

Level 6 Diploma in Supply Chain and Operations Strategy

Regulator	Ofqual
Qualification Reference Number	601/8799/2
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	400 hours
Guided Learning	40 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 and 30 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)
Strategic Management Principles	Y/508/4118	Group A	6	10	10
Strategic Business Planning in Supply Chain Management Operations	D/508/4119	Group A	6	10	10
Advanced Manufacturing Technologies	J/508/4163	Group A	6	10	10
Quality Management	A/508/4161	Group A	6	10	10
Global Procurement in the Supply Chain	F/508/4162	Group A	6	10	10
Maritime Operations Management	D/508/4167	Group A	6	10	10
Business Research	D/508/4170	Group B	6	10	10
Leadership and Enterprise	M/508/4156	Group B	6	10	10
Principles of Marketing	Y/508/4166	Group B	6	10	10
Entrepreneurship in Business	H/508/4171	Group B	6	10	10
Corporate Finance	K/508/4172	Group B	6	10	10
Global Cultural Awareness	L/508/4164	Group B	6	10	10
Global Business Environment	D/508/4153	Group B	6	10	10
Operating Planning in a Supply Chain	K/508/4169	Group B	6	10	10
Change Management	R/508/4165	Group B	6	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

Y/508/4118 Strategic Management Principles

Unit Status Group A

Unit Level 6

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 concept of strategic management	Explain the concept, principles and key elements of strategic management	Critically analyse the role of values, vision and mission statements in an organisation	Explain how external and internal factors influence strategy formulation within an organisation
LO2	AC2.1	AC2.2	AC2.3
Understand how to formulate organisational strategy	Differentiate between business and corporate strategy	Assess the role of business strategy in achieving competitive advantage	Describe how markets influence strategy formulation
LO3	AC3.1	AC3.2	
Understand the strategic effects of an organisational plan	Explain the effects of an organisational plan on an organisation and its stakeholders	Explain how an organisational plan can be implemented	
LO4	AC4.1		
Understand how to develop a strategy to communicate organisational plans	Explain the methods of communicating an organisational plan within an organisation and to key stakeholders		

D/508/4119 Strategic Business Planning in Supply Chain Management Operations

Unit Status Group A

Unit Level 6

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 principles and importance of strategic business planning in supply chain operations	Discuss the importance of long and medium term planning for the successful development of a strategic business plan in supply chain operations	Explain the principles of strategic management and business planning	Discuss the importance of innovation and creativity in strategic management	Discuss the development of strategic objectives when developing a strategic business plan and the development of strategic objectives
LO2	AC2.1	AC2.2		
Understand the potential risks in relation to strategic business planning in supply chain operations	Discuss how to identify potential risks that relate to the achievement of objectives when developing a strategic business plan in supply chain operations	Explain the appropriate actions required to deal with identified risks		
LO3	AC3.1	AC3.2	AC3.3	AC3.4
Understand the needs of internal and external stakeholders when developing a strategic business plan in supply chain operations	Discuss how to effectively consult with colleagues and stakeholders when developing a strategic business plan in supply chain operations	Discuss the needs of stakeholders in when developing a strategic business plan	Discuss how to delegate responsibility to support the strategic business plan	Describe how to allocate resources effectively to enable the achievement of the strategic objectives in the strategic plan

J/508/4163 Advanced Manufacturing Technologies

Unit Status Group A

Unit Level 6

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 health and safety requirements in the manufacturing workplace	Explain how health and safety is catered for within an organisation	Discuss the Legislative requirements and procedures for health and safety inspections	Describe the safety requirements and features which should be included in the design of automated areas	
LO2	AC2.1	AC2.2		
Understand the function and purpose of existing Advanced Manufacturing Technology (AMT) installations	Review the use of a range of Advanced Manufacturing Technology (AMT) installations	Discuss the benefits of different manufacturing strategies		
LO3	AC3.1	AC3.2	AC3.3	AC3.4
Understand the benefits and drawbacks to building flexibility into the manufacturing process	Describe how to calculate break-even points and identify suitable processes for given quantities	Discuss how to calculate cycle times for given components using specified equipment	Explain how to specify CAM layouts for single spindle autos	Describe the reasons for decision making based on the initial costs and running costs of Flexible Manufacturing Systems (FMS), Flexible Manufacturing Cells (FMC) and stand-alone machinery
LO4	AC4.1	AC4.2	AC4.3	
Understand the applications of special manufacturing processes	Explain the technical requirements, uses and applications of special manufacturing processes	Critically analyse the use of special manufacturing processes	Discuss the mix of manufacturing process equipment required to produce given components and assemblies economically	

A/508/4161 Quality Management

Unit Status Group A

Unit Level 6

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 concept of quality management in an organisational context	Explain the concept of quality management in a business	Discuss the importance of quality within an organisation	Discuss the theories of quality management	
LO2	AC2.1	AC2.2	AC2.3	AC2.4
Understand the culture needed to embed quality management	Explain the importance of teamwork in quality management	Discuss the role of training and development in embedding quality management into the culture of an organisation	Discuss the management techniques which underpin successful integration of quality management into the culture of an organisation	Evaluate the promotion of continuous quality improvement within an organisation's culture
LO3	AC3.1	AC3.2	AC3.3	
Understand the systems that support quality management	Describe methods of monitoring quality management	Explain methods of controlling quality management	Evaluate quality standards that support quality management	

F/508/4162 Global Procurement in the Supply Chain

Unit Status Group A

Unit Level 6

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 how to set objectives and criteria for a procurement strategy to meet the requirements of the supply chain	Explain feasible and realistic key objectives and criteria for a procurement strategy	Discuss the general principles and practices used by an organisation for procurement	Discuss the extent to which procurement processes meet the legal and statutory requirements concerning procurement and contractual arrangements within own country	Analyse the fit of an organisations procurement strategy with the organisation's strategy/plan objectives	
LO2	AC2.1	AC2.2	AC2.3	AC2.4	AC2.5
Understand how to evaluate the effectiveness of the procurement strategy	Discuss the effectiveness of the requirements within the procurement strategy of an organisation for obtaining best value	Explain the terms and conditions used in procurement and contract documents	Analyse the contracts used within an organisation and suggest new types of contract to enable an improved delivery of services	Discuss the procurement strategy within an organisation in relation to developing long term strategic sourcing relationships	Explain the measurement of success criteria
LO3	AC3.1	AC3.2	AC3.3	AC3.4	AC3.5
Understand how to select the most effective procurement methods and appropriate procedures for achieving results and measuring performance	Analyse the procurement methods and tendering processes employed by an organisation	Explain the effectiveness of the methods used to evaluate the capability of suppliers and providers	Discuss the cost effectiveness of the methods and processes used for procurement within an organisation	Discuss the extent to which the methods and procedures used achieve the desired results and meet the objectives and targets identified in the strategy and procurement processes	Analyse the methods used for risk analysis and assessment within the procurement strategy

D/508/4167 Maritime Operations Management

Unit Status Group A

Unit Level 6

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 maritime operations in a business context	Explain the importance of maritime operations to a business	Evaluate methods of maritime trade	Critically analyse benefits of maritime trade to an organisation		
LO2	AC2.1	AC2.2			
Understand the planning process for maritime operations	Discuss the process of planning maritime operations	Explain the importance and benefits of planning maritime operations			
LO3	AC3.1	AC3.2			
Understand maritime resource management	Discuss the utilisation of resources for maritime operations	Discuss the scope, usage and life-span of resources			
LO4	AC4.1	AC4.2	AC4.3	AC4.4	AC4.5
Understand maritime law	Evaluate the impact of the key principles of law as they apply to shipping operations	Explain the types of contracts used in the transport of goods	Discuss how breaches of contract can be handled and how disputes may be settled	Discuss the role of agents and the different types of agency agreements	Explain the legal issues associated with time charter parties and voyage charter parties

D/508/4170 Business Research

Unit Status Group B

Unit Level 6

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 research philosophies and approaches relevant to business research	Discuss research philosophies and their relevance to business research	Explain the main research paradigms and their relevance to business research		
LO2	AC2.1	AC2.2	AC2.3	AC2.4
Understand the planning and creation of project reports	Describe how to apply appropriate research approaches and strategies	Describe how to conduct literature reviews	Describe how to formulate research questions, objectives and hypothesis	Explain how to write project specifications
LO3	AC3.1	AC3.2	AC3.3	
Understand how to conduct research for project reports	Discuss how to conduct research in accordance with project specifications, taking into consideration the relevant ethical issues	Analyse research outcomes against project specifications	Explain how to structure and write-up project reports	

M/508/4156 Leadership and Enterprise

Unit Status Group B

Unit Level 6

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.

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- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

LO1	AC1.1	AC1.2	AC1.3		
Understand the relationship between management and leadership	Discuss the similarities between management and leadership	Critically analyse the merits of the argument that management is different from leadership	Discuss the impact of both management and leadership styles on staff in organisations		
LO2	AC2.1	AC2.2			
Understand the features that underpin effective leadership	Discuss the relationship between leadership style and leadership behaviour	Critically analyse the importance of context on leadership styles and qualities			
LO3	AC3.1	AC3.2			
Understand how to apply theories of management and leadership in organisational contexts	Critically analyse the argument that leaders are born and not made	Discuss the impact of leadership in an organisation using appropriate theories			

LO4	AC4.1	AC4.2	AC4.3		
Understand how to advise on the management and leadership skills required for selected roles in an organisation	Propose methods to identify the skills required for leadership of a given role in an organisation	Recommend a style of leadership that is suitable to the role and appropriate to the culture in an organisation	Make justified evaluations of recommended leadership skills required for a given role in an organisation		
LO5	AC5.1	AC5.2	AC5.3	AC5.4	AC5.5
Understand the enterprise culture and the characteristics of different entrepreneurs	Define the enterprise culture in a business and the pros and cons of developing such a culture	Discuss the key attributes, decisions, business achievements, public personas and approaches to enterprise culture that have defined prominent entrepreneurs, and their effects upon the business, using examples	Describe the concept of intrapreneurship and its effect upon the business	Explain the factors which militate against an enterprise culture	Explain the role of information and communications technology (ICT) in supporting entrepreneurship and business development

Y/508/4166 Principles of Marketing

Unit Status Group B

Unit Level 6

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.

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- ✓ 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 concepts of marketing	Examine the main principles and concepts of marketing within an organisation	Analyse the relationship between an organisations vision and mission against the marketing strategy	Describe the processes relating to the use of analytical marketing tools within an organisation
LO2	AC2.1	AC2.2	AC2.3
Understand the concepts of marketing planning	Explain the concepts of marketing planning	Evaluate the need for and the scope of marketing planning	Discuss the impact of future challenges and issues in marketing planning
LO3	AC3.1	AC3.2	
Understand how to implement a marketing strategy	Evaluate methods for the implementation of a marketing strategy	Discuss the monitoring and evaluation techniques for a marketing strategy	
LO4	AC4.1	AC4.2	
Understand marketing strategies and their application	Explain a range of strategies that can contribute to competitive advantage	Analyse marketing strategies, their application and implementation for an organisation	

H/508/4171 Entrepreneurship in Business

Unit Status Group B

Unit Level 6

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.

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- ✓ 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 scope for entrepreneurship in established organisations in today's economy	Discuss how entrepreneurship can be encouraged within organisations	Discuss the factors that may limit entrepreneurship within organisations	Evaluate how the entrepreneurial process contributes to the economy
LO2	AC2.1	AC2.2	AC2.3
Understand how to develop successful entrepreneurial business ideas	Explain how successful business entrepreneurs develop business ideas	Explain the purpose of a feasibility analysis when developing business ideas	Critically evaluate methods for exploring opportunities and generating business ideas
LO3	AC3.1	AC3.2	AC3.3
Plan a strategy for a viable entrepreneurial business idea	Develop a strategy for a viable entrepreneurial business idea	Conduct market research to inform a business plan for a viable business idea	Prepare a detailed business plan for a viable business idea, taking account of any current legal, ethical and financial implications
LO4	AC4.1	AC4.2	AC4.3
Plan the future growth of a viable entrepreneurial business idea	Assess own entrepreneurial skills and characteristics to meet future requirements of a viable business idea	Analyse the potential barriers to growth of a viable entrepreneurial business idea	Recommend alternative strategies for the growth of a viable business idea

K/508/4172 Corporate Finance

Unit Status Group B

Unit Level 6

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.

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- ✓ 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 the Corporate Finance Manager and its main links to business objectives including mergers and acquisitions	Explain the role and business objectives of the finance manager and also the regulatory environment in which s/he operates	Explain the City Code on Takeovers and Mergers and the other main regulatory constraints	Explain the main justifications for, and dangers of, mergers and takeovers (financial and otherwise)	
LO2	AC2.1	AC2.2	AC2.3	AC2.4
Understand the main sources of debt and equity funding and the significance of financial gearing	Describe the process for gaining a listing on the Official List or the Alternative Investment Market and explain the role of different advisors in this process	Explain and evaluate the sources of equity finance available to an unquoted company and explain the differences between, and the advantages and disadvantages of: ordinary shares, preference shares, rights issues and scripts	Identify and explain the main sources of debt finance available to any size of business	Explain the significance, advantages and dangers of different levels of financial gearing
LO3	AC3.1	AC3.2		
Understand how to evaluate investment decisions using a variety of appraisal techniques	Explain the principles, benefits and limitations of the following different methods of investment appraisal: accounting rate of return, payback, net present value (NPV), Profitability Indices, and the internal rate of return (IRR) and be able to perform calculations in order to assess investment value	Explain and calculate the influence of risk in the investment appraisal process		

LO4	AC4.1	AC4.2	AC4.3	
Understand and be able to calculate the main methods for valuing company shares	Explain and calculate the share value of a business based on: net asset value (NAV), price earnings (PER), free cash flow and dividend valuation and discuss the relative merits of each method	Discuss the qualities of a business that are likely to influence the share value	Explain and calculate the main accounting ratios that can be applied to organisations	
LO5	AC5.1	AC5.2	AC5.3	
Understand the factors that determine a company's dividend policy	Explain and discuss the effects of dividends on shareholder wealth and the main dividend policies that companies may adopt including: constant dividends, increasing dividends, zero dividends and fixed percentage dividends	Explain and evaluate the main dividend policy theories including: irrelevance (Modigliani and Miller - MM) and relevance theories	Explain the main alternatives to cash dividends	
LO6	AC6.1	AC6.2	AC6.3	
Understand the concept of, and know how to calculate, the cost of capital of a business	Describe and calculate the cost of equity share capital	Describe and calculate the cost of debt capital	Describe and calculate the weighted average cost of capital and discuss its usefulness	

LO7	AC7.1	AC7.2	AC7.3	
<p>Understand the different elements of treasury and working capital and be able to perform calculations from a given set of data to determine the effect on an element of, or on the entire working capital of, a business</p>	<p>Explain the main areas of treasury and working capital and calculate the working capital cycle and the cash conversion or operating cycle</p>	<p>Calculate, from a given set of figures, a working capital decision on any of the areas of working capital</p>	<p>Explain overtrading and identify its symptoms</p>	

L/508/4164 Global Cultural Awareness

Unit Status	Group B
Unit Level	6
Credit Value	10
Unit Learning hours	10

Assessment and Grading of This Unit

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- ✓ Product evidence
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- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

LO1	AC1.1	AC1.2	
Understand the concept of culture and factors that underline cultural differences	Define what is meant by the term culture	Explain the factors that underline cultural differences	
LO2	AC2.1	AC2.2	AC2.3
Understand how cultural differences affect the management process	Discuss the part that cultural differences play in the management process	Explain strategies used for managing cultural diversity	Analyse how multinational organisational structures can be affected by cultural differences
LO3	AC3.1	AC3.2	AC3.3
Understand frameworks that help identify important cultural differences	Explain the elements that make up Hofstede's four dimensions of culture	Explain the elements that make up Trompenaar's seven dimensions of culture	Explain the main elements that make up the Globe project's nine dimensions of culture

D/508/4153 Global Business Environment

Unit Status Group B

Unit Level 6

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.

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- ✓ 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 concept of business in a global strategy	Explain how to conduct a strategic analysis of a business in a global environment	Analyse the role of information systems in developing business in a global context	Critically analyse the differences between free trade and protectionism	
LO2	AC2.1	AC2.2	AC2.3	AC2.4
Understand strategic evaluation and selection	Define what is meant by strategic selection	Discuss the value chain as part of the value system	Discuss the benefits strategic alliances can be to an organisation	Critically evaluate two strategic analysis models
LO3	AC3.1	AC3.2	AC3.3	
Understand the barriers to internationalisation	Discuss existing legislative and administrative barriers that directly affect business activities at a national and international level	Explain the role of the World Trade Organisation (WTO) in relation to the agreement on technical barriers to trade	Discuss the policies that are intended to protect the domestic economy from the effects of international trade	
LO4	AC4.1	AC4.2	AC4.3	
Understand business theories related to managing international operations, strategy and risk analysis	Discuss two international business theory models	Analyse two foreign direct investment (FDI) theory models	Critically analyse key concepts and practices in managing operations across national boundaries to provide an organisation with competitive advantage	

K/508/4169 Operational Planning in a Supply Chain

Unit Status Group B

Unit Level 6

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.

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- ✓ 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 principles and importance of operational planning in supply chain management or a logistics operation	Discuss the importance of long and medium term planning for the successful development of an operational plan in supply chain management or a logistics operation	Explain the principles of operational management and business planning	Explain the components of an operational plan in supply chain management or a logistics operation	Discuss Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives that relate to developing and implementing operational plans in supply chain management or a logistics operation
LO2	AC2.1	AC2.2		
Understand the potential risks in relation to operational planning in supply chain management or a logistic operation	Discuss how to identify potential risks that relate to the achievement of objectives when developing an operational plan in supply chain management or a logistics operation	Explain the appropriate actions required to deal with identified risks		
LO3	AC3.1	AC3.2	AC3.3	AC3.4
Understand the needs of internal and external stakeholders when developing operational plan in supply chain management or a logistics operation	Discuss the need to effectively consult with colleagues and stakeholders when developing an operational plan in supply chain management or a logistics operation	Discuss the needs of stakeholders in when developing an operational plan	Discuss how to delegate responsibility to support the operational plan	Allocate resources effectively to enable the achievement of the strategic objectives in the operational plan

R/508/4165 Change Management

Unit Status Group B

Unit Level 6

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.

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- ✓ Pre-approved worksheets
- ✓ Professional discussion
- ✓ Recognition of prior achievement
- ✓ Recognition of prior learning
- ✓ Witness testimony

Unit Content

LO1	AC1.1	AC1.2		
Understand the background to change management in organisations	Discuss models of change management	Evaluate the relevance of models of change management to selected organisations in the current economy		
LO2	AC2.1	AC2.2	AC2.3	
Understand issues relating to change in organisations	Explain the need for change in an organisation	Critically evaluate the factors that are driving the need for change in selected organisations	Explain the potential barriers to the process of change in an organisation	
LO3	AC3.1	AC3.2	AC3.3	AC3.4
Present a proposal for change in an organisation	Identify an area for change in an organisation	Develop an appropriate model for change in an organisation	Prepare a plan for implementing change in an organisation, including resource requirements	Discuss the appropriate methods of communicating a proposal for change to relevant stakeholders in an organisation
LO4	AC4.1			
Understand how to manage the change process	Describe the appropriate measures to monitor and evaluate the progress of change in an organisation			

Annex

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

Learner Registration Form

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

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

Assessment Plan

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

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

--

Unit Reference Number	Description of task to be completed including any preparation requirements	Target Date
Naturally occurring evidence may be used as appropriate but this will not be the main form of evidence generation		

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:
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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	<input type="checkbox"/>	Summative sampling (certification can be claimed)	<input type="checkbox"/>	Summative sampling (folder referred for actions)	<input type="checkbox"/>
Folder check	<input type="checkbox"/>	Observation of delivery (observation report attached)	<input type="checkbox"/>	Learner interview (interview record attached)	<input type="checkbox"/>
Other (please detail):					

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

Action points/feedback to the Assessor:

--

Assessor Signature		Date:
IQA Signature		Date:

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

Assessor Signature		Date:
IQA Signature		Date:

Learner Interview Record

Learner Name	
Assessor Name	
Qualification/Unit Title	
Date of Interview	

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

Any other comments:

--

Learner Signature		Date:
IQA Signature		Date:

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