

Level 5 Award in Supply Chain and Operations Management

Regulator	Ofqual
Qualification Reference Number	601/8789/X
Qualification Start Date	1 May 2016
Last Date for Registration	30 April 2021
Available Age Ranges	Pre-16 x 16-18 x 19+ ✓
Total Qualification Time	100 hours
Guided Learning	10 hours

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About This Qualification

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

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

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

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

Qualification Overview

Qualification Structure	1 unit from Group A
Assessor Qualification Required (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)
Operations Management Processes	D/508/4296	Group A	5	10	10
Logistics	L/508/4276	Group A	5	10	10
Movement of Goods	T/508/4305	Group A	5	10	10
Transport Management	Y/508/4278	Group A	5	10	10
Production Management	K/508/4298	Group A	5	10	10
Quality Management	M/508/4299	Group A	5	10	10
Purchasing Management	R/508/4280	Group A	5	10	10
Ports and Shipping Management	Y/508/4300	Group A	5	10	10
Inventory	F/508/4291	Group A	5	10	10
Warehousing	L/508/4293	Group A	5	10	10
Supply Chain Management	R/508/4277	Group A	5	10	10
Humanitarian Logistics	K/508/4303	Group A	5	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.com and indicate in the header field, 'Customer Feedback'.

The Regulated Qualifications Framework (RQF)

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

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

Each RQF qualification title contains the following:

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

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

Qualification Level

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

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

Qualification Size

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

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

Total Qualification Time (TQT)

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

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

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

What Does SFEDI Awards Expect?

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

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

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

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

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

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

Learner Registration and Certification

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

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

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

How We Monitor Qualification Delivery

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

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

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

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

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

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

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

Direct Claims Status (DCS)

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

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

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

Internal Quality Assurance

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

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

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

Delivery/Assessment

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

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

Delivery/Assessment/Quality Assurance Staff Requirements

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

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

Assessment Methods

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

Initial Assessment

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

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

Mandatory Assessment Methods

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

Expert Witness/Witness Testimony

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

Observation

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

Product Evidence

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

Professional Discussion

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

Recognition of Prior Learning

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

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

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

Simulation

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

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

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

Activities should take place in a realistic working environment that:

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

Authentication of Learner Evidence

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

Feedback

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

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

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

Data Protection and Confidentiality

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

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

Protection of Minors in Evidence Collection

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

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

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

Unit Structure

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

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

Unit Overview and Main Outcomes

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

Assessment and Grading of This Unit

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

Unit Content

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

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

Qualification Unit Details

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

D/508/4296 Operations Management Processes

Unit Status Group A

Unit Level 5

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 of operations and operations management within business	Describe the roles and responsibilities of operations managers within different organisational contexts	Discuss how operations management supports business	
LO2	AC2.1	AC2.2	AC2.3
Understand the design of operations processes as well as the design of the products and services that organisations produce	Discuss the objectives and design of operation processes	Analyse the interconnected relationship between operation and supply networks	Describe the range of process technologies, its advantages and constraints it might impose on the operation
LO3	AC3.1	AC3.2	
Understand the correlation between operations management and strategic planning	Describe the links between strategy and operational performance targets	Discuss why there may be tension between different performance targets	
LO4	AC4.1	AC4.2	
Understand how operations improvement techniques could enhance competitive advantage in business	Explain the use of the value chain as a platform for identifying competitive advantage	Discuss the role of standard setting bodies in quality improvement	
LO5	AC5.1		
Understand the key challenges for an organisation	Explain the key challenges for an organisation and the role of operations management in dealing with these		

L/508/4276 Logistics

Unit Status Group A

Unit Level 5

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 behind logistics requirements of a supply chain	Discuss how logistics operations are matched to customer requirements	Explain the changes and developments to supply chains that could affect logistics operations	Discuss the relevant legislation and regulations that apply to logistics operations within own country	
LO2	AC2.1	AC2.2	AC2.3	
Understand how to schedule logistics operations to meet customers' needs	Discuss scheduling methodology and tools used in relation to organisational procedures	Describe the factors and risks that affect logistics scheduling	Explain the planning process of logistics operations to ensure that the supply chain continues to function	
LO3	AC3.1	AC3.2	AC3	
Understand how to optimise the use of logistics operations	Describe the factors that affect the availability and demand for logistics resources	Describe the relevant factors affecting the use of logistics resources	Discuss ways of improving or developing logistics resources used in logistics operations	
LO4	AC4.1	AC2		
Understand the range of transport modes and their usage within logistics operations	Discuss the main transport modes and transportation routes used for the movement of goods	Explain the factors that affect the transportation of supplies in relation to customer requirements and operational restraints		
LO5	AC5.1	AC5.2	AC5.3	AC5.4
Understand the use of technology and the importance of quality within logistics operations	Describe the efficiency and effectiveness of technology used with logistics operations	Discuss the ways in which technology has improved logistics operations	Analyse issues arising from the use of technology in logistics operations	Explain the different improvement methodology used for improving the quality of logistics operations

T/508/4305 Movement of Goods

Unit Status Group A

Unit Level 5

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 principles and practices in relation to the movement of goods	Identify the principles of logistics in relation to the movement of goods	Explain the characteristics of the main modes of transport used in the movement of goods and their infrastructure requirements	
LO2	AC2.1	AC2.2	AC2.3
Understand how the characteristics of goods impact on their handling	Describe the characteristics of different types of goods as well as the impact on their handling	Describe the safety and security implications relating to the different types of goods	Describe the methods of unitisation for different types of consignments
LO3	AC3.1	AC3.2	AC3.3
Understand the considerations that influence the flow of goods	Describe the planning of loads to match the variable patterns of demand and supply	Explain the different sources and destinations of goods in order to ensure the appropriate use of resources	Describe the planning and scheduling of freight transits using appropriate third party logistics providers

Y/508/4278 Transport Management

Unit Status Group A

Unit Level 5

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 nature and purpose of transport planning	Discuss the demand for the use of transport	Explain the issues associated with access and mobility	
LO2	AC2.1	AC2.2	
Understand how historical developments and more recent trends in land use affect transport planning	Explain the historical developments in land use	Analyse how the developments in land use have affected transport planning within own country	
LO3	AC3.1	AC3.2	AC3.3
Understand how the principles of sustainability are applied to transport planning	Discuss the relations between transport and land use from an: 1 Economic 2 Social 3 Technical 4 Environmental perspective	Describe the different stages of transport planning	Describe how to develop and implement a four stage transport plan
LO4	AC4.1	AC4.2	AC4.3
Understand the current trends and causes for transport demand	Discuss the issues that impact on the demand for transport	Describe the past trends in transport demand and how these can be used to project future forecast for demand	Describe how to develop strategies which take future forecasts into consideration
LO5	AC5.1	AC5.2	AC5.3
Understand issues with the movement of freight	Explain the different aspects of transport in relation to freight and urban transportation	Describe the link between sustainable transport management and sustainable transport policy	Analyse the conventional and emerging issues in transport management

K/508/4298 Production Management

Unit Status Group A

Unit Level 5

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 components of production planning and evaluate its function within a supply chain	Describe the production planning cycle	Explain costs and levels of service to increase profitability	Evaluate the function of production in relation to a supply chain		
LO2	AC2.1	AC2.2	AC2.3		
Understand the inter-relationships between production planning, sales planning and forecasting	Discuss how sales planning requirements could be incorporated into the production plan	Analyse the demand management processes	Analyse two different forecasting techniques and justify the selection of one for use		
LO3	AC3.1	AC3.2	AC3.3		
Understand the terminology associated with Master Scheduling and basic scheduling concepts	Describe how to generate a Master Production Schedule	Describe the principles and management of Rough Cut Capacity Planning (RCCP)	Explain the duties of Production Control in relation to production scheduling		
LO4	AC4.1	AC4.2			
Understand how manufacturing and control systems have developed historically	Explain modern day principles of planning against basic principles	Discuss the efficiency of two different production planning systems			
LO5	AC5.1	AC5.2	AC5.3	AC5.4	AC5.5
Understand a variety of measures to improve production planning performance	Describe the development of benchmarking and benchmarking techniques.	Explain two quality improvement models and justify the selection of one model for use	Explain available options for improving product planning performance	Describe the performance measures for use in production planning performance improvement	Explain the primary sources of waste and the ways to eradicate or reduce it

M/508/4299 Quality Management

Unit Status Group A

Unit Level 5

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 range of quality management systems appropriate for use in business	Explain quality definitions used within business	Describe three different quality management systems and justify the selection of one for use
LO2	AC2.1	
Understand the advantages of an organisation having a quality management system in place	Discuss the benefits and the impact of operating a quality management system	
LO3	AC3.1	AC3.2
Understand the tools and techniques to manage quality	Explain three quality control tools and techniques, using examples where appropriate	Analyse two quality control tools and techniques and justify the selection of one for use
LO4	AC4.1	AC4.2
Understand how to employ quality management tools and techniques to improve organisational performance	Explain quality methods in relation to continuous improvement within an organisation	Discuss the ways in which information relating to quality management is communicated within an organisation

R/508/4280 Purchasing Management

Unit Status Group A

Unit Level 5

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 key roles and focus of management within purchasing	Describe the key roles and main focus of management within purchasing	Describe the stages of the purchasing cycle	Discuss the external supplier market and the factors which impact sourcing and procurement	Analyse the influence and power that stakeholders can have on an organisation
LO2	AC2.1	AC2.2		
Understand the impact of legislation upon the purchasing function	Explain contract law and the effects of breach of contract upon a business in own country	Discuss how consumer law within own country impacts on the purchasing function		
LO3	AC3.1	AC3.2	AC3.3	AC3.4
Understand the importance of building and sustaining collaborative working relationships with suppliers	Explain the strategies for managing and maintaining collaborative supplier relationships	Discuss the methods for the effective appraisal of suppliers	Describe the risks and barriers that could exist when developing supplier relationships	Explain the supplier relationship spectrum and apply it to an organisation context
LO4	AC4.1	AC4.2		
Understand how effective negotiation skills contribute to successful purchasing management	Describe tools and techniques used for effective negotiating	Describe the issues to be considered when undertaking negotiation with suppliers		

Y/508/4300 Ports and Shipping Management

Unit Status Group A

Unit Level 5

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 importance of shipping and international trade	Explain the reasons why there is a need and demand for shipping and International trade	Describe what is meant by a shipping system, giving examples where appropriate	Explain the differences between Tramp and Linear Markets	Describe international trade patterns and two main international maritime passages
LO2	AC2.1	AC2.2		
Understand how business strategy in shipping contributes to growth	Explain corporate, business and financial strategies for shipping	Discuss the operational effectiveness and competitive strategy in shipping		
LO3	AC3.1	AC3.2	AC3.3	
Understand port operations and effective container terminal management	Describe the key Container Port terminal facilities and infrastructure	Describe the processes and physical flows in the container transport chain	Explain the importance of container terminal performance	
LO4	AC4.1	AC4.2		
Understand the concept of agile ports and the key characteristic	Describe the characteristics of an agile port	Explain the implementation model for creating an agile port		
LO5	AC5.1	AC5.2		
Understand port development, the operating environment and evolution of a port	Explain the differences (in a Port operating context) between: 1 Containerisation 2 Concentration 3 Collaboration 4 Competition	Discuss recent evolutions within ports		

F/508/4291 Inventory

Unit Status Group A

Unit Level 5

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			
Understand the purpose of inventory management	Describe what is meant by inventory management and how it can contribute to competitive advantage			
LO2	AC2.1	AC2.2	AC2.3	AC2.4
Understand the principles of the traditional fixed period and fixed quantity models of inventory control	Describe how to apply appropriate techniques to plan the inventory requirements of an organisation	Discuss the impact of different variables on re-order levels within an organisation	Explain different types of order quantity models, their limitations and relevance to inventory control systems	Explain the meaning of: 1 Economic Order Quantity; 2 Average Deviation; 3 Fixed Order Quantity; 4 Safety Stock
LO3	AC3.1	AC3.2	AC3.3	
Understand the impact of inventory management on the supply chain	Explain the value of traditional inventory models for different types of operation	Explain basic inventory control principles in relation to modern systems	Explain the role of quantitative and qualitative forecasting techniques in inventory management within the supply chain	
LO4	AC4.1	AC4.2	AC4.3	AC4.4
Understand the relevant legislation applicable to a warehouse	Describe the effectiveness of modern inventory control systems against traditional models	Describe how to develop procedures to monitor the performance of an inventory control system	Describe how to develop an inventory strategy plan within a supply chain network to increase operational efficiency and customer service satisfaction	Explain the suitability of key performance indicators used to measure the performance of inventory management
LO5	AC5.1	AC5.2		
Understand the importance of inventory management to minimise the stock level	Describe how stocks can best be allocated within a distribution network	Analyse different models of Inventory control system to minimise stock within a network		

L/508/4293 Warehousing

Unit Status Group A

Unit Level 5

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 need and role of developing an appropriate warehouse policy	Explain the purpose of and the need to develop an appropriate warehouse policy	Analyse the impact of a warehouse policy on an organisation in order to plan, organise, direct and control warehouse operations
LO2	AC2.1	AC2.2
Understand the resource requirements of warehousing	Explain three different warehouse layouts, including the advantages and disadvantages of each	Describe the resource requirements in relation to the warehouse layouts explained in AC 2.1
LO3	AC3.1	AC3.2
Understand the basic concept of inventory and the need to develop an inventory strategy	Discuss the importance of integrated supply chain strategies	Analyse an inventory strategy plan within the supply chain network of an organisation
LO4	AC4.1	
Understand the relevant legislation applicable to a warehouse	Describe the relevant information applicable to a warehouse in relation to: 1 Health and Safety regulations; 2 Licensing and permits; 3 Principles of Insurance; 4 One other piece of relevant legislation	
LO5	AC5.1	AC5.2
Understand the importance of technology advancements in a warehouse	Discuss innovations and techniques used to improve warehouse functionality	Explain the impact of IT systems within an organisation against warehouse performance KPIs
LO6	AC6.1	AC6.2
Understand financial systems within a warehouse	Explain methods for compiling financial reports, in particular budget reports, within a warehouse environment	Discuss the current financial systems within an organisation

R/508/4277 Supply Chain Management

Unit Status Group A

Unit Level 5

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 a supply chain can gain competitive advantage from efficient management and control	Discuss the strengths and weaknesses of the supply chain within an organisation	Explain the ability of a supply chain to provide competitive advantage
LO2	AC2.1	AC2.2
Understand the impact of physical and information flows on the integration and harmonisation within a supply chain	Describe the physical and information flows within a supply chain	Discuss how these flows impact on improvements in integration and harmonisation within a supply chain
LO3	AC3.1	AC3.2
Understand why supply chains may not always function correctly	Describe the barriers to the effective working of a supply chain	Discuss the possible solutions to the barriers identified in AC 3.1 and how they can be applied
LO4	AC4.1	AC4.2
Understand how supply chain planning is achieved from a strategic and operational perspective	Explain what is meant by Strategic and Operational Planning within a Supply Chain	Describe the process involved with the designing of a supply chain plan to meet the objectives of an organisation
LO5	AC5.1	AC5.2
Understand how modern technology has impacted the supply chain	Describe the key elements and functions of two advances in technology within the supply chain	Explain how the two advances in technology identified in AC 5.1 have impacted upon supply chain operations

K/508/4303 Humanitarian Logistics

Unit Status	Group A
Unit Level	5
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 Humanitarian Logistics	Describe the main principles and values of humanitarian logistics	Describe the humanitarian supply chain relationships	Explain what is meant by the term Disaster Management and its key concepts	
LO2	AC2.1	AC2.2		
Understand the nature of emergency situations and what is involved	Explain the situations when humanitarian logistics is required	Identify humanitarian aid requirements and describe the emergency response strategy		
LO3	AC3.1	AC3.2	AC3.3	AC3.4
Understand how the international humanitarian system works	Describe what is meant by the Sphere Standards and how they are used	Describe what is meant by the Humanitarian Charter and how it is used	Describe how to prepare humanitarian supply chains	Explain ways of improving humanitarian supply chains

Annex

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

Learner Registration Form

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

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

Assessment Plan

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

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

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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	<input type="checkbox"/>	Observation	<input type="checkbox"/>	Questioning	<input type="checkbox"/>	Product Evidence	<input type="checkbox"/>
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:
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IQA Signature (if sampled)		Date:
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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)	
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Assessor Signature		Date:
IQA Signature		Date:

Learner Interview Record

Learner Name	
Assessor Name	
Qualification/Unit Title	
Date of Interview	

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

Any other comments:

Learner Signature		Date:
IQA Signature		Date:

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