SFEDI®AWARDS

Level 3 Certificate in Supply Chain and Operations

Regulator	Ofqual
Qualification Reference Number	601/8787/6
Qualification Start Date	1 May 2016
Last Date for Registration	30 April 2020
Available Age Ranges	Pre-16 x
	16-18 ✓
	19+ ✓
Total Qualification Time	300 hours
Guided Learning	30 hours

SFEDI Enterprises Ltd t/a SFEDI Awards
53 Coniscliffe Road
Darlington
County Durham
DL3 7EH
www.sfedigroup.com

Every effort has been made to ensure that the information contained in this publication is true and accurate at the time of publication. However, SFEDI Enterprises t/a SFEDI Awards strives to continually develop and improve our qualifications and, as such, there may be occassions where changes are required. SFEDI Enterprises t/a SFEDI Awards does not accept liability for any loss or damage arising from the use of the information contained within this publication.

Contents

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 and a further 20 credits from Group A or Group B
Assessor Qualification Required (please check details of appropriate Assessor qualifications later within this document)	No
IQA Qualification Required (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
Leadership	J/508/4258	Group B	3	10	10
Customer Service	J/508/4227	Group B	3	10	10
Improving Team Performance	L/508/4259	Group B	3	10	10
Basic Finance Costing	Y/508/4264	Group B	3	10	10
Human Resource Management	R/508/4263	Group B	3	10	10
Road Freight Operations	F/508/4260	Group B	3	10	10
Freight Forwarding	M/508/4268	Group B	3	10	10
International Trade and Freight	M/508/4254	Group B	3	10	10
Production Planning and Control	H/508/4235	Group B	3	10	10
Lean Manufacturing	R/508/4232	Group B	3	10	10
MRP/ERP Systems	J/508/4244	Group B	3	10	10
Environmental Issues in Manufacturing	T/508/4269	Group B	3	10	10
Customs	K/508/4253	Group B	3	10	10
Understanding the Purchasing Environment	K/508/4267	Group B	3	10	10

Client and Supplier Relationships	D/508/4265	Group B	3	10	10
Purchasing in Action	H/508/4266	Group B	3	10	10
Introduction to Ship and Port Operations	H/508/4249	Group B	3	10	10
Secure Cargo	R/508/4229	Group B	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

This page is left intentionally blank

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

Y/508/4250   Business

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: 1. Road 2. Rail 3. Water 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: 1. Road 2. Rail 3. Water 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: 1. Health, safety and security requirements 2. Trade barriers 3. Monitoring techniques 4. License and permits 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: 1 Job Production 2 Batch Production 3 Flow Production	Explain the choice of production method in relation to: 1 Nature of the product 2 Cost 3 Level of Demand 4 Competitors	
LO2	**AC2.1**	**AC2.2**	
Understand the techniques used to plan production	Explain techniques for sales forecasting through: 1 Research 2 Time Series Analysis 3 Executive Judgement	Discuss production planning using stock control via: 1 Materials Requirement Planning (MRP), 2 Just in Time (JIT) 3 Fixed Order Quantity Systems and Periodic Review Systems 4 Lead Times 5 Buffer Stocks	
LO3	**AC3.1**		
Understand how a business monitors the quality and efficiency of activities in production	Describe how to monitor: 1 Levels of production 2 Quantity of Inputs 3 Productivity of Inputs used 4 Waste and Rejects 5 Quality Assurance and Control 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: 1 Automated production techniques 2 Management Information Systems 3 Quality monitoring systems 4 Materials Development 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: 1 Contributes to profit 2 Contributes to the organisational aims and objectives 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: 1 Local factors 2 National factors 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: 1 Right quality 2 Right quantity 3 Right location 4 Right price 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		

J/508/4258   Leadership

Unit Status	Group B
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 attributes and skills of a leader	Describe the attributes and skills required to be an effective leader	Explain how the application of John Adair's action-centred leadership model could improve team, individual and task performance	Explain how to set objectives that are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)	Explain how a team is able to create a sense of purpose
LO2	**AC2.1**	**AC2.2**		
Understand leadership styles	Explain different styles of leadership	Explain how to select suitable leadership styles for different situations in the workplace		
LO3	**AC3.1**	**AC3.2**	**AC3.3**	**AC3.4**
Understand how to develop personal skills to be an effective leader	Explain how to review personal leadership styles and the suitability for leadership	Explain how to identify the skills required of a team leader to meet workplace objectives	Explain how to generate feedback to team members on their contribution to team activities	Explain how to communicate the purpose and objectives of the team to all members
LO4	**AC4.1**	**AC4.2**	**AC4.3**	**AC4.4**
Understand the key features of the theories of motivation in a team	Describe the motivational skills required for developing a team	Describe three motivational theories	Discuss the strengths and weaknesses of the motivational theories identified	Describe the potential causes of de-motivation and dissatisfaction in a team
LO5	**AC5.1**	**AC5.2**		
Understand most common challenges that team leaders face	Explain two of the most common challenges experienced by a leader	Explain measures that can be taken to overcoming the challenges identified in AC 5.1		

J/508/4227   Customer Service

Unit Status	Group B
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 to identify both internal and external customers	Explain what is meant by an Internal customer and an External customer	Explain the importance of both internal and external customers		
LO2	**AC2.1**	**AC2.2**	**AC2.3**	**AC2.4**
Understand how to analyse the concept of 'Moments of Truth' in relation to the service cycle	Describe the different stages of the customer service cycle	Describe the importance of customer needs and expectations in relation to the different stages of the customer service cycle	Describe what is meant by the Moments of Truth model	Explain how the effective management of service delivery can be enhanced by utilising the Moments of Truth model
LO3	**AC3.1**	**AC3.2**	**AC3.3**	**AC3.4**
Understand how to enhance the customer service experience	Explain what is meant by customer service standards	Explain appropriate quality criteria for evaluating standards	Describe methods of collecting customer feedback and recommendations	Describe how the feedback received from a customer can be used to improve the quality of service
LO4	**AC4.1**	**AC4.2**	**AC4.3**	**AC4.4**
Understand the importance of having policies and procedures to deal with customer complaints	Describe the procedures used for complaint handling used by organisations	Explain the difference between a service and product complaint	Explain methods to prevent repetition of complaints	Discuss the consequence of failing to resolve complaints

L/508/4259   Improving Team Performance

Unit Status	Group B
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 theory associated with teams and team development	Describe the differences between a group and a team	Describe two theories relating to the development of a team	Explain the characteristics of a team		
LO2	**AC2.1**	**AC2.2**	**AC2.3**		
Understand how to identify ways to develop teams	Explain what is meant by team development	Describe three methods of developing a team	Describe the issues that can be encountered when developing a team		
LO3	**AC3.1**	**AC3.2**	**AC3.3**	**AC3.4**	**AC3.5**
Understand how to lead a team building activity	Explain how to prepare a team building activity to meet agreed objectives	Explain how to lead a team building activity in order to achieve agreed objectives	Explain how to evaluate team member's work against agreed objectives	Explain how to evaluate the effectiveness of the activity against the agreed objectives	Explain how to provide constructive feedback and recommendations for improvement of future team building activities
LO4	**AC4.1**	**AC4.2**	**AC4.3**		
Understand how to identify and deal with the barriers to team effectiveness	Describe the barriers to team effectiveness	Describe how to evaluate individual and team performance	Describe the approaches that can be adopted to improve performance of a team		
LO5	**AC5.1**	**AC5.2**	**AC5.3**		
Understand how to implement an appropriate approach to effective communication with a team	Describe the role of communication in team management	Describe what techniques can be used to communicate information effectively to team members	Describe how to select and apply the best method to communicate information effectively		

Y/508/4264   Basic Finance Costing

Unit Status	Group B
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 the nature and role of costing systems within an organisation	Explain the purpose of internal reporting and providing accurate information to management	Explain the relationship between the various costing systems within an organisation	Identify the responsibility centres, cost centres, profit centres and investment centres within an organisation	Explain the characteristics of different types of cost classifications and their use in costing	Explain the differences between marginal and absorption costing	
LO2	**AC2.1**	**AC2.2**	**AC2.3**	**AC2.4**	**AC2.5**	**AC2.6**
Understand how to record and analyse cost information	Record cost information for material, labour and expenses in accordance with the organisation's costing procedures	Calculate cost information for material, labour and expenses in accordance with the organisation's costing procedures	Define the various stages of inventory	Calculate the value of inventory using Inventory valuation methods	Describe and calculate cost behaviour	Record cost information using standard tables
LO3	**AC3.1**	**AC3.2**	**AC3.3**			
Understand apportion costs according to organisational requirements	Attribute overhead costs to production and service cost centres using standard layouts	Calculate overhead absorption rates	Discuss Over / under absorption			
LO4	**AC4.1**	**AC4.2**				
Understand the differences from budgets and be able to report on them	Compare budgets with actual costs using standard layouts	Flex budgets to give more meaningful comparison				
LO5	**AC5.1**	**AC5.2**	**AC5.3**			
Understand how to use information gathered from costing system to aid decision making	Prepare estimates of future income using budgeting methods	Discuss factors affecting short term and long term decision making	Calculate factors affecting short term and long term decision making using standard tables			

R/508/4263   Human Resource Management

Unit Status	Group B
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 part that human resources play in a business	Explain the factors, both internal and external, that should be considered when planning the human resources requirement of an organisation	Describe how human resources contributes to meeting the goals and objectives of a business		
LO2	**AC2.1**	**AC2.2**	**AC2.3**	**AC2.4**
Understand the role of human resources in the recruitment process	Explain the role of human resources in the recruitment process of an organisation	Explain the process of identifying the employee skills required to carry out work within an organisation	Explain the recruitment and selection process	Explain the legislation relating to the recruitment and employment of staff
LO3	**AC3.1**	**AC3.2**	**AC3.3**	
Understand employee performance management	Explain how employee performance is measured and the part human resources plays in this	Define how organisations motivate its employees and the part that human resources plays in this	Explain methods to obtain co-operation from employees	

F/508/4260   Road Freight Operations

Unit Status	Group B
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 road freight in modern society	Explain what is meant by road freight	Explain the importance of road freight to a nation's economy	Explain the concept of benchmarking and the link between road freight and transport in relation to industry	Explain the environmental concerns and control mechanisms related to road freight
LO2	AC2.1	AC2.2		
Understand the regulatory system for road freight	Explain the similarities and differences in relation to regulatory systems for road freight operators from national and international perspectives	Explain the impact of regulation and enforcement bodies at local, national and international level		
LO3	AC3.1	AC3.2		
Understand the required information related to road freight	Explain the required information associated with road freight including: 1 Health, safety and security requirements 2 Trade barriers 3 INCOTERMS 4 Special requirements 5 Monitoring techniques 6 Licensing and permits 7 Regulatory systems	Explain the importance of insurance in road freight		
LO4	AC4.1	AC4.2	AC4.3	
Understand the challenges that can occur during the organisation of road freight	Describe the issues involved in organising road freight	Explain how to develop a risk assessment plan using a PESTLE analysis	Explain how to develop an appropriate plan to deal with the issues identified in AC 4.1	

LO5	AC5.1	AC5.2	AC5.3	
Understand the challenges that can occur in relation to security	Explain the security challenges associated with the operation of road freight	Explain the importance of statutory bodies (customs and immigration)	Explain the challenges associated with the statutory bodies identified in AC 5.2	

M/508/4268   Freight Forwarding

Unit Status	Group B
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 freight forwarding	Describe what is meant by freight forwarding	Explain the purpose of freight forwarding	
LO2	**AC2.1**	**AC2.2**	**AC2.3**
Understand how to identify the factors that influence freight forwarding	Describe freight forwarding policies used by an organisation	Explain the advantages of the policies identified in AC 2.1 to an organisation	Explain the suitability of key performance indicators (KPIs) used to measure freight forwarding within an organisation
LO3	**AC3.1**	**AC3.2**	
Understand the importance of appropriate infrastructure and equipment requirements for freight forwarding	Explain three infrastructural requirements within freight forwarding and their importance	Explain three equipment requirements within freight forwarding and their importance	
LO4	**AC4.1**	**AC4.2**	**AC4.3**
Understand the importance of monitoring and control in regard to freight forwarding	Explain the importance of monitoring performance in freight forwarding	Describe how to select the best technique to monitor performance in freight forwarding	Describe the benefits of effective operational performance in relation to freight forwarding

M/508/4254   International Trade and Freight

Unit Status	Group B
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 strategies behind international trade and freight	Explain the purpose of international trade and freight	Describe the following international business activities: 1 Export 2 Import	Explain the methods of obtaining relevant information relating to international trade				
LO2	AC2.1	AC2.2	AC2.3	AC2.4			
Understand the planning process related to international trade and freight	Explain the elements of a marketing plan with regard to International trade	Explain how prices are affected when embarking on international trade	Describe the benefits of motivating agents and distributors	Explain what is meant by channels of distribution			
LO3	AC3.1	AC3.2	AC3.3	AC3.4	AC3.5	AC3.6	AC3.7
Understand the operations involved in international trade and freight	Explain the international order process	Explain the relevant organisational policies and procedures in relation to compliance within the legal criteria of contracts	Describe the documentation used in international trade and freight	Explain what is meant by INCOTERMS for commercial transactions and describe four current INCOTERMS used in International Trade and Freight	Explain the modes of transport used in the movement of goods	Explain customs procedures within own country for: 3.6.1 Export 3.6.2 Import 3.6.3 Description, origin and value in the export licence	Explain the importance of cargo and credit insurance
LO4	AC4.1	AC4.2	AC4.3	AC4.4			
Understand the different payment methods in international trade	Explain the policy in relation to payment procedures within an organisation	Explain policy in relation of Bonds within an organisation	Explain policy in relation to trade finance within an organisation	Explain policy in relation to money laundering within an organisation			

H/508/4235   Production Planning and Control

Unit Status	Group B
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 role of production planning in relation to corporate strategy	Explain the role of production planning in relation to the corporate strategy	Explain the role of production planning relationships to: 1 Manufacturing capacity; 2 Capacity constraints; 3 Financial planning; and	Describe the elements of the production planning cycle and how it is applied	
LO2	**AC2.1**	**AC2.2**	**AC2.3**	**AC2.4**
Understand the underlying aspects of production planning from a technical perspective	Explain the role resources play in production planning	Explain the requirement of resources in production planning with regard to: 1 Capacity; 2 Timescales; 3 Gap Analysis; and 4 Improvements	Explain the key elements of product planning, control and flow	Explain the requirements of financial resources in production planning
LO3	**AC3.1**	**AC3.2**	**AC3.3**	
Understand the essential aspects in Sales and Operations Planning (S&OP)	Explain the needs for production planning in relation to product range, volumes and development	Explain the stages of production planning through: 1 Materials requirements; 2 Control systems; 3 Progress reporting; and 4 Quality control.	Explain the elements involved with: 1 Capacity planning; 2 Resource management; 3 Routing and processing times; and 4 Constraints in capacity	

LO4	AC4.1	AC4.2		
Understand production planning techniques.	Describe the following Production Planning techniques: 1 Master Production Schedule (MPS); 2 Bill of Materials (BoM); 3 Rough Cut Capacity Planning (RCCP); 4 Material Requirements Planning (MRP); 5 Capacity Requirement Planning (CRP); and 6 Manufacturing Resource Planning (MRP II)	Describe automated processes including: 1 Enterprise Resource Planning (ERP); and 2 Advance Planning and Scheduling (APS)		
LO5	**AC5.1**	**AC5.2**	**AC5.3**	**AC5.4**
Understand the role of forecasting in production planning control techniques	Explain what is meant by process design techniques	Describe what is meant by forecasting in relation to: 1 Long term forecasting; and 2 Short term forecasting	Explain quality control methods through Total Quality Management (TQM), Benchmarking and Lean systems	Describe the factors relevant to a risk assessment and contingency plan

R/508/4232   Lean Manufacturing

Unit Status	Group B
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 aim of Lean Manufacturing	Explain what is meant by the term Lean Manufacturing	Explain why Lean Manufacturing is important to business		
LO2	**AC2.1**	**AC2.2**	**AC2.3**	
Understand the importance of appropriate requirements for the development, monitoring and enforcement of lean manufacturing	Explain two organisational requirements for the development of Lean Manufacturing and their importance	Explain the importance of monitoring the effectiveness of Lean Manufacturing operations	Describe how to select the best technique to monitor the effectiveness of Lean Manufacturing	
LO3	**AC3.1**	**AC3.2**	**AC3.3**	**AC3.4**
Understand the factors that influence lean manufacturing operations and the importance of monitoring and enforcement of lean manufacturing	Describe the associated policies which influence lean within a manufacturing environment	Explain the advantages to an organisation for the identification of lean	Provide examples of two internal and two external factors that influence the development of lean manufacturing	Explain two organisational requirements, and their importance, for the enforcement of lean manufacturing

J/508/4244   MRP/ERP Systems

Unit Status	Group B
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 of Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP) systems	Describe what is meant by a MRP and an ERP system	Explain the importance of MRP and ERP systems to an organisation	Explain the key components of a MRP and an ERP system
LO2	**AC2.1**	**AC2.2**	**AC2.3**
Understand the scope of MRP/ERP system within an organisation	Explain the application of MRP and ERP systems	Explain the advantages of MRP and ERP systems	Describe how the use of MRP and ERP systems could be further developed in an organisation
LO3	**AC3.1**	**AC3.2**	
Understand the reasons for monitoring and controlling MRP/ERP systems	Describe the methods for monitoring and controlling MRP and ERP systems	Explain the importance of monitoring and controlling MRP and ERP systems	

T/508/4269   Environmental Issues in Manufacturing

Unit Status	Group B
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 environmental issues in manufacturing	Describe what is meant by environmental issues in manufacturing	Explain the importance of environmental issues in manufacturing	
LO2	**AC2.1**	**AC2.2**	
Understand how to identify the factors that influence environmental issues in manufacturing	Describe the policies and their advantages within an organisation in regards to environmental issues	Explain the suitability of key performance indicators (KPIs) used to measure environmental performance	
LO3	**AC3.1**	**AC3.2**	
Understand the importance of appropriate infrastructure and equipment requirements for environmental issues in manufacturing	Describe three infrastructural requirements for dealing with environmental issues in manufacturing and their importance	Describe three equipment requirements for dealing with environmental issues in manufacturing and their importance	
LO4	**AC4.1**	**AC4.2**	**AC4.3**
Understand the importance of monitoring and control in regard to environmental issues in manufacturing	Explain the importance of monitoring performance in environmental issues in manufacturing	Describe how to select the best technique to monitor performance in environmental issues in manufacturing	Describe the benefits of effective operational performance in dealing with environmental issues

K/508/4253   Customs

Unit Status	Group B
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 the role and function of Customs and Excise	Describe the legal authority of Customs and Excise within own country	Describe the role and work completed by Customs and Excise within own country	Describe the reason for government control of imports and exports	Describe the structure of the Customs and Excise Act outlining the key schedules	Describe the process for Customs and Excise control of imported and exported goods
LO2	**AC2.1**	**AC2.2**			
Understand Customs terminologies and their use.	Explain the meaning of four terms commonly used by Customs and Excise	Describe what is meant by compulsory stops including landing permits			
LO3	**AC3.1**	**AC3.2**	**AC3.3**		
Understand the documentation and procedures relating to the importation and exportation of goods	Describe the process and importance of clearing goods including the documentation involved	Explain the import and export entry procedure relating to goods in international trade	Describe the process for refunds, remissions and rebates through Customs and Excise		
LO4	**AC4.1**	**AC4.2**			
Understand the operational requirements of Customs and Excise	Explain the Customs and Excise requirements for the following: 1 Entry of goods imported by post 2 Assessment of goods 3 Clearance of the balance 4 Examination of accounts 5 Payment of import duties 6 Import duty schedules 7 Goods entered provisionally 8 Packets by letter post	Explain Customs and Excise requirements regarding parcels in the following areas: 1 Sorting of parcels 2 Trade goods and parcels 3 Clearance of port consignments of trade parcels 4 Warehousing of post parcels 5 Missing or lost parcels 6 Clearance of parcels by direct assessment 7 Parcels declaration 8 Examination of post parcels 9 Un-cleared or unclaimed parcels 10 Re-information			

		of parcels			

K/508/4267   Understanding the Purchasing Environment

Unit Status	Group B
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 Role of Purchasing in the Value Chain	Describe the role of purchasing in the value chain.	Describe how ordering, buying, purchasing, procurement, sourcing and supply chain management are interrelated.	Identify the key elements of the purchasing function.
LO2	**AC2.1**	**AC2.2**	**AC2.3**
Understand the links between Purchasing and Business Strategy	Describe the strategic role of purchasing.	Identify areas where purchasing supports an organisation's competitive strategy.	Identify the elements of a sourcing plan.
LO3	**AC3.1**	**AC3.2**	**AC3.3**
Understand different purchasing contexts.	Identify different types of organisational structures and sectors involved in purchasing.	Describe the effects of different market conditions on Perfect and Imperfect Competition.	Describe the effects of different market conditions on Monopolies and Oligopolies.

D/508/4265   Client and Supplier Relationships

Unit Status	Group B
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 both Internal and External Relationships within an organisation	Describe the need for effective communication between clients and suppliers	Define Internal and External Relationships	Identify key advantages and disadvantages of cross-functional teams
LO2	**AC2.1**	**AC2.2**	**AC2.3**
Understand how Purchasing contributes to effective Supplier Relationships	Explain the Purchasing role in obtaining a competitive supplier relationship	Evaluate the process of monitoring supplier performance	Describe the relationship of personnel within the organisation in procurement and supply
LO3	**AC3.1**	**AC3.2**	**AC3.3**
Understand the Purchasing and Supply Relationship	Describe information exchanged between Purchasing and Suppliers	Identify the benefits of long term supplier relationships	Describe how to improve Supply Relationships

H/508/4266   Purchasing in Action

Unit Status	Group B
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

H/508/4266   Purchasing in Action

Unit Content

LO1	AC1.1	AC1.2	AC1.3	AC1.4
Understand the Role of Purchasing and Procurement in an Organisation.	Identify the difference between procurement and purchasing.	Describe the role of purchasing within a supply chain.	Describe the different roles of purchasing in the private sector.	Describe the different roles of purchasing in the public sector.
LO2	**AC2.1**	**AC2.2**	**AC2.3**	**AC2.4**
Understand the stages of sourcing and procurement.	Describe the roles of sourcing and procurement	Identify key details in a purchase requisition.	Explain Market Competitiveness	Describe the process of receiving quotes for the supply of goods and services.
LO3	**AC3.1**	**AC3.2**	**AC3.3**	
Understand Contracts and Service Level Agreements (SLA)	Identify the differences between Contracts and Service Level Agreements (SLA)	Describe what is meant by Service Agreement	Explain the use of Terms of Conditions and the Development of Contracts	

H/508/4249 Introduction to Ship and Port Operations

Unit Status	Group B
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 the range of activities involved in shipboard operations in port and at sea	Explain the basic operations involved in berthing and un-berthing a merchant vessel	Describe how to calculate space available for cargo stowage	Explain how to identify cargo units containing hazardous cargoes	Describe how to distinguish stowage locations on-board merchant vessels	Explain how to recognise the acceleration forces that act upon merchant vessels
LO2	**AC2.1**	**AC2.2**	**AC2.3**	**AC2.4**	
Understand the application of basic marine legislation	Explain the use of classification numbers to identify the categories of dangerous cargoes	Explain the various Maritime and Coastguard Agency publications	Explain the International pollution legislation	Identify and describe current International Maritime Organisation conventions	
LO3	**AC3.1**	**AC3.2**	**AC3.3**		
Understand how key ship's cargo and deck equipment is used	Explain the purpose of specific pieces of deck equipment	Describe the cargo securing equipment used on merchant vessels	Describe two vessel types by particular design features		
LO4	**AC4.1**	**AC4.2**	**AC4.3**		
Understand key terms in relation to shipboard geography, nautical and cargo terminology	Explain key nautical terms used when describing the layout of a merchant vessel	Explain key terms used in the day to day running of a merchant vessel	Explain the key cargo terminology		

R/508/4229   Secure Cargo

Unit Status	Group B
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 Understand the relevant legislation, guidance and organisation requirements for securing cargo									
AC1.1	**AC1.2**	**AC1.3**	**AC1.4**	**AC1.5**	**AC1.6**	**AC1.7**	**AC1.8**	**AC1.9**	**AC1.10**
Explain the legal responsibilities of individuals for maintaining their own and others' health and safety in the workplace	Explain the current industry guidance relevant to securing cargo	Identify the factors that can affect the stability and security of cargo when it is in transit, including environmental condition effects	List the methods for protecting, securing and unsecuring cargo	Explain the appropriate types of materials and securing equipment in use	List the capabilities, including capacity and strength of the principal types of lashing material	Explain the implications of using incorrect, defective or faulty lashing materials	Explain how to access and select appropriate lashing points for different types of cargo and how to tension lashing materials correctly	State the implications of not tensioning lashing materials correctly	Identify the principles of chocking and tomming and the correct use of relevant tools and equipment

LO2 Understand the importance of Securing Cargo Safely							
AC2.1	**AC2.2**	**AC2.3**	**AC2.4**	**AC2.5**	**AC2.6**	**AC2.7**	**AC2.8**
Explain how to ensure that cargo is stable prior to it being secured	Identify, assess and use lashing / securing points of adequate strength for the forces to be applied when securing the cargo	Describe how to secure cargo efficiently, using the appropriate securing devices and equipment	Describe how to ensure that all securing devices are positioned and tensioned safely and correctly, taking into account: 2.4.1 Cargo type 2.4.2 Cargo weight 2.4.3 Cargo dimensions 2.4.4 Customer requirements 2.4.5 Prevailing weather conditions	Describe the procedure for Checking and bracing cargo correctly	Describe how to Secure cargo according to instructions from the supervisor, where customer requirements differ from own assessment of the lashing / securing points required	Explain the importance of reporting any difficulties in securing cargo accurately and promptly to the relevant person	Describe the importance of monitoring the activities and whereabouts of individuals within the vicinity of the securing operations

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.

Annex

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		

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)														

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)														

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:**

SFEDI®AWARDS

SFEDI Awards
53 Coniscliffe Road
Darlington
County Durham
DL3 7EH

T: 0845 224 5928