouse | Describe the safe use of equipment within warehouse operations | Explain the role of housekeeping on the safe operation of a warehouse | Explain the importance of maintaining warehouse equipment |
| **LO3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** |
| Understand the financial and logistics aspects concerned in warehousing | Describe the activities involved in receiving goods into a Warehouse | Describe the factors to be considered for an efficient despatch operation | Describe typical warehouse financial systems | Describe what is meant by a suitable objective and how financial controls and budgets are determined |
| **LO4** | **AC4.1** | **AC4.2** | **AC4.3** | **AC4.4** |
| Understand how to produce a plan for the receipt and storage of goods | Explain the reasons why the relative quantities of goods vary during receipt and storage of goods | Describe the methods of evaluating the need for necessary labour and other appropriate resources within the Warehouse | Explain the purpose of a contingency plan within a Warehouse environment | Explain the importance of correct positioning of goods in a warehouse |
| **LO5** | **AC5.1** | **AC5.2** | | |
| Understand the required equipment for warehouse operations | Describe the types of mechanical handling equipment used within a warehouse | Describe the types of storage equipment used within a warehouse | | |

# Y/508/4233 Supply Chain Operations

| | |
|---|---|
| **Unit Status** | Group A |
| **Unit Level** | 3 |
| **Credit Value** | 10 |
| **Unit Learning hours** | 10 |

**Assessment and Grading of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

- ✓ Product evidence
- ✓ Learner statement/case study
- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

## Unit Content

| LO1 | AC1.1 | AC1.2 | AC1.3 | AC1.4 |
|---|---|---|---|---|
| Understand the concept of a supply chain | Describe what is meant by a supply chain, including the two types of a supply chain | Describe the components of a supply chain | Explain the difference between forward and reverse logistics within a supply chain | Describe how the concept of a supply chain has evolved over time |
| LO2 | AC2.1 | AC2.2 | | |
| Understand the importance of supply chain management | Describe what is meant by supply chain management | Explain the importance of supply chain management | | |
| LO3 | AC3.1 | AC3.2 | | |
| Understand how to identify risks encountered within a supply chain | Explain the risks to a supply chain based on organisational factors and how they can be reduced | Explain the risks to a supply chain based on environmental factors and how they can be reduced | | |
| LO4 | AC4.1 | AC4.2 | | |
| Understand the concept of lean within a supply chain | Describe what is meant by the concept of lean | Describe how the lean concept can be applied to supply chains, including the use of Lean tools | | |
| LO5 | AC5.1 | AC5.2 | | |
| Understand the linkages within a supply chain | Describe the upstream linkages within a supply chain | Describe the downstream linkages within a supply chain | | |

# Annex

The following pages provide documentation supplied for your use in the delivery of this qualification. We do not mandate the use of this documentation but if you choose to not make use of it then it is expected that you have the necessary documentation in place which meets the minimum requirements in order to allow delivery to take place in an effective and efficient manner.

# Learner Registration Form

| | |
|---|---|
| **Full Name (as will appear on certificate)** | |
| **Title (delete as appropriate)** | Mr/Mrs/Miss/Ms/Dr/Prof |
| **Home Address** | |
| **Telephone Number** | |
| **Email Address** | |
| **Unique Learner Number (centre to source and enter this information)** | |
| **Qualification/Unit Title** | |

| | | |
|---|---|---|
| **Date of Birth** | | |
| **Gender (delete as appropriate)** | Male/Female | |
| **Disability (delete as appropriate)** | Yes/No/Not Stated | |
| **Ethnicity (tick as appropriate)** | Asian Bangladeshi | |
| | Asian Indian | |
| | Asian Pakistani | |
| | Any Other Asian Background | |
| | White and Black Caribbean | |
| | White and Black African | |
| | Asian and White | |
| | Any Other Mixed Background | |
| | Black African | |
| | Black Caribbean | |
| | Any Other Black Background | |
| | White British | |
| | White English | |
| | White Irish | |
| | White Scottish | |
| | White Welsh | |
| | Any Other White Background | |
| | Chinese | |
| | Other | |

# Assessment Plan

| | |
|---|---|
| **Learner Name** | |
| **Assessor Name** | |
| **Qualification/Unit Title(s)** | |
| **Date of Plan** | |
| **Next Review Date** | |

| **Feedback on previous planned tasks (to be used to explain the tasks that have been completed, how well the learner has performed and how much of the qualification has been achieved to date)** |
|---|
| |

| **Unit Reference Number** | **Description of task to be completed including any preparation requirements** | **Target Date** |
|---|---|---|
| Naturally occurring evidence may be used as appropriate but this will not be the main form of evidence generation | | |
| | | |
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| | | |
|---|---|---|
| **Learner Signature** | | **Date:** |
| **Assessor Signature** | | **Date:** |
| **IQA Signature (if sampled)** | | **Date:** |

## Assessment Report

| | |
|---|---|
| **Learner Name** | |
| **Assessor Name** | |
| **Date of Assessment** | |
| **Evidence Reference Number** | |

Tick one or more options below to indicate the method of assessment used

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Professional Discussion** | | **Observation** | | **Questioning** | | **Product Evidence** | |
| **Other (please specify)** | | | | | | | |

| **Use the space below to provide a full account of the assessment carried out** | **Criteria covered by assessment** |
|---|---|
| | |

| Use the space below to provide a full account of the assessment carried out | Criteria covered by assessment |
|---|---|
| | |

| Use this space to provide feedback to the learner: |
|---|
| |

| | | |
|---|---|---|
| **Learner Signature** | | **Date:** |
| **Assessor Signature** | | **Date:** |
| **IQA Signature (if sampled)** | | **Date:** |

# Witness Testimony Report

| | |
|---|---|
| **Learner Name** | |
| **Assessor Name** | |
| **Witness Name** | |
| **Relationship to Learner** | |
| **Date of Witness Testimony** | |
| **Evidence Reference Number** | |

| **Use the space below to provide a full account of the witness testimony provided** | **Criteria covered by assessment** |
|---|---|
| | |

| Use the space below to provide a full account of the witness testimony provided | Criteria covered by assessment |
|---|---|
| | |

| Use this space to provide feedback to the learner: |
|---|
| |

| | | |
|---|---|---|
| **Learner Signature** | | **Date:** |
| **Assessor Signature** | | **Date:** |
| **Witness Signature** | | **Date:** |
| **IQA Signature (if sampled)** | | **Date:** |

# Evidence Matrix Record

| Learner Name | | Assessor Name | |
|---|---|---|---|
| IQA Name | | Unit Number | |

| Description of evidence (eg. CV, observation) | Evidence Reference Number | Assessment Criteria (enter the assessment criteria reference numbers below and tick in the corresponding column where the evidence referenced meets the requirement) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| Description of evidence (eg. CV, observation) | Evidence Reference Number | Assessment Criteria (enter the assessment criteria reference numbers below and tick in the corresponding column where the evidence referenced meets the requirement) | | | | | | | | | | | | | |
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I confirm that the evidence above meets the requirements of the unit in full and is the work of the learner. The evidence is also authentic, sufficient, valid and current to the standards required and the unit is now ready to be signed off as complete.

| Learner Signature | | Date | |
|---|---|---|---|
| Assessor Signature | | Date | |
| IQA Signature (if sampled) | | Date | |

## Summative Statement

| | |
|---|---|
| **Learner Name** | |
| **Qualification/Unit Title** | |

## Learner Statement

I confirm that all of the evidence presented in relation to the above qualification/unit has been produced by myself and meets the requirement of being authentic, sufficient, valid and current to the standards required.

| | | |
|---|---|---|
| **Learner Signature** | | **Date:** |

## Assessor Statement

I confirm that I have assessed all of the work produced and have ensured that the work is that of the above learner. I have ensured that during the learning process the evidence is authentic, sufficient, valid and current to the standards required.

| | | |
|---|---|---|
| **Assessor Signature** | | **Date:** |

| | | |
|---|---|---|
| **IQA Signature (if sampled)** | | **Date:** |

# Internal Quality Assurance Sampling Report

| | |
|---|---|
| **Learner Name** | |
| **Assessor Name** | |
| **Qualification/Unit Title(s)** | |
| **Date of Sample** | |
| **Next Sample Date (if applicable)** | |

| **Type of sampling activity completed (tick at least one option on each of the first two rows):** | | | | | |
|---|---|---|---|---|---|
| **Interim sampling** | | **Summative sampling (certification can be claimed)** | | **Summative sampling (folder referred for actions)** | |
| **Folder check** | | **Observation of delivery (observation report attached)** | | **Learner interview (interview record attached)** | |
| **Other (please detail):** | | | | | |

| **Assurance of the assessment process (tick at least one option for each question):** | **Yes** | **No** |
|---|---|---|
| Has an initial assessment taken place? | | |
| Has an assessment/development plan been agreed with the learner? | | |
| Is the Assessor recording assessment outcomes after each assessment has taken place and providing the learner with feedback? | | |
| Has the Assessor confirmed authenticity, sufficiency, accuracy, consistency and validity whilst assessing the evidence? | | |
| Are the learner's assessment/development records being updated and completed on an ongoing basis? | | |

| Action points/feedback to the Assessor: |
|---|
| |

| | | |
|---|---|---|
| **Assessor Signature** | | **Date:** |
| **IQA Signature** | | **Date:** |

| | | | |
|---|---|---|---|
| **Actions complete (folder not ready for certification)** | | **Actions complete (folder can be claimed for certification)** | |

| | | |
|---|---|---|
| **Assessor Signature** | | **Date:** |
| **IQA Signature** | | **Date:** |

# Learner Interview Record

| | |
|---|---|
| **Learner Name** | |
| **Assessor Name** | |
| **Qualification/Unit Title** | |
| **Date of Interview** | |

| **Interview Questions:** | **Yes** | **No** | **N/A** |
|---|---|---|---|
| Did the Assessor explain the requirements of the programme and assessment methods at induction? | | | |
| Did the Assessor explain the appeals, the complaints and the whistleblowing procedures? | | | |
| Did the Assessor explain the quality assurance process and the part that the IQA, Awarding Organisation and Regulator play within this? | | | |
| Did anyone find out about any training you needed and organise for this to take place? | | | |
| Did the Assessor agree an assessment plan so that you understood what is required, by when and why in order to achieve the qualification? | | | |
| Did the Assessor consider your prior learning and experience in the development of the assessment plan? | | | |
| Did the Assessor review and update assessment plans to provide clear structure and guidance to you for the completion of the qualification? | | | |
| Do you feel you have received the required support to complete the required assessments? | | | |
| Do you feel you can discuss disagreements with assessment decisions with the Assessor? | | | |
| Do you feel the qualification will help you in the future? | | | |
| Have you been provided with advice and guidance on what you could progress to after the completion of this qualification? | | | |
| **Any other comments:** | | | |
| | | | |

| | | |
|---|---|---|
| **Learner Signature** | | **Date:** |
| **IQA Signature** | | **Date:** |

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