

# Level 3 Diploma in Introduction to Manufacturing and Production Management

Regulator	Ofqual
Qualification Reference Number	610/2382/6
Qualification Start Date	01-04-2023
Last Date for Registration	31-03-2026
Available Age Ranges	Pre-16 x 16-18 ✓ 19+ ✓
Total Qualification Time	400 hours
Guided Learning	40 hours

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SFEDI Enterprises Ltd t/a SFEDI Awards

19 Victoria Road

Darlington

Co Durham

DL1 5SF

[www.sfedigroup.com](http://www.sfedigroup.com)

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# Contents

About This Qualification .....	5
About SFEDI Awards .....	8
Customer Feedback .....	8
The Regulated Qualifications Framework (RQF) .....	9
Qualification Level .....	9
Qualification Size .....	9
Total Qualification Time (TQT) .....	9
What Does SFEDI Awards Expect? .....	10
Learner Registration and Certification .....	10
How We Monitor Qualification Delivery .....	11
Direct Claims Status (DCS) .....	11
Internal Quality Assurance .....	12
Delivery/Assessment .....	12
Delivery/Assessment/Quality Assurance Staff Requirements .....	12
Assessment Methods .....	13
Initial Assessment .....	13
Mandatory Assessment Methods .....	13
Expert Witness/Witness Testimony .....	13
Observation .....	13
Product Evidence .....	13
Professional Discussion .....	14
Recognition of Prior Learning .....	14
Authentication of Learner Evidence .....	16
Feedback .....	16
Data Protection and Confidentiality .....	16
Protection of Minors in Evidence Collection .....	16
Unit Structure .....	17
Qualification Unit Details .....	18
D/650/6515 Introduction to Procurement Management .....	19
F/650/6516 Introduction to Procurement Processes Management .....	21
H/650/6517 Introduction to Procurement Management in Action .....	23
J/650/6518 Introduction to Supply Chain and Operations Management .....	25
K/650/6519 Introduction to Warehousing Operations Management .....	27
R/650/6520 Introduction to Logistics Management .....	29
K/650/6555 Introduction to Ship and Port Operations Management .....	31
L/650/6556 Introduction to Transport Planning and Operations Management .....	33
T/650/6521 Introduction to Production Planning and Control Management .....	35
Y/650/6522 Introduction to Marketing .....	37
A/650/6523 Introduction to Inventory Process Management .....	39
D/650/6524 Introduction to International Trade and Freight Management .....	41
F/650/6525 Introduction to Improving Team Performance .....	43
H/650/6526 Introduction to MRP/ERP Systems Management .....	45
J/650/6527 Introduction to Manufacturing and Production Management .....	47
J/650/6528 Introduction to Managing Environmental Issues in Manufacturing .....	49
L/650/6529 Introduction to Lean Manufacturing Management .....	51
T/650/6530 Introduction to Customer Service Management .....	53
Y/650/6531 Introduction to Business Management .....	55
A/650/6532 Introduction to Basic Finance Costing .....	57
D/650/6533 Introduction to Effective Client and Supplier Relationship Management (SRM) .....	59

F/650/6534	Introduction to Business Improvement Techniques.....	61
H/650/6535	Introduction to Leadership.....	63
Annex.....		65
Learner Registration Form.....		66
Assessment Plan.....		67
Assessment Report.....		68
Witness Testimony Report.....		70
Learner Statement.....		73
Assessor Statement.....		73
Internal Quality Assurance Sampling Report.....		74
Learner Interview Record.....		76

## 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

<b>Qualification Structure</b>	40 credits from any units including 1 mandatory
<b>Assessor Qualification Required</b> (please check details of appropriate Assessor qualifications later within this document)	No
<b>IQA Qualification Required</b> (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)
Introduction to Procurement Management	D/650/6515	Optional	3	12	12
Introduction to Procurement Processes Management	F/650/6516	Optional	3	12	12
Introduction to Procurement Management in Action	H/650/6517	Optional	3	8	8
Introduction to Supply Chain and Operations Management	J/650/6518	Optional	3	12	12
Introduction to Warehousing Operations Management	K/650/6519	Optional	3	12	12
Introduction to Logistics Management	R/650/6520	Optional	3	12	12
Introduction to Ship and Port Operations Management	K/650/6555	Optional	3	10	10
Introduction to Transport Planning and Operations Management	L/650/6556	Optional	3	8	8
Introduction to Production Planning and Control Management	T/650/6521	Optional	3	10	10
Introduction to Marketing	Y/650/6522	Optional	3	10	10
Introduction to Inventory Process Management	A/650/6523	Optional	3	10	10
Introduction to International Trade and Freight Management	D/650/6524	Optional	3	8	8
Introduction to Improving Team Performance	F/650/6525	Optional	3	12	12
Introduction to MRP/ERP Systems Management	H/650/6526	Optional	3	10	10
Introduction to Manufacturing and Production Management	J/650/6527	Mandatory	3	12	12

Introduction to Managing Environmental Issues in Manufacturing	K/650/6528	Optional	3	10	10
Introduction to Lean Manufacturing Management	L/650/6529	Optional	3	8	8
Introduction to Customer Service Management	T/650/6530	Optional	3	10	10
Introduction to Business Management	Y/650/6531	Optional	3	12	12
Introduction to Basic Finance Costing	A/650/6532	Optional	3	8	8
Introduction to Effective Client and Supplier Relationships Management	D/650/6533	Optional	3	5	5
Introduction to Business Improvement Techniques	F/650/6534	Optional	3	10	10
Introduction to Leadership	H/650/6535	Optional	3	12	12

## 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](mailto: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

## 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
- ✓ Assessor Strategy
- ✓ IQA Strategy
- ✓ Direct Claims Status
- ✓ Equality and Diversity
- ✓ Invoicing
- ✓ Qualification Titling in Marketing and Logo Usage
- ✓ Malpractice and Maladministration
- ✓ Privacy
- ✓ Quality Bulletins
- ✓ Reasonable Adjustments and Special Considerations
- ✓ 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](mailto: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.

## **Recognition of Prior Assessment**

Voluntary work, performance at work and/or a professional certificate to practice can be used in terms of recognition of prior achievement – e.g. a case which led to a successful promotion, evidence to demonstrate achievement of objectives within a personal development plan or an assessment undertaken to gain a certificate that was required to practice in a profession.

## **Written Assignment**

The most popular choice of assessment method, a written assignment enables the learner to reflect upon their learning and detail their knowledge/understanding to the Assessor. Each assessment question will detail key objectives such as 'identify, describe, explain'. There will be a minimum and maximum word count requirement for each assessment question. The learner will be required to adhere to the assessment guidelines to demonstrate their capability to read, interpret and follow instructions. Dependent upon the level of study, learners may be required to carry out independent research which they will need to list utilising the Harvard referencing system.

## **Learner Statement**

For assessment by the method, the learner could provide a written statement demonstrating their knowledge or understanding or seeing the context of some other evidence. It could also be an explanation of the application of their skills. However, if used to support a competency-based claim (i.e., a practical skill) then this statement can only be provided in support of that claim. For competency-based criteria the learner must be observed in some way. For example, if the learner submitted minutes of a meeting, they might write a statement explaining their involvement in this activity. Did they simply attend the meeting or were they involved in more detail such as instigating the meeting, generating the agenda, writing minutes etc.) Where statements are used to demonstrate knowledge and understanding and/or to set the context of something they must be signed and dated by the learner. Signatures for colleagues in a more senior position to the learner to corroborate their statement are required and should be provided on learner headed paper with their full name and job title. The statement could also be provided from a more senior person within the business instead of the learner writing their own. Again, a full and detailed explanation would be required.

## **Case Study**

A Case study is a version of the learner statement. The learner writes a statement, but it is based upon a particular scenario which they have experienced. For example, if they were involved in a slightly more complicated customer service inquiry or complaint there may be a number of activities which happened, and they can outline their involvement in a chronological order.

## **Pre-Approved Worksheets**

This assessment method is available for some units of study. Learners are required to complete pre-approved worksheets that reflect the learning criteria of the unit of study. Further information on this assessment will be provided upon request to any learner, client or delivery partner who would like to over this assessment method.

## **Blended Assessment**

Learners can utilise a range of the assessment options available to them, presenting their work to the Assessor in a way that clearly evidences their understanding or experience of the topics listed within the assessment criteria

## 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:

<b>Unit Reference Number</b>	<b>Unit Title</b>
<b>Unit Status</b>	This will show whether the unit is mandatory or optional
<b>Unit Level</b>	Level allocated to the unit on the RQF unit databank
<b>Credit Value</b>	Credit value assigned to the unit
<b>Guided Learning hours</b>	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

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

## Assessment 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.

<b>Learning Outcomes - The learner will:</b>	<b>Assessment Criteria - The learner can:</b>
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

**Unit Status**                      Optional

**Unit Level**                        3

**Credit Value**                    12

**Guided Learning hours**    12

### **Unit Overview**

The unit will investigate the strategies, objectives, and methods for delivering products and services to an organisation and explores,

- the role of Procurement in the Value Chain
- the links between Purchasing and Business Strategy
- different procurement sectors.

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand the role of Procurement in the Value Chain	1.1 Examine the role of Procurement in the value Chain 1.2 Assess how Procurement functions impact value chain metrics
2. Understand the links between Procurement and Business Strategy	2.1 Describe the areas where Procurement supports an organisation's strategy 2.2 Explain the features of a strategic sourcing plan
3. Be able to evaluate the different procurement sectors	3.1 Outline key differences and commonalities across different procurement sectors 3.2 Analyse the effects of different market conditions on Perfect and Imperfect Competition 3.3 Evaluate strategic solutions for a procurement organisation when faced with monopolistic market conditions

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Overview**

This unit will investigate the key procurement concepts that ensure a business is leveraging its purchasing ability to ensure that goods and services required by the organisation are sourced in a way that generates the most significant value to that organisation and explores,

- how procurement interacts with external organisations to best understand the needs of the business
- how procurement supports a business's objectives
- national legislation relevant to procurement
- the components of the purchasing cycle

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand how procurement interacts with external organisations</p>	<p>1.1 Identify a range of organisations participating in the purchasing role            1.2 Describe how market conditions and competition can impact purchasing activities            1.3 Evaluate how organisations use PESTLE to influence purchasing decisions from a local, national, and international perspective</p>
<p>2. Understand how procurement supports a business's objectives</p>	<p>2.1 Compare the operational requirements in the purchasing function across the private, public and third sectors            2.2 Describe best practices concerning the '5 Rights' to Procurement            2.3 Explain the process of sourcing suppliers to ensure they meet an organisation's requirements</p>
<p>3. Understand national legislation relevant to procurement</p>	<p>3.1 Identify the main sources of information regarding purchasing law and national legislation            3.2 Discuss the key components involved in drawing up a contract, including the legal remedies available for a breach of contract</p>
<p>4. Understand the components of the purchasing cycle</p>	<p>4.1 Explain what is meant by the 'End-to-End' (E2E) cycle.            4.2 Evaluate the range of methods used in the quotation process.</p>

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 8

**Guided Learning hours** 8

### **Unit Overview**

The unit will cover,

- the role of purchasing and procurement within an organisation
- the stages of sourcing and procurement
- Contracts and Service Level Agreements (SLA)

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand the role of purchasing and procurement within an organisation</p>	<p>1.1 Explain the difference between procurement and purchasing.            1.2 Describe the role of purchasing in a supply chain.            1.3 Compare the purchasing role in the private and public sectors.</p>
<p>2. Understand the stages of sourcing and procurement</p>	<p>2.1 Identify the sourcing activities within the procurement role.            2.2 Discuss the impact of market competitiveness on an organisation.            2.3 Analyse the importance of the quotation process in delivering value to an organisation.</p>
<p>3. Be able to evaluate Contracts and Service Level Agreements (SLA)</p>	<p>3.1 Identify the differences between Contracts and Service Level Agreements (SLA).            3.2 Assess the Terms and Conditions of different types of contracts.            3.3 Justify the need for an organisation to use an SLA to deliver operational objectives.            3.4 Evaluate how an organisation uses metrics to deliver against an SLA.</p>



**Unit Status** Optional

**Unit Level** 3

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Overview**

This unit will cover the concept of supply chain management and its importance in meeting organisational goals, with effective utilisation of resources and effective management of the three kinds of flows within a supply chain. The unit also explores

- risk factors that affect a Supply Chain
- the concept of Lean Operations
- the links within a Supply Chain

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand Supply Chain Management	1.1 Explain the five supply chain relationships 1.2 Describe the functions of Forward and Reverse Logistics 1.3 Assess how effective supply chain management can contribute to an organisation's success
2. Be able to evaluate risk factors that affect a Supply Chain	2.1 Outline the risk factors within an organisation that disrupt the supply chain 2.2 Evaluate a range of control measures to mitigate risk
3. Understand the concept of Lean Operations	3.1 Identify the five principles of the Lean concept 3.2 Assess how primary tools are used to optimise a supply chain operation
4. Understand the links within a Supply Chain	4.1 Explain the relationship between upstream and downstream linkages 4.2 Summarise the key elements required for efficient supply chain linkages

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Overview**

This unit will investigate the principles of Warehouses Operations Management and explore,

- the purpose of a warehouse, different warehouse types and departments within a typical warehouse operation
- the use of Manual Handling Equipment and storage equipment in a warehouse
- the H&S requirements within a warehouse, including the safe use of equipment.
- Warehouse operation principles including goods-in, goods verification, picking and despatch processes.
- Warehouse financial budgeting and identification of resource requirements.
- The importance of correctly placing goods within a warehouse and the factors influencing the decision to site a warehouse facility

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement

- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand warehouse operation processes	1.1 Describe the purpose of a warehouse in relation to the supply chain 1.2 Explain the functions and operational practices within a warehouse
2. Understand factors that influence site location and safe operations within a warehouse	2.1 Analyse factors for selecting the best location for a warehouse 2.2 Describe the equipment (mechanical handling systems, storage systems and information technology equipment) routinely used in a typical warehouse 2.3 Identify Health and Safety legislation and policies to maintain warehouse equipment (MHE and storage systems) safely and legally
3. Understand financial warehousing systems, controls, and budgeting	3.1 Assess best practice processes for the goods receipt and despatch departments, including the causes of inventory discrepancies 3.2 Summarise the financial systems and controls a warehouse must adhere to
4. Be able to support the efficient management of warehousing operations	4.1 Analyse methods of calculating the resource requirements for a warehouse operation 4.2 Justify the need for warehouse contingency planning 4.3 Evaluate the benefits of correct stock location within a warehouse

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Overview**

The unit explores logistics management and its importance in meeting the primary goal of logistics, which is to deliver the goods to the end customer smoothly with minimal cost. The unit will also cover the following:

- the key factors influencing logistics, such as decisions, processes, and capabilities
- factors that influence logistics activities
- how technology supports logistics operations
- requirements for the development, monitoring and control of logistics protocols

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand the importance of logistics operations	1.1 Explain the scope of logistics operations 1.2 Evaluate the inbound and outbound components of logistics
2. Understand the factors that influence logistics activities	2.1 Discuss the impact of policies on logistics operations 2.2 Assess internal and external considerations that affect logistics activities
3. Understand how technology supports logistics operations	3.1 Describe a range of technology solutions that support logistics operations 3.2. Examine how inbound and outbound logistics protocols are supported by technology
4. Understand the requirements for developing, monitoring, and controlling logistics protocols	4.1 Identify organisational requirements in the development of logistics protocols 4.2 Analyse techniques for ongoing monitoring, measuring and evaluation of logistics operations 4.3 Evaluate operational requirements for the control of logistics operations

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Overview**

This unit introduces learners to the principles of Shipping and Port Operations and will also explore the following:

- Berthing and unberthing operations of merchant vessels, cargo stowage space calculation, hazardous cargo, and acceleration forces on ships
- Marine legislation application, including dangerous goods classification, environmental legislation, and IMO conventions
- A ship's equipment, including decking and cargo securing equipment
- Key terms concerning shipboard geography, nautical and cargo terminology

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand the range of activities involved in shipboard operations.</p>	<p>1.1 Explain the basic operations of berthing and unberthing a merchant vessel            1.2 Assess how to calculate available space and adequately store goods aboard a vessel            1.3 Describe how to identify hazardous cargo</p>
<p>2. Be able to support essential marine legislation.</p>	<p>2.1 Outline the use of classification numbers to identify the categories of dangerous cargo            2.2 Justify the use of Maritime and Coastguard Agency publications            2.3 Evaluate the impact of International pollution legislation on shipboard operations            2.4 Review the influence of International Maritime Organisation conventions on shipping</p>
<p>3. Know how a ship's cargo and deck equipment is employed.</p>	<p>3.1 Describe the critical pieces of deck equipment, including apparatus used to secure cargo            3.2 Evaluate the advantages and limitations of several vessel types used to transport different types of cargo</p>
<p>4. Understand nautical terminology relating to shipboard layout and handling.</p>	<p>4.1 Define the nautical terms used to illustrate the layout of a merchant vessel            4.2 Analyse a range of handling/ facilities used in shipboard operations</p>



**Unit Status** Optional

**Unit Level** 3

**Credit Value** 8

**Guided Learning hours** 8

### **Unit Overview**

The unit will investigate the role that transport plays in the overall supply chain process, detailing the different modes of transportation and looking towards what new modes of transportation are already being developed. The unit also covers the following:

- transportation modes in the supply chain
- planning, legislation, and regulations influence transportation network design
- types and uses of Transport equipment
- factors that influence Transportation Operations

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand primary transportation modes in the supply chain</p>	<p>1.1 Explain how transport supports supply chain activity 1.2 Evaluate the advantages and limitations of four primary modes of transportation</p>
<p>2. Understand how planning, legislation, and regulations influence transportation network design</p>	<p>2.1 Describe the principles of transport planning when organising the movement of goods 2.2 Examine how legislation and regulations impact national and international transport planning, including mandatory Health &amp; Safety procedures</p>
<p>3. Understand the types and uses of Transport equipment</p>	<p>3.1 Identify a range of transport equipment to support the movement of goods 3.2 Evaluate the value of standardised transport equipment within supply chain operations</p>
<p>4. Understand the factors that influence Transportation Operations</p>	<p>4.1 Examine the importance of transport planning within an organization 4.2 Assess how the demand for the movement of goods impacts organisational planning 4.3 Evaluate how internal and external factors impact 'cost-effective' transport operations</p>

**Unit Status**                      Optional

**Unit Level**                      3

**Credit Value**                      10

**Guided Learning hours**      10

### **Unit Overview**

This unit will explore Production Planning and Control Management within a manufacturing environment and will also cover the following:

- how Production Planning supports business strategy
- a range of processes that support Production Planning
- the relationship between Sales & Operations Planning (S&OP) and Production Planning tools
- how Quality Techniques align with Production Planning

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand how Production Planning supports business strategy</p>	<p>1.1 Explain how production planning techniques influence corporate strategy</p> <p>1.2 Evaluate how physical and financial resources are employed to support production planning</p>
<p>2. Understand a range of processes that support Production Planning</p>	<p>2.1 Analyse the relationship between:</p> <ul style="list-style-type: none"> <li>● Long-term forecasting</li> <li>● Short term forecasting</li> <li>● Rough Cut Capacity Planning (RCCP)</li> <li>● Capacity Requirements Planning (CRP)</li> </ul>
<p>3. Understand the relationship between Sales and Operations Planning (S&amp;OP) and Production Planning tools</p>	<p>3.1 Describe the role of the Sales &amp; Operations Planning (S&amp;OP) process in ensuring an organisation can deliver against its objectives</p> <p>3.2 Assess the impact of the following tools on efficient Production Planning,</p> <ul style="list-style-type: none"> <li>● Master Production Schedule (MPS)</li> <li>● Bill Of Materials (BOM)</li> <li>● Material Requirements Planning (MRP)</li> <li>● Manufacturing Resource Planning (MRP2)</li> <li>● Enterprise Resource Planning (ERP)</li> <li>● Advanced Planning Scheduling (APS)</li> </ul>
<p>4. Know how Quality Techniques align with Production Planning</p>	<p>4.1 Compare the advantages and limitations of a range of quality control techniques</p> <p>4.2 Consider how benchmarking supports quality improvement techniques</p>

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Overview**

This unit will discover why Marketing plays such a crucial role in business and how marketing is employed throughout the entire lifecycle of products, from concept to development, market introduction, expansion, decline, and withdrawal. Learners will also be introduced to the following:

- The idea of market segmentation and how consumers are targeted based on gender, age, income level, marital status, and geographic location, to name but a few
- Understand the methods used to communicate marketing strategies and analyse consumer behaviour
- The different techniques for conducting market research and how that data is gathered and analysed - and that analysis then forms the basis for input into the overall marketing strategy

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
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- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand the role marketing plays within an organization</p>	<p>1.1 Explain how marketing influences organisational strategy</p> <p>1.2 Analyse different types of marketing strategies an organisation can deploy.</p> <p>1.3 Assess how the Product Life Cycle impacts marketing activity</p>
<p>2. Understand how consumer behaviour impacts marketing communication strategies</p>	<p>2.1 Describe the steps of developing a marketing plan</p> <p>2.2 Discuss the importance of Integrated Marketing Communication (IMC) within a marketing communication strategy</p> <p>2.3 Examine the impact of consumer behaviour on communication strategies</p>
<p>3. Understand how to employ various tools to audit the marketing environment</p>	<p>3.1 Compare a range of tools to audit the marketing environment</p> <p>3.2 Analyse the significance of the Marketing Mix (7P)</p>
<p>4. Understand the processes for conducting market research</p>	<p>4.1 Assess a variety of market research techniques</p> <p>4.2 Evaluate the function of a Marketing Information System (MIS)</p>

<b>Unit Status</b>	Optional
<b>Unit Level</b>	3
<b>Credit Value</b>	10
<b>Guided Learning hours</b>	10

### **Unit Overview**

This unit will focus on the importance of inventory management, including the different types of inventory and the financial implication based on inventory policy. The unit will also cover the following:

- inventory process management
- stock control and the techniques used to plan stock levels
- the economic impact of inventory management
- a range of modern inventory systems

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
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- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand inventory process management	1.1 Describe different types of inventory 1.2 Examine the importance of inventory management 1.3 Compare a range of methods for 'Holding Inventory'
2. Understand stock control and the techniques used to plan stock levels	2.1 Identify the variable's that impact stock levels 2.2 Assess how an organisation's stock rotation policy determines re-order levels
3. Understand the economic impact of inventory management	3.1 Consider the financial implications of 'Holding Inventory' 3.2 Evaluate how an organisation optimises inventory policy to reduce costs
4. Understand a range of modern inventory systems	4.1 Explain how inventory auditing methods and 'Key Performance Indicators (KPIs) measure inventory management performance 4.2 Summarise the impact of ABC Stock Classification on inventory systems



**Unit Status**                      Optional

**Unit Level**                        3

**Credit Value**                    8

**Guided Learning hours**      8

### **Unit Overview**

The unit will cover the following:

- International trade and freight strategies
- International freight planning
- Operations processes for international trade and freight
- Monitoring and implementation of different financial processes

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand international trade and freight strategies	1.1 Explain the purpose of international trade and freight 1.2 Examine the function of import and Export within international trade 1.3 Discuss the methods of obtaining information relating to international trade
2. Understand international freight planning	2.1 Identify the elements of a marketing plan for international trade 2.2 Assess the factors that affect costs within international trade 2.3 Analyse the influence of agents and distributors on the effective use of distribution channels
3. Understand operations processes for international trade and freight	3.1 Identify current international import and export customs procedures 3.2 Describe the international order process and the documentation used in international trade 3.3 Define the term INCOTERMS and their benefits to international trade
4. Understand the monitoring and implementation of different financial processes	4.1 Analyse the impact of maintaining statutory requirements applicable to international trade  4.2 Summarise the influence of the following processes on international trade, <ul style="list-style-type: none"> <li>● payment methods</li> <li>● trade finance</li> <li>● bonds</li> <li>● money laundering</li> </ul>

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Overview**

The unit will cover

- theoretical models associated with teams, team development, and team improvement strategies
- how to prepare and lead a team-building activity
- how to identify and address barriers to improve a team's performance
- how to support effective communication methods

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand theoretical models associated with teams, team development, and team improvement strategies</p>	<p>1.1 Examine the unique differences between a group and a team            1.2 Discuss a range of theories relating to team development            1.3 Assess how issues can be mitigated when improving a team's performance</p>
<p>2. Know how to prepare and lead a team-building activity</p>	<p>2.1 Describe how to prepare and lead a team-building activity to meet agreed objectives            2.2 Clarify how to evaluate the effectiveness of a team-building activity against agreed objectives            2.3 Explain how to provide constructive feedback and recommendations for improving future team-building activities</p>
<p>3. Know how to identify and address barriers to improve a team's performance</p>	<p>3.1 Identify barriers to team efficiency            3.2 Explain how to appraise individual and team performances            3.3 Discuss the approaches that can be adopted to improve a team's performance</p>
<p>4. Be able to support effective communication methods</p>	<p>4.1 Outline the role of communication in team management            4.2 Review techniques to communicate information effectively to team members            4.3 Justify how to select and apply the best method to communicate information successfully</p>

<b>Unit Status</b>	Optional
<b>Unit Level</b>	3
<b>Credit Value</b>	10
<b>Guided Learning hours</b>	10

### Unit Overview

The Introduction to MRP/ERP Systems Management unit will also cover the following:

- Application of Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP) systems within an organisation
- Inputs to Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP) systems
- The impact of Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP) systems on an organisation
- Monitoring and controlling of Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP) systems

### Assessment 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.

### Assessment Methods available for each assessment criteria are,

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand MRP and ERP systems	1.1 Explain the purpose of MRP & ERP systems in manufacturing.  1.2 Identify the main components of MRP/ERP systems.
2. Understand the interrelationship between MRP and ERP systems	2.1 Discuss the advantages and disadvantages of using MRP and ERP systems 2.2 Evaluate how MRP and ERP systems can produce a competitive advantage
3. Understand the scope of MRP/ERP systems within an organisation	3.1 Describe the introduction of an MRP / ERP system into a manufacturing organisation 3.2 Consider how an organisation can further develop ERP & MRP systems
4. Understand the reasons for monitoring and controlling MRP/ERP systems	4.1 Discuss the importance of monitoring and controlling ERP & MRP systems 4.2 Identify the KPIs used to monitor ERP & MRP systems

**Unit Status** Mandatory

**Unit Level** 3

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Overview**

This unit has been designed for those individuals who want to strengthen their knowledge in manufacturing and production management. The unit will investigate the foundations and principles of Manufacturing and Production Management and covers the following:

- how manufacturing processes are organised
- the techniques used to plan production
- how technology and external factors impact production
- how businesses monitor the efficiency of production activities
- how production efficiency contributes to business profitability

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand how manufacturing processes are organized	1.1 Compare the methods of organising Job, Batch, and Flow production 1.2 Describe the criteria that determine which production methods should be used based on demand and competition
2. Understand the techniques used to plan production	2.1 Examine three sales forecasting techniques for production planning 2.2 Explain how stock control methods impact production planning 2.3 Evaluate the correlation between Material Requirement Planning (MRP), Just in Time (JIT) techniques and Review Systems (lead times and buffer stocks)
3. Understand how technology and external factors impact production	3.1 Consider how analysis tools recognise external factors that impact production 3.2 Analyse the influence of three technological systems on production
4. Know how businesses monitor the efficiency of production activities	4.1 Assess how a business increases productivity by monitoring the following activities, <ul style="list-style-type: none"> <li>● inputs and outputs</li> <li>● waste and rejects</li> <li>● Overall Equipment Effectiveness (OEE)</li> </ul>
5. Understand how production efficiency contributes to business profitability	5.1 Evaluate how production management solutions contribute to optimum production capacity and cost reduction



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**Unit Status** Optional

**Unit Level** 3

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Overview**

The unit explores the challenges manufacturing faces due to its environmental impact (resource consumption or the processes that cause damage) and covers the following:

- Fundamental theories on Global Warming and Ozone Depletion, the relationship between manufacturing processes, and the consequent negative impact on the environment
- How businesses are working to limit, offset, or mitigate these impacts and how these efforts are being communicated to their internal and external stakeholders
- The measures introduced to reverse these effects and the government policies designed to ensure that the manufacturing industry prioritises this effort
- The tools, including international standards, used by the industry to ensure robust adherence, accountability and sustainable improvement in processes are achieved

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
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- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand environmental issues in manufacturing	1.1 Identify a range of environmental hazards and risks generated by manufacturing
2. Understand the influence of environmental legislation in manufacturing	2.1 Discuss the advantages of implementing environmental policy 2.2 Evaluate the suitability of Key Performance Indicators (KPIs) in measuring environmental impact
3. Understand infrastructure requirements for managing environmental issues in manufacturing	3.1 Analyse three infrastructure requirements for dealing with environmental issues 3.2 Describe current approaches to mitigating the impact of environmental issues caused by manufacturing
4. Understand how a business monitors environmental issues within manufacturing	4.1 Explain the value of monitoring environmental issues within manufacturing 4.2 Summarise the purpose and benefits of implementing Environmental Management Systems

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 8

**Guided Learning hours** 8

### **Unit Overview**

The Introduction to Lean Management unit and its importance in meeting the primary goals of an organisation is at its core. The unit also covers,

- the concept of Lean Manufacturing
- the development and monitoring of Lean Manufacturing
- factors that influence Lean operations

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand the concept of Lean Manufacturing	1.1 Define the term Lean Manufacturing 1.2 Evaluate the principles of three Lean Models
2. Understand the development and monitoring of Lean Manufacturing	2.1 Identify three organisational requirements for the development of Lean Manufacturing 2.2 Assess how to select the best techniques to monitor the effectiveness of Lean Manufacturing
3. Understand the factors that influence Lean Manufacturing operations	3.1 Describe the policies that impact Lean Manufacturing 3.2 Examine various internal and external factors that influence Lean Manufacturing operations 3.3 Analyse the inter-relationship between Total Quality Management (TQM) and Lean Methodology

<b>Unit Status</b>	Optional
<b>Unit Level</b>	3
<b>Credit Value</b>	10
<b>Guided Learning hours</b>	10

### **Unit Overview**

The Introduction to Customer Service Management unit explores,

- the importance of internal and external customers and exceptional customer service
- specific customer interactions in terms of 'Moment of Truth and the significance this plays in customer loyalty
- the concept of customer satisfaction and the importance of this approach
- the need to have robust policies and procedures to deal with customer complaints

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
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- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Know how to identify internal and external customers	1.1 Describe internal and external customers and their importance to a business
2. Understand how the 'Moments of Truth' model enhances service delivery	2.1 Assess the different stages of the customer service cycle to meet customer needs and expectations 2.2 Evaluate how the 'Moments of Truth' model improves service delivery management
3. Understand how to improve the customer service experience	3.1 Examine the critical attributes of delivering good customer service. 3.2 Discuss what is meant by customer service standards 3.3 Explain the quality criteria for evaluating customer service standards 3.4 Describe a range of methods to collect customer feedback 3.5 Summarise how customer feedback is utilised to improve the quality of service
4. Be able to support procedures to address customer complaints	4.1 Outline the procedures used for complaint handling within your business or one you are familiar with 4.2 Assess the methods a business uses to prevent repeated complaints 4.3 Review the consequences of failing to resolve complaints for a business

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Overview**

The unit will examine Key Business Management functions and their importance in meeting the goals of an organisation and covers the following;

- business structures and functions
- legislation requirements within a business
- strategic business planning and communication
- the role of Human Resources in business
- how marketing is applied in business

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand a range of business structures and functions</p>	<p>1.1 Compare three different types of business organisations</p> <p>1.2 Describe the structure of an organisation by utilising an organisational chart to aid the description</p> <p>1.3 Assess the key functions in business and the importance of communication flows between them</p>
<p>2. Understand legislation requirements within a business</p>	<p>2.1 Identify a range of legislation that impacts a business</p> <p>2.2 Evaluate a business's procedures to introduce and action systems</p>
<p>3. Understand the importance of strategic business planning and communication</p>	<p>3.1 Assess the importance of a business plan to run a business effectively</p> <p>3.2 Explain the roles and responsibilities within business planning</p> <p>3.3 Compare three different types of information used within a business</p> <p>3.4 Discuss electronic and non-electronic methods for communicating business information to various audiences</p>
<p>4. Understand the role of Human Resources in business</p>	<p>4.1 Examine the internal and external factors when planning the human resources requirements of a business</p> <p>4.2 Evaluate how organisations motivate their employees and measure performance</p>
<p>5. Understand how marketing is applied in business</p>	<p>5.1. Describe how the 'Marketing Mix' is utilised within a business</p> <p>5.2 Summarise the main benefits of effective Public Relations (PR)</p>



**Unit Status** Optional

**Unit Level** 3

**Credit Value** 8

**Guided Learning hours** 8

### **Unit Overview**

The Introduction to Basic Finance Costing unit will cover the following,

- the role of costing systems within an organisation
- recording and analysis of cost information
- apportioning costs according to organisation requirements
- budget variances
- cost information and how it facilitates decision-making.

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand the role of costing systems within an organisation	1.1 Define the purpose of accurate internal reporting of cost information to management 1.2 Clarify different types of Cost Classifications 1.3 Explain an organisation's responsibility for its Profit and Investment centres
2. Understand how to record and analyse cost information	2.1 Describe material, labour, and expense information relative to an organisation's costing procedure 2.2 Compare the difference between direct and indirect costs and direct and indirect materials 2.3 Examine how inventory value is calculated using inventory valuation methods
3. Be able to apportion costs according to organisational requirements	3.1 Review methods for the apportionment of overhead cost centres 3.2 Assess the impact of over and under-absorption on an organisation's financial performance
4. Be able to evaluate budget variances	4.1 Outline how variance analysis indicates an organisation's actual versus budgeted performance 4.2 Evaluate the effect that budget variances have on an organization
5. Understand how cost information facilitates decision-making	5.1 Describe how future income is estimated using historical budgeting information 5.2 Analyse the factors that influence short, medium, and long-term decision-making

# D/650/6533 Introduction to Effective Client and Supplier Relationship Management (SRM)

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<b>Unit Status</b>	Optional
<b>Unit Level</b>	3
<b>Credit Value</b>	5
<b>Guided Learning hours</b>	5

## **Unit Overview**

The unit highlights the importance of effective communication and the specific relevance of this within a buyer/supplier relationship. The unit will also explore,

- how different relationships need to be maintained
- how various economic factors will define effectiveness, and the metrics used to measure supplier performance
- The relationship between purchasing and supply

## **Assessment 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.

## **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand the importance of internal and external communications	1.1 Explain the difference between internal and external relationships 1.2 Compare various techniques for successful communication between networks
2. Understand how to monitor supplier performance	2.1 Evaluate a range of tools to determine the type of relationship that should be established 2.2 Describe how to monitor supplier performance 2.3 Discuss the importance of monitoring supplier performance
3. Understand the relationship between Purchasing and Supply	3.1 Describe the types of information shared between Purchasing and Supply 3.2 Evaluate the benefits of using a Customer Relationship Management tool 3.3 Clarify why different types of supplier relationships are necessary

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Overview**

Learners will discover the importance of utilising business improvement techniques as a continuous process within an organisation. The unit also explores,

- Business Improvement Techniques
- how a business manages improvement activities
- requirements of project planning
- the importance of effective stakeholder communication

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand Business Improvement Techniques</p>	<p>1.1 Explain the requirements for improvement within a business            1.2 Examine the application of three business improvement techniques            1.3 Describe how Lean principles are utilised within a business</p>
<p>2. Know how a business manages improvement activities</p>	<p>2.1 Identify the benefits of Total Employee Involvement (TEI) when managing improvement            2.2 Analyse the impact of the Terms of Reference (ToR) document on business improvement            2.3 Evaluate how team performance is determined by applying GAP analysis</p>
<p>3. Understand the improvement planning process</p>	<p>3.1 Assess how resources are identified for improvement activities            3.2 Clarify the reasons for setting time scales for the completion of improvement activities            3.3 Compare the benefits of performance measures used in improvement activities</p>
<p>4. Understand the importance of stakeholder communication</p>	<p>4.1 Discuss how potential changes are communicated effectively to stakeholders            4.2 Recommend methods to present improvement activity outcomes to stakeholders</p>

**Unit Status** Optional

**Unit Level** 3

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Overview**

This unit will allow the learner to gain an understanding of the foundations and principles of Leadership. Indicative content will cover:

- Attributes and skills of a leader
- Challenges that Team leaders face in their role
- Leadership styles and how they can be used to achieve success
- Motivating a team and theories of motivation

### **Assessment 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.

### **Assessment Methods available for each assessment criteria are,**

- Written Assignment
- Product evidence
- Learner statement
- Case study
- Pre-approved worksheets
- Professional Discussion
- Recognition of prior achievement
- Recognition of prior learning
- Witness testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand the attributes and skills to be an effective leader	1.1 Discuss the qualities apparent in an effective leader 1.2 Evaluate how the John Adair model of Action-Centred Leadership, can be applied in an organisation to improve team, individual, and task performance
2. Understand the challenges that Team leaders face	2.1 Explain at least two challenges that team leaders face in their role 2.2 Discuss how Team leaders can create a sense of purpose in an organisation
3. Be able to evaluate leadership styles	3.1 Analyse two different leadership styles to show how you would select the correct style depending on a situation in the workplace 3.2 Evaluate the benefits of adapting different leadership styles in response to developments within a team
4. Understand the key features of the theories of motivation in a team	4.1 Describe the advantages and limitations of various motivational theories 4.2 Consider what causes demotivation within a team suggesting ways to resolve



## 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

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

<b>Date of Birth</b>		
<b>Gender (delete as appropriate)</b>	Male/Female	
<b>Disability (delete as appropriate)</b>	Yes/No/Not Stated	
<b>Ethnicity (tick as appropriate)</b>	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

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

<p><b>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)</b></p>

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

<b>Learner Signature</b>		<b>Date:</b>
<b>Assessor Signature</b>		<b>Date:</b>
<b>IQA Signature (if sampled)</b>		<b>Date:</b>

# Assessment Report

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Date of Assessment</b>	
<b>Evidence Reference Number</b>	

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

<b>Professional Discussion</b>	<input type="checkbox"/>	<b>Observation</b>	<input type="checkbox"/>	<b>Questioning</b>	<input type="checkbox"/>	<b>Product Evidence</b>	<input type="checkbox"/>
<b>Other (please specify)</b>							

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:**

<b>Learner Signature</b>		<b>Date:</b>
<b>Assessor Signature</b>		<b>Date:</b>
<b>IQA Signature (if sampled)</b>		<b>Date:</b>

## Witness Testimony Report

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Witness Name</b>	
<b>Relationship to Learner</b>	
<b>Date of Witness Testimony</b>	
<b>Evidence Reference Number</b>	

<b>Use the space below to provide a full account of the witness testimony provided</b>	<b>Criteria covered by assessment</b>

<b>Use the space below to provide a full account of the witness testimony provided</b>	<b>Criteria covered by assessment</b>

**Use this space to provide feedback to the learner:**

<b>Learner Signature</b>		<b>Date:</b>
<b>Assessor Signature</b>		<b>Date:</b>
<b>Witness Signature</b>		<b>Date:</b>
<b>IQA Signature (if sampled)</b>		<b>Date:</b>

<b>Learner Name</b>		<b>Assessor Name</b>	
<b>IQA Name</b>		<b>Unit Number</b>	

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.

<b>Learner Signature</b>		<b>Date</b>	
<b>Assessor Signature</b>		<b>Date</b>	
<b>IQA Signature (if sampled)</b>		<b>Date</b>	
<b>Learner Name</b>			
<b>Qualification/Unit Title</b>			



## 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.

<b>Learner Signature</b>		<b>Date:</b>
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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.

<b>Assessor Signature</b>		<b>Date:</b>
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<b>IQA Signature (if sampled)</b>		<b>Date:</b>
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## Internal Quality Assurance Sampling Report

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Qualification/Unit Title(s)</b>	
<b>Date of Sample</b>	
<b>Next Sample Date (if applicable)</b>	

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

<b>Assurance of the assessment process (tick at least one option for each question):</b>	<b>Yes</b>	<b>No</b>
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

<b>Learner Name</b>	
<b>Assessor Name</b>	
<b>Qualification/Unit Title</b>	
<b>Date of Interview</b>	

<b>Interview Questions:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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?			
<b>Any other comments:</b>			

<b>Learner Signature</b>		<b>Date:</b>
<b>IQA Signature</b>		<b>Date:</b>

# SFEDI<sup>®</sup>AWARDS

SFEDI Awards  
19 Victoria Road  
Darlington  
County Durham  
DL1 5SF

T: 0845 224 5928