

# Level 5 Diploma in Manufacturing and Production Management

Regulator	Ofqual
Qualification Reference Number	610/2469/7
Qualification Start Date	01-04-2023
Last Date for Registration	31-03-2026
Available Age Ranges	Pre-16 x 16-18 x 19+ ✓
Total Qualification Time	400 hours
Guided Learning	40 hours

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## About This Qualification

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

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

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

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

## Qualification Overview

Qualification Structure	40 credits from any units, including 1 Mandatory unit
Assessor Qualification Required (please check details of appropriate Assessor qualifications later within this document)	No
IQA Qualification Required (please check details of appropriate IQA qualifications later within this document)	No

Unit Title	Reference Number	Mandatory/ Optional	Unit Level	Credit Value	Guided Learning (hours)
Management of Innovation within the Global Supply Chain	A/650/6640	Optional	5	15	15
Principles of Effective Leadership and Management	K/650/6591	Optional	5	12	12
Effective Operations Management Processes	L/650/6592	Optional	5	12	12
Warehouse Management Principles	M/650/6593	Optional	5	15	15
Effective Management of Transport	R/650/6594	Optional	5	12	12
Management of Sea Freight Operations	T/650/6595	Optional	5	12	12
Management of Road Freight Operations	Y/650/6596	Optional	5	10	10
Managing Quality	A/650/6597	Optional	5	10	10
Procurement Management	D/650/6598	Optional	5	12	12
Management of Ports and Shipping Operations	F/650/6599	Optional	5	15	15
Managing the Movement of Goods	M/650/6600	Optional	5	10	10
Management Information Systems	R/650/6601	Optional	5	12	12
Logistics Operations Management	T/650/6602	Optional	5	15	15
Inventory Management	Y/650/6603	Optional	5	12	12
Supply Chain Management Methodologies	F/650/6660	Optional	5	15	15
Management of International Trade	D/650/6605	Optional	5	10	10
Management of International Freight	F/650/6606	Optional	5	10	10
Finance Management Principles	H/650/6607	Optional	5	10	10
Management of Environmental Considerations in Manufacturing	K/650/6609	Optional	5	8	8
Management of effective Customer Services	T/650/6611	Optional	5	12	12
Planning and Control in Manufacturing and Production	Y/650/6612	Mandatory	5	15	15
Effective Project Management	A/650/6613	Optional	5	10	10

The Principles of Corporate Social Responsibility and Sustainability	D/650/6614	Optional	5	10	10
Effective Business Development	F/650/6615	Optional	5	8	8
Effective Business Management	H/650/6616	Optional	5	12	12
Principles of Advanced Demand Management	J/650/6617	Optional	5	10	10
Contracting in the Procurement Environment	K/650/6618	Optional	5	10	10
Human Resources and People Management	M/650/6638	Optional	5	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@sfediarwards.com](mailto:customerservices@sfediarwards.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

## A/650/6640 Management of Innovation within the Global Supply Chain

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 15

**Guided Learning hours** 15

### Unit Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Managing Innovation in the Supply Chain

- Understand the capabilities and responsibilities of an effective modern supply chain
- Be able to support the operation, advancement, and secure management of logistics operations
- Understand the impact of implementing Industry 4.0 advancements into a supply chain
- Be able to contribute to the employment of modern technologies to support the strategic objectives of a 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 the Capabilities and Responsibilities of an effective modern supply chain</p>	<p>1.1 Identify the advantages and disadvantages of businesses that have adopted Omni-channel and services and companies that have remained with more traditional methods</p> <p>1.2 Critically analyse three technological advancements that have forward-thinking supply chain capabilities and detail the changes brought about by each advancement, including their effect on a business's operations and the potential negative impact of supply chains</p>
<p>2. Be able to support the operation, advancement, and secure management of logistics operations</p>	<p>2.1 Research your business or one you are familiar with to develop a plan showing how adopting the 'Just in Time' strategy into logistics operations could reduce costs, including an analysis of in-process inventory with specific work-based examples</p> <p>2.2 Establish how your business or one you are familiar with identifies, implements, monitors, and evaluates a set of controls to provide an adequate level of security to ensure business continuity</p>
<p>3. Understand the impact of implementing Industry 4.0 advancements into a supply chain</p>	<p>3.1 Explain how cyber-physical systems are advancing manufacturing capabilities</p> <p>3.2 Critically evaluate how the integration of digitalisation along the value chain, specifically the connectivity between supplier and customers, can support the strategic objectives of a business</p>
<p>4. Be able to contribute to the employment of modern technologies to support the strategic objectives of a business</p>	<p>4.1 Including the plausible drawbacks to avoid</p> <p>4.2 Develop a plan (using the results of your investigation) to demonstrate how your business, or one you are familiar with, could implement Artificial Intelligence into business operations to provide a competitive advantage</p>

## K/650/6591 Principles of Effective Leadership and Management

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 12

**Guided Learning hours** 12

### Unit Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Leadership and Management

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the principles of leadership and management and personal development as a manager
- Be able to implement opportunities that support effective management techniques to meet stakeholder expectations
- Be able to analyse how decision-making is informed by knowledge and information
- Understand the role a manager can play in managing change, projects, and risk assessment in an organisation

### 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:

- 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 principles of leadership and management and personal development as a manager</p>	<p>1.1 Assess the differences between a variety of leadership and management styles</p> <p>1.2 Explain how different management and leadership styles empower personal and professional development.</p> <p>1.3 Evaluate how theoretical models designed for leading, developing and managing teams can be applied in the workplace</p>
<p>2. Be able to implement opportunities that support effective management techniques to meet stakeholder expectations</p>	<p>2.1 Review internal and external stakeholder relationships within your organisation or one you are familiar with to demonstrate the role manager(s) play within those relationships</p> <p>2.2 Communicate the outcomes of your review, including key strengths and areas for development</p>
<p>3. Be able to analyse how decision-making is informed by knowledge and information</p>	<p>3.1 Outline the differences between data and information from primary/secondary and internal/external sources</p> <p>3.2 Analyse data protection legislation and information compliance to demonstrate how you adhere to this within your role or a role you are familiar with</p> <p>3.3 Critically evaluate how data and information from various sources are managed to inform decision-making within your organisation or an organisation you are familiar with</p>
<p>4. Understand the role a manager can play in managing change, projects, and risk assessment in an organisation</p>	<p>4.1 Examine internal and external factors that influence change within an organisation</p> <p>4.2 Critically analyse why you would recommend the 'STEEPLE' methodology in managing change</p> <p>4.3 Critically assess the role manager(s) play in managing change, projects, and risk assessments, including the impact of change on all parties</p>

L/650/6592

Effective Operations Management Processes

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**Unit Status** Optional**Unit Level** 5**Credit Value** 12**Guided Learning hours** 12**Unit Aim**

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Operations Management Processes.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the role of operations and operations management within a business
- Be able to support the relationship between operations management and strategic planning, including the challenges this alliance highlights for a business
- Understand the design of operations processes and the design of the products and services that businesses produce
- Be able to implement operations improvement techniques that could enhance competitive advantage within a 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.

- 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 operations and operations management within a business</p>	<p>1.1 Explain the accountabilities and impact that operations and operations management have on different departments within a business</p> <p>1.2 Evaluate the responsibilities of the operations manager within a business</p> <p>1.3 Analyse the influence of the operations manager on a business and how they transform inputs/outputs by using the 'Four V's' model</p>
<p>2. Be able to support the relationship between operations management and strategic planning, including the challenges this alliance highlights for a business</p>	<p>2.1 Justify the connection between strategy (Top-down, Bottom-up, Operations resources and Market requirements) and operational performance targets (Quality, Speed, Dependability, Flexibility and Cost)</p> <p>2.2 Critically analyse potential conflict(s) between different performance targets and how using a 'Balanced Scorecard model' would work for your business or a business you are familiar with</p> <p>2.3 Communicate the key opportunities and challenges a business faces due to globalisation, international location, social responsibility, and green reporting</p>
<p>3. Understand the design of operations processes and the design of the products and services that businesses produce</p>	<p>3.1 Assess the design of operations processes (including process mapping) and the design of products and services within a business</p> <p>3.2 Critically evaluate the advantages and limitations of a range of process technologies</p>
<p>4. Be able to implement operations improvement techniques that could enhance competitive advantage within a business</p>	<p>4.1 Illustrate the relationship between operation and supply networks within your business or one you are familiar with</p> <p>4.1 Critically assess how the value chain is used to increase competitive advantage</p>



## M/650/6593 Warehouse Management Principles

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 15

**Guided Learning hours** 15

### Unit Overview

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Warehouse Management.

This unit contains 5 Learning Outcomes which will support the learner to:

- Understand the importance of a robust warehouse policy
- Understand the resource requirements of warehousing
- Be able to follow Health and Safety legislation applicable to a warehouse
- Understand the value of Technological advancements in a warehouse
- Understand how financial systems operate within a warehouse

### 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

- 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 importance of a robust warehouse policy</p>	<p>1.1 Discuss an organisation's rationale for implementing a suitable warehouse policy</p> <p>1.2 Analyse the impact of a warehouse policy on an organisation to plan, organise, direct and control warehouse operations</p> <p>1.3 Assess the factors an organisation uses to determine whether it will outsource all or part of its warehouse operations</p>
<p>2. Understand the resource requirements of warehousing</p>	<p>2.1 Evaluate the advantages and limitations of a range of different warehouse layouts</p> <p>2.2 Critically analyse the resource implications for an organisation using various warehouse layouts</p> <p>2.3 Critically assess the value of an organisation identifying the right warehouse skills</p>
<p>3. Be able to follow Health and Safety legislation applicable to warehouse operations</p>	<p>3.1 Illustrate how the relevant points of Health &amp; Safety legislation (licensing and permits) are employed in warehousing operations</p> <p>3.2 Justify how risk assessments can mitigate risk within a warehouse</p> <p>3.3 Identify the main principles of insurance within warehouse operations</p> <p>3.4 Critically evaluate how the main principles of insurance affect the financial impact of Health and Safety risks on warehouse Operations</p>
<p>4. Understand the value of Technological advancements in a warehouse</p>	<p>4.1 Discuss a variety of innovations designed to improve warehouse performance</p> <p>4.2 Examine an organisation's IT system's impact on Key Performance Indicators (KPIs) to improve warehouse performance</p>
<p>5. Know how financial systems operate within a warehouse</p>	<p>5.1 Explain the importance of measuring the financial performance of a warehouse</p> <p>5.2 Evaluate the different expenses that comprise the financial operations of a warehouse</p> <p>5.3 Analyse methods for compiling financial reports (including budget reports) within a warehouse</p>

## R/650/6594 Effective Management of Transport

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of Transport Management. This unit contains 5 Learning Outcomes which will support the learner to:

- Understand the purpose of transport planning
- Understand how historical developments and newer trends in land use affect transport planning
- Understand how the principles of sustainability are applied to transport planning
- Understand the key drivers behind the demand for transport
- Understand challenges associated with freight movement

### **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

- 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 purpose of transport planning</p>	<p>1.1 Explain the range and demand for different transport modes 1.2 Summarise the main challenges of access and mobility in transport</p>
<p>2. Understand how historical developments and newer trends in land use affect transport planning</p>	<p>2.1 Examine the factors that have influenced historical land use developments and their impact on today's requirements 2.2 Consider the challenges of Brownfield Site utilisation in supporting future transport requirements 2.3 Analyse how the developments in land use have affected national transport planning</p>
<p>3. Understand how the principles of sustainability are applied to transport planning</p>	<p>3.1 Discuss the relationship between transport and land use from an economic, social, technical, and environmental perspective 3.2 Evaluate the effectiveness of national sustainability programs impacting transportation 3.3 Assess the rationale for requiring different types of transport planning strategies</p>
<p>4. Understand the key drivers behind the demand for transport</p>	<p>4.1 Analyse the national and global factors that influence national transport planning policy 4.2 Evaluate historical trends in transport demand and how these are used to project future demand forecasts 4.3 Critically assess the effectiveness of using forecasts to determine transport strategy</p>
<p>5. Understand challenges associated with freight movement</p>	<p>5.1 Compare the significant operational differences between freight and passenger transportation management 5.2 Critically evaluate the link between sustainable transport management and sustainable transport policy 5.3 Critically analyse conventional and emerging issues in transport management</p>

## T/650/6595 Management of Sea Freight Operations

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of Sea Freight Management.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the principles of Sea Freight Management for a business.
- Understand the legislation and regulations governing the movement of shipping.
- Understand the role of Shipping Freight Operations
- Understand different financial strategies for shipping

### **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

- 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 principles of Sea Freight Management for a business</p>	<p>1.1 Analyse the key factors that influence the demand for sea freight</p> <p>1.2 Examine how freight forwarders' and ship owners' roles impact marine freight transportation</p> <p>1.3 Summarise the different issues that influence the supply of shipping and the methods used to control and manage these issues</p>
<p>2. Understand the legislation and regulations governing the movement of shipping</p>	<p>2.1 Assess the requirements for ship registration and classification regulations and the strengths and limitations of flag state regulatory control</p> <p>2.2 Consider the basic principles and types of contracts for a business within sea freight movement</p> <p>2.3 Evaluate how business ethics operate within the sea freight environment</p>
<p>3. Understand the role of Shipping Freight Operations</p>	<p>3.1 Compare and contrast the characteristics of diverse types of maritime cargo</p> <p>3.2 Critically analyse the importance of scheduling, routing, and technology applications within sea freight operations</p> <p>3.3 Critically evaluate the key components of a container supply chain and the challenges a company faces from using those components</p>
<p>4. Understand different financial strategies for shipping</p>	<p>4.1 Critically analyse the relationship between price and demand within shipping operations</p> <p>4.2 Critically evaluate a range of hedging techniques and their impact on a business's financial strategy</p> <p>4.3 Critically assess the importance of voyage estimating, breakeven analysis and fixed and variable costs in determining minimum freight rates for a business's financial planning</p>

## Y/650/6596 Management of Road Freight Operations

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 10

**Guided Learning hours** 10

### Unit Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Road Freight Management.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the role of road transportation in supply chains.
- Be able to support the setting of standards and performance measurements
- Understand the security requirements associated with Road Transport policy.
- Understand route planning conventions of road transport.

### 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

- 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 road transportation in supply chains</p>	<p>1.1 Explain the requirement for several types of road transportation</p> <p>1.2 Analyse different factors a transport planner must consider when planning freight movements</p> <p>1.3 Evaluate the road transport industry's role in sustainability and the environment</p>
<p>2. Be able to support the setting of standards and performance measurements</p>	<p>2.1 Assess the benefits to a business of establishing competitive Key Performance Indicators (KPIs)</p> <p>2.2 Justify the method and rationale for measuring vehicle performance levels</p> <p>2.3 Critically evaluate the advantages of establishing an effective vehicle maintenance system</p>
<p>3. Understand the security requirements associated with Road Transport policy</p>	<p>3.1 Identify the security risks and preventative measures related to vehicles and loads, considering the changing nature of national and international movements</p> <p>3.2 Critically assess a range of security risks and associated measures designed to mitigate or eliminate the risk</p>
<p>4. Understand route planning conventions of road transport</p>	<p>4.1 Analyse the importance of effective route planning, including the key factors that can positively or negatively affect the planning</p> <p>4.2 Critically assess the characteristics and relevance of establishing good distribution channels for two different distribution models, Business to Business (B2B) and Business to Consumer (B2C)</p> <p>4.3 Critically evaluate the role of governance within the conventions of road transport planning</p>



## A/650/6597 Managing Quality

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 10

**Guided Learning hours** 10

### Unit Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Quality Management.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand a range of quality management systems used within a business.
- Understand the impact of quality management systems.
- Be able to research the tools used to manage quality in a business.
- Understand how quality management tools improve organisational performance.

### 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

- 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**

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<p>1. Understand a range of quality management systems used within a business</p>	<p>1.1 Describe the procedures, techniques and tools used in a business's four components of quality management</p> <p>1.2 Evaluate a range of different quality management systems used within a business</p> <p>1.3 Examine the purpose of creating and applying quality standards within a business</p>
<p>2. Understand the impact of quality management systems</p>	<p>2.1 Discuss the reasons for implementing a quality management system into a business, highlighting the key factors to ensure its success</p> <p>2.2 Critically evaluate the benefits of operating a quality management system within a business</p>
<p>3. Be able to research the tools used to manage quality in a business</p>	<p>3.1 Assess various quality control techniques and tools used by your business or a business you have researched to manage quality</p> <p>3.2 Justify which of the 7 Tools of quality is most appropriate to use to determine the root cause of a product performance issue on a manufactured item</p>
<p>4. Understand how quality management tools improve organisational performance</p>	<p>4.1 Describe how quality methods contribute to continuous improvement within a business</p> <p>4.2 Critically assess how information relating to quality management is communicated within an organisation</p>

## D/650/6598 Procurement Management

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Aim**

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Project Management.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the principles of Project Management
- Be able to identify a Management Project
- Understand how to identify and manage risk
- Be able to monitor, review and evaluate a Project

### **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

- 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 principles of Project Management</p>	<p>1.1 Assess project management systems, principles, and applications                      1.2 Examine the cost, schedule, and scope of project management procedures</p>
<p>2. Be able to identify a Management Project</p>	<p>2.1 Identify a management area for focus within your organisation or one you are familiar with                      2.2 Illustrate the project's objectives, scope, and benchmarking measures                      2.3 Communicate the project's outcomes, including strengths and areas for development</p>
<p>3. Understand how to identify and manage risk</p>	<p>3.1 Explain the importance of risk identification in Project management.                      3.2 Critically evaluate the tools and techniques for risk identification, monitoring and control</p>
<p>4. Be able to monitor, review and evaluate a Project</p>	<p>4.1 Evaluate benchmarking measures to monitor project performance                      4.2 Analyse a range of methods for reviewing the results of a project                      4.2 Critically assess how to evaluate the effectiveness and outcome of a completed project</p>

## F/650/6599 Management of Ports and Shipping Operations

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 15

**Guided Learning hours** 15

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of Ports and Shipping.

This unit contains 5 Learning Outcomes which will support the learner to:

- Understand the importance of Shipping and International maritime trade
- Understand how business strategy contributes to growth in maritime trade
- Understand how effective container terminal management aids Port operations
- Understand the concept of an agile Port
- Understand Port operations and evolutions within a Port

### **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

- 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 importance of Shipping and International maritime trade</p>	<p>1.1 Assess the current need and demand for International maritime trade.                      1.2 Evaluate how the shipping industry and shipowners operate.                      1.3 Compare the differences between Tramp and Liner Markets.                      1.4 Critically assess international maritime trade and strategic maritime passages.</p>
<p>2. Understand how business strategy contributes to growth in maritime trade</p>	<p>2.1 Explain how corporate, business, and financial strategies in maritime trade are vital for expansion                      2.2 Critically evaluate how operational effectiveness and competitive strategy are managed in maritime trade to increase growth</p>
<p>3. Understand how effective container terminal management aids Port operations</p>	<p>3.1 Describe the infrastructure and essential container terminal facilities                      3.2 Discuss the development of ports and the container transport chain                      3.3 Examine the importance of optimising container terminal performance</p>
<p>4. Understand the concept of an agile Port</p>	<p>4.1 Evaluate the implementation model for creating an agile port                      4.2 Critically analyse how the agile port concept allows ports to increase marine terminals' capacity on their existing footprint</p>
<p>5. Understand Port operations and evolutions within a Port</p>	<p>5.1. Critically evaluate the impact of containerisation, concentration, collaboration, and competition on port operations                      5.2 Critically analyse the challenges an organisation faces due to recent evolutions within ports</p>

## M/650/6600 Managing the Movement of Goods

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of the Movement of Goods.

This unit contains 3 Learning Outcomes which will support the learner to:

- Understand the principles, processes, and regulations applicable to the national and international movement of goods
- Understand the safety, security and handling requirements when transporting goods
- Understand the need for outsourcing logistics services

### **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

- 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 principles, processes, and regulations applicable to the national and international movement of goods</p>	<p>1.1 Identify the regulatory bodies and legislation controlling the UK import and export of goods</p> <p>1.2 Examine the environmental impact and mitigation actions for the main modes of transportation</p>
<p>2. Understand the safety, security and handling requirements when transporting goods</p>	<p>2.1 Describe the characteristics of different types of goods and the impact on their handling</p> <p>2.2 Analyse the role of the warehouse within the movement of goods and the value-added services it provides</p> <p>2.3 Evaluate the regulations and legislation applicable to the movement of dangerous and hazardous goods for the different transport modes</p>
<p>3. Understand the need for outsourcing logistics services</p>	<p>3.1 Explain how the Four-Step system improves transport planning and forecasting</p> <p>3.2 Critically analyse the role of a 3PL and the additional services provided by 4PL and 5PL</p> <p>3.3 Critically evaluate the strengths and limitations of the transportation modes and the factors guiding the mode of transportation selection</p>



## R/650/6601 Management Information Systems

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of Management Information Systems.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the purpose and impact of using Management Information Systems on a business.
- Understand the relationship between Management Information Systems and business strategy
- Understand how Management Information Systems can drive change within a business
- Understand the role Management Information Systems play in decision-making and business development

### **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

- 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 purpose and impact of using Management Information Systems on a business</p>	<p>1.1 Explain how businesses use Management Information Systems to gain a competitive advantage</p> <p>1.2 Analyse the primary reasons for building effective Management Information Systems within a Business</p> <p>1.3 Evaluate the advantages and limitations of using Management Information Systems for a business</p>
<p>2. Understand the relationship between Management Information Systems and business strategy</p>	<p>2.1 Assess the part Management Information Systems play in developing and monitoring a business strategy</p> <p>2.2 Critically analyse the influence of Management Information Systems on the overall business strategy</p>
<p>3. Understand how Management Information Systems can drive change within a business</p>	<p>3.1 Describe the types of data a Management Information System produces</p> <p>3.2 Critically evaluate why Management Information Systems drive change within a business</p>
<p>4. Understand the role Management Information Systems play in decision-making and business development</p>	<p>4.1 Explain how the key information systems can improve business performance</p> <p>4.2 Critically assess how Management Information Systems enhance decision-making and enable businesses to improve their performance</p>

## T/650/6602 Logistics Operations Management

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 15

**Guided Learning hours** 15

### **Unit Aim**

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Logistics from an advanced perspective.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the principles of logistics in supporting a supply chain
- Know how to schedule logistics operations to meet customer needs
- Be able to support the optimisation of logistics operations
- Understand the application of technology and quality in logistics 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

- 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 principles of logistics in supporting a supply chain</p>	<p>1.1 Explain how logistics operations support the delivery of customer requirements            1.2 Consider the changes and developments to supply chains that affect logistics operations            1.3 Summarise legislation that applies to logistics operations</p>
<p>2. Know how to schedule logistics operations to meet customer needs</p>	<p>2.1 Assess how various scheduling methods support the delivery of organisational objectives            2.2 Evaluate and propose mitigation of various risks affecting logistics scheduling            2.3 Analyse the planning process of logistics operations to ensure that the supply chain continues to function</p>
<p>3. Be able to support the optimisation of logistics operations</p>	<p>3.1 Outline the factors that affect the supply and demand of logistics resources            3.2 Communicate ways of improving or developing logistics resources used in logistics operations            3.3 Critically assess a range of performance metrics used to optimise logistics operations</p>
<p>4. Understand the application of technology and quality in logistics operations</p>	<p>4.1 Analyse issues arising from the use of technology in logistics operations            4.2 Examine a range of technological improvements that impact logistics operations performance            4.3 Critically evaluate a range of improvement methodologies employed to improve quality results</p>

## Y/650/6603 Inventory Management

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of Inventory Management.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the purpose of inventory management.
- Understand the principles of traditional inventory models.
- Understand the impact of inventory management on the supply chain.
- Understand how modern inventory systems improve the performance of inventory control

### **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

- 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 purpose of inventory management</p>	<p>1.1 Examine the role of inventory management within a business</p> <p>1.2 Evaluate how recent global events' (positive and negative) have affected a business's inventory management policies</p> <p>1.3 Recommend strategies used to mitigate such events</p>
<p>2. Understand the principles of traditional inventory models</p>	<p>2.1 Discuss techniques to plan a business's inventory requirements, including the influence of different variables on re-order levels</p> <p>2.2 Consider the advantages and limitations of different order quantity models on inventory management</p> <p>2.3 Analyse the effect of the following models and strategies on a business's inventory control system,</p> <ul style="list-style-type: none"> <li>• Economic Order Quantity</li> <li>• Average Deviation</li> <li>• Fixed Order Quantity</li> <li>• Safety Stock</li> </ul>
<p>3. Understand the impact of inventory management on the supply chain</p>	<p>3.1 Compare and contrast modern inventory control systems with traditional inventory models, including their effect on inventory optimisation</p> <p>3.2 Critically evaluate how inventory management improves supply chain visibility and operational performance</p> <p>3.3 Critically analyse quantitative and qualitative forecasting methods in inventory management</p>
<p>4. Understand how modern inventory systems improve the performance of inventory control</p>	<p>4.1 Explain the techniques to monitor the performance of an inventory control system.</p> <p>4.2 Critically evaluate how a business's modern inventory control system optimises inventory.</p> <p>4.3 Critically analyse an inventory strategy that can assist a business in increasing efficiency and customer satisfaction</p>

## F/650/6660 Supply Chain Management Methodologies

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 15

**Guided Learning hours** 15

### **Unit Aim**

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Supply Chain Management Methodologies.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand how a supply chain supports organisations to increase competitive advantage.
- Understand the effect of physical and information flows within a supply chain.
- Be able to support the implementation of strategic and operational planning.
- Be able to evaluate how modern technology impacts the 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

- 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 a supply chain supports organisations to increase competitive advantage</p>	<p>1.1 Analyse a supply chain's ability to deliver a competitive advantage. 1.2 Assess the strengths and limitations of a supply chain within a business.</p>
<p>2. Understand the effect of physical and information flows within a supply chain</p>	<p>2.1 Examine how physical and information flows within a supply chain support integration and harmonisation improvements 2.2 Critically evaluate how a range of barriers can disrupt a supply chain's efficiency detailing effective mitigation strategies</p>
<p>3. Be able to support the implementation of strategic and operational planning</p>	<p>3.1 Outline the processes used within your organisation or an organisation you are familiar with when designing strategic and operational supply chain planning to meet organisational objectives 3.2 Critically analyse how strategic and operational planning strategies are executed and implemented</p>
<p>4. Be able to evaluate how modern technology impacts the supply chain</p>	<p>4.1 Justify how various technological advances have positively impacted the performance of your supply chain or a supply chain you are familiar with 4.2 Critically evaluate how different technological advancements will shape and boost the Next-gen supply chain</p>



## D/650/6605 Management of International Trade

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of International Trade Management.

This unit contains 3 Learning Outcomes which will support the learner to:

- Understand the mechanisms of Global Trade Agreements
- Understand Globalised Trade and Sourcing Strategies
- Understand International Trade Finance and Associated Risks

### **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

- 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 mechanisms of Global Trade Agreements</p>	<p>1.1 Assess the advantages and limitations of Free Trade and Protectionism                      1.2 Evaluate the impact of regional trade agreements (Trade Blocs) on international trade</p>
<p>2. Understand Globalised Trade and Sourcing Strategies</p>	<p>2.1 Analyse the influence of a range of barriers on global sourcing efficiency                      2.2 Critically evaluate the impact of Cost Leadership, Focus and Differentiation strategies on international trade</p>
<p>3. Understand International Trade Finance and Associated Risks</p>	<p>3.1 Explain how risk impacts various sources of trade finance                      3.2 Consider how Enterprise Risk Management mitigates risk for an organisation                      3.3 Critically assess the risks involved with multi-currency transactions</p>

## F/650/6606 Management of International Freight

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Aim**

The aim of this unit is to provide learners with the knowledge, understanding and skills required for International Freight Management.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand air freight forwarding operations
- Be able to analyse sea freight forwarding operations
- Understand the concept of an agile port
- Understand the role of multimodal transportation

### **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

- 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**

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<p>1. Understand air freight forwarding operations</p>	<p>1.1 Identify the correct documentation in association with air freight forwarding            1.2 Describe the conditions of a contract and the airway bill            1.3 Analyse the use of aircraft unit load devices as per the International Air Transport Association (IATA)            1.4 Assess air cargo claims procedures in accordance with the Warsaw Convention and The Hague Amendment</p>
<p>2. Be able to analyse sea freight forwarding operations</p>	<p>2.1 Outline the operational effectiveness and competitive strategy in shipping            2.2 Analyse the issues that can arise in the use of shipping freight</p>
<p>3. Be able to assess the concept of an agile port</p>	<p>3.1 Illustrate the characteristics of an agile port            3.2 Assess the implementation model for creating an agile port</p>
<p>4. Understand the role of multimodal transportation</p>	<p>4.1 Define the term Multimodal transportation and the facilities of a multimodal terminal            4.2 Explain the processes and physical flows in the container transport chain            4.3 Critically analyse the performance levels of container terminals</p>

## H/650/6607 Finance Management Principles

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of Finance Management.

This unit contains 4 Learning Outcomes which will support the learner to:

- Know how to analyse cost information from various sources
- Understand how standard costing is used to analyse financial performance
- Know how to improve financial performance by monitoring and analysing information
- Understand how to improve financial performance by monitoring and evaluating information

### **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

- 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. Know how to analyse cost information from various sources</p>	<p>1.1 Explain the differences between Financial and Management accounting systems</p> <p>1.2 Discuss the importance of monitoring income and expenditure across departments within a business</p> <p>1.3 Evaluate how cost, profit, and investment centres impact a business's financial forecast</p> <p>1.4 Assess how external factors can impact a business's costs</p>
<p>2. Understand how standard costing is used to analyse financial performance</p>	<p>2.1 Analyse the impact of cost variances on a business's financial performance</p> <p>2.2 Examine the reasons a business applies standard, marginal and absorption costing</p> <p>2.3 Critically evaluate the benefits of applying standard costs within a business</p>
<p>3. Know how to improve financial performance by monitoring and analysing information</p>	<p>3.1 Identify the main challenges of performance measuring in a business that provides a service versus a business that manufactures products</p> <p>3.2 Describe a range of financial performance indicators to analyse information</p> <p>3.3 Critically assess how cost management techniques increase financial performance</p>
<p>4. Understand how to improve financial performance by monitoring and evaluating information</p>	<p>4.1 Critically compare a range of estimation techniques used within a business</p> <p>4.2 Present a range of performance metrics that improve financial results</p>

## K/650/6609 Management of Environmental Considerations in Manufacturing

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<b>Unit Status</b>	Optional
<b>Unit Level</b>	5
<b>Credit Value</b>	8
<b>Guided Learning hours</b>	8

### Unit Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills required to deal with Environmental Issues in Manufacturing.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the environmental impact caused by manufacturing
- Understand environmental legislation, regulations, and policymaking
- Be able to assess environmental risk management in manufacturing
- Understand environmental management and monitoring 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

- 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 environmental impact caused by manufacturing</p>	<p>1.1 Analyse the social and economic effects of environmental issues                      1.2 Evaluate the detrimental impact that manufacturing has on the environment</p>
<p>2. Understand environmental legislation, regulations, and policymaking</p>	<p>2.1 Describe the benefits that environmental policies have on an organisation                      2.2 Critically analyse the influence of Key Performance Indicators (KPIs) to improve environmental issues</p>
<p>3. Be able to assess environmental risk management in manufacturing</p>	<p>3.1 Outline the role of environmental sustainability within the Three Pillars of Sustainability                      3.2 Assess how various methods are used in the workplace to identify and control environmental hazards</p>
<p>4. Understand environmental management and monitoring systems</p>	<p>4.1 Discuss the process an organisation follows when implementing an Environmental Management System                      4.2 Critically evaluate a range of techniques to monitor environmental performance in manufacturing</p>



## T/650/6611 Management of effective Customer Services

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Aim**

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Customer Service.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the importance of managing customer relationships
- Understand how an organisation generates a customer-focused culture
- Be able to assess, monitor, and improve levels of customer satisfaction
- Understand the significance of managing customer complaints effectively

### **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

- 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 importance of managing customer relationships</p>	<p>1.1 Explain the importance of customer relationship management in organisations</p> <p>1.2 Analyse methods to manage customer relationships</p> <p>1.3 Evaluate improvements an organisation can make to existing practices in customer relationship management</p>
<p>2. Understand how an organisation generates a customer-focused culture</p>	<p>2.1 Assess how to review the communication methods with internal and external customers</p> <p>2.2 Critically analyse changes an organisation can make to improve service delivery and organisational culture</p>
<p>3. Be able to assess, monitor, and improve levels of customer satisfaction</p>	<p>3.1 Review how customer requirements and satisfaction levels are assessed in your organisation or an organisation you are familiar with</p> <p>3.2 Analyse the Return on Investment (RoI) concept to demonstrate how an organisation maintains high levels of customer satisfaction</p> <p>3.3 Critically evaluate how an organisation uses a Customer Care Charter (or its equivalent) to increase customer satisfaction</p>
<p>4. Understand the significance of managing customer complaints effectively</p>	<p>4.1 Establish how an organisation implements a Customer Complaints Policy</p> <p>4.2 Analyse current practices for handling complaints within an organisation</p> <p>4.3 Critically assess the impact of preserving customer loyalty for an organisation</p>

## Y/650/6612 Planning and Control in Manufacturing and Production

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**Unit Status** Mandatory

**Unit Level** 5

**Credit Value** 15

**Guided Learning hours** 15

### Unit Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills required to address Planning and Control in Manufacturing.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the components of production planning and its function within the supply chain
- Be able to recognise the inter-relationships between production planning, sales planning, and forecasting
- Understand Master Scheduling and the evolution of manual control systems
- Understand various measures to improve production planning performance

### 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

- 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 components of production planning and its function within the supply chain</p>	<p>1.1 Describe the production planning cycle and how costs and service levels increase profitability</p> <p>1.2 Analyse the components of production planning and its function within a supply chain</p> <p>1.3 Assess the relationship between production planning, sales planning, and forecasting</p> <p>1.4 Evaluate the function of production in a supply chain</p>
<p>2. Be able to identify the inter-relationships between production planning, sales planning, and forecasting</p>	<p>2.1 Outline how sales planning requirements are incorporated into an organisation's production plan</p> <p>2.2 Justify the use of a forecasting technique within an organisation or an organisation you are familiar with.</p> <p>2.3 Critically analyse the demand management process</p>
<p>3. Understand Master Scheduling and the evolution of manual control systems</p>	<p>3.1 Explain Master Scheduling and the scheduling concept, including procedures that improve production planning performance</p> <p>3.2 Evaluate how manufacturing and control systems are developed and monitored to improve production planning performance</p> <p>3.3 Establish how to generate a Master Production Schedule (MPS), including Rough Cut Capacity Planning (RCCP) principles</p> <p>3.4 Clarify how production schedules relate to production control</p>
<p>4. Understand various measures to improve production planning performance</p>	<p>4.1 Describe production planning principles and the efficiency of two production planning systems</p> <p>4.2 Discuss how a company's sources of waste can be eradicated or reduced</p> <p>4.3 Critically evaluate benchmarking techniques and performance measures that can be used to measure production planning performance</p> <p>4.4 Critically analyse two quality improvement models using one to identify opportunities for improving production planning performance</p>

## A/650/6613 Effective Procurement Management

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Aim**

The aim of this unit is to provide learners with the knowledge, understanding and skills to determine the purpose and key roles of Procurement Management.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the key roles and focus of management within procurement
- Understand the impact of legislation on the procurement function
- Understand the effectiveness of collaborative supplier relationships
- Be able to evaluate negotiation tools to support procurement management

### **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

- 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 key roles and focus of management within procurement</p>	<p>1.1 Explain the difference and relationship between purchasing activities and procurement management</p> <p>1.2 Assess the rationale of the purchasing cycle when purchasing goods or services</p> <p>1.3 Evaluate how Porter's 5 Forces model impacts sourcing and procurement within the external supplier market</p> <p>1.4 Analyse the influence stakeholders have on an organisation using Mendelows Stakeholder Matrix</p>
<p>2. Understand the impact of legislation on the procurement function</p>	<p>2.1 Identify the five main elements that must be present for a contract to be valid</p> <p>2.2 Evaluate the reasons that contribute to a breach of contract</p> <p>2.3 Examine the requirements of consumer law on the activities of the procurement function</p>
<p>3. Understand the effectiveness of collaborative supplier relationships</p>	<p>3.1 Discuss the methods for evaluating suppliers using Carters 10c's Principles</p> <p>3.2 Critically assess a business's range of risks and barriers when developing supplier relationships</p> <p>3.3 Critically evaluate strategies for managing risk and maintaining collaborative supplier relationships</p>
<p>4. Be able to evaluate negotiation tools to support procurement management</p>	<p>4.1 Outline the main factors to be considered when undertaking negotiations with suppliers</p> <p>4.2 Evaluate a range of tools and techniques your business or a business you are familiar with uses to negotiate with suppliers effectively</p>

## D/650/6614 The Principles of Corporate Social Responsibility and Sustainability

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**Unit Status** Optional

**Unit Level** 5

**Credit Value**

**Guided Learning hours**

**Unit Aim**

The aim of this unit is to provide learners with the knowledge, understanding and skills to address Corporate Social Responsibility & Sustainability.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the advantages of sustainability and ethical practices for a business
- Be able to evaluate how sustainability efforts in the Supply Chain improve Circular Economy
- Understand the impact of global environmental issues on businesses
- Understand the need for businesses to improve their environmental performance

**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

- 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 advantages of sustainability and ethical practices for a business</p>	<p>1.1 Explain the difference between Environmental Social and Governance (ESG) and Corporate Social Responsibility (CSR) frameworks.</p> <p>1.2 Examine the impact of ethical practices on the performance of a Supply Chain.-</p> <p>1.3 Evaluate the importance of the 'Three Pillars of Sustainability' within a business.</p> <p>1.4 Assess how Triple Bottom Line (TBL) improves overall business performance.</p>
<p>2. Be able to evaluate how sustainability efforts in the Supply Chain improve Circular Economy</p>	<p>2.1 Outline the process and impact of sustainability practices in procurement and supply chain</p> <p>2.2 Assess the risks and rewards to an organisation practising sustainability</p> <p>2.3 Critically evaluate the role of Circular Economy approaches in reducing environmental impact</p>
<p>3. Understand the impact of global environmental issues on businesses</p>	<p>3.1 Examine the different types of pollution in an industrial environment and effective measures to eliminate them.</p> <p>3.2 Analyse the impact of globalisation on sustainability</p>
<p>4. Understand the need for businesses to improve their environmental performance</p>	<p>4.1 Critically analyse various techniques to measure environmental performance and make recommendations to enhance environmental performance</p> <p>4.2 Evaluate the infrastructure requirements needed to implement ISO 26000 into an organization</p>



## F/650/6615 Effective Business Development

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 8

**Guided Learning hours** 8

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of Business Development.

This unit contains 3 Learning Outcomes which will support the learner to:

- Understand the process of strategic planning in business
- Understand the process of strategic development within a business
- Understand how to build and maintain collaborative business relationships

### **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

- 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 process of strategic planning in business</p>	<p>1.1 Explain the benefits of strategic planning within a business            1.2 Analyse the primary Business Planning Techniques used within a business, including Business Process Modelling</p>
<p>2. Understand the process of strategic development within a business</p>	<p>2.1 Describe the terminology used for strategy development involving areas of strategy within a business            2.2 Critically analyse a range of approaches to strategy evaluation and selection            2.3 Critically assess the impact of Business Process Modelling on a business</p>
<p>3. Understand how to build and maintain collaborative business relationships</p>	<p>3.1 Examine how to build collaborative relationships to ensure effective client interaction            3.2 Compare several types of customer support systems used within a business            3.3 Critically assess the benefits of collaborative business relationships</p>

## H/650/6616 Effective Business Management

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 12

**Guided Learning hours** 12

### **Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding of Business Management.

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the contribution of Human Resource Management to organisational goals
- Understand the management of finance in business
- Understand marketing strategies in business
- Understand how legislation impacts 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

- 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 contribution of Human Resource Management to organisational goals</p>	<p>1.1 Assess the role of Human Resource Management professionals in relation to the wider business</p> <p>1.2 Examine how legislation impacts businesses procedures and practices for the following,</p> <ul style="list-style-type: none"> <li>• Appraisal of Employees</li> <li>• Employment of Employees</li> <li>• Remuneration of Employees</li> </ul> <p>1.3 Consider suitable approaches to resolve issues in employee-employer relations</p>
<p>2. Understand the management of finance in business</p>	<p>2.1 Explain the importance of profit and loss in managing finance within a business</p> <p>2.2 Consider the challenges when producing cash flow forecasts in business</p> <p>2.3 Clarify how a business can apply suitable costing techniques to assess the financial ramifications of uninformed decisions</p> <p>2.4 Critically analyse the importance of the role of management accounting in business strategy</p>
<p>3. Understand marketing strategies in business</p>	<p>3.1 Critically compare traditional versus modern marketing tools to support strategic marketing</p> <p>3.2 Evaluate the marketing process for developing new products</p> <p>3.3 Discuss the relevance of global marketing considerations on marketing strategies</p> <p>3.4 Critically analyse contemporary business marketing on marketing strategies</p>
<p>4. Understand how legislation impacts business</p>	<p>4.1 Describe contract law and the effects of a breach of contract upon a business</p> <p>4.2 Summarise key legislation applicable to the sales of goods</p> <p>4.3 Critically evaluate legislation associated with consumer credit and safeguards for debtors</p>

## J/650/6617 Principles of Advanced Demand Management

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 10

**Guided Learning hours** 10

### Unit Aim

The aim of this unit is to provide learners with managing demand within an operational environment. The Principles of effective demand management change in accordance with business objectives and those responsible must be able to respond quickly and effectively to developing situations, market changes and disruption.

This unit contains 5 Learning Outcomes which will support the learner to:

- Understand the concepts of demand management and planning
- Understand integrated supply chain operations and the key principles of demand/supply reconciliation
- Understand the implementation of appropriate demand management strategies and techniques
- Understand effective performance measures to maintain and improve demand management practice
- Understand good practices in demand management, key challenges and solutions appropriate to business contexts

### 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

- 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 contribution of Human Resource Management to organisational goals</p>	<p>1.1 Describe the components of demand management in a business/customer service context            1.2 Evaluate the connections between demand management and an organisation's performance management system            1.3 Evaluate relations between demand management and supply chain network configuration</p>
<p>2. Understand the management of finance in business</p>	<p>2.1 Describe interrelationships between demand management, sales planning and forecasting            2.2 Evaluate forecasting techniques and their appropriateness to business specific demand fluctuations and causes of seasonality            2.3 Critique reactive and aggressive approaches to demand management, including chasing, leveling and mixed strategies</p>
<p>3. Understand marketing strategies in business</p>	<p>3.1 Describe the relations between absorbing demand strategy and levelling capacity, stock/inventory management and queuing techniques            3.2 Discuss the relations between chasing demand strategy and adjusting output techniques: staffing, workloads, subcontracting and outsourcing            3.3 Evaluate changing demand strategy and marketing/sales promotions, differential pricing and category management techniques</p>
<p>4. Understand how legislation impacts business</p>	<p>4.1 Explain modern approaches to measuring supply chain performance, operations effectiveness and connections with performance and planning matrix            4.2 Critique different approaches to performance and planning</p>

<p>5. Understand good practices in demand management, key challenges and solutions appropriate to business contexts</p>	<p>5.1 Evaluate demand management as a planning and communication process                      5.2 Analyse demand management as a control process                      5.3 Analyse demand management as a learning process                      5.4 Apply the skills of collaborative working, problem solving and decision making in identifying key challenges and solutions</p>
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## K/650/6618 Contracting in the Procurement Environment

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 10

**Guided Learning hours** 10

### Unit Aim

The aim of this unit is to provide learners \_\_\_\_\_

This unit contains 2 Learning Outcomes which will support the learner to:

- Understand the Different Types of Contracts
- Understand Processes to Monitor and Evaluate the Performance of Contractors

### 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

- 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 contribution of Human Resource Management to organisational goals</p>	<p>1.1 Identify the different type of contracts            1.2 Describe a typical contact management procedure            1.3 Describe the legal and regulatory requirements for the governing contracts            1.4 Identify ways in which to build relationships with contractors</p>
<p>2. Understand Processes to Monitor and Evaluate the Performance of Contractors</p>	<p>2.1 Describe the procedures involved for communicating with contractors and other stakeholders            2.2 Identify procedures with contractors for performance monitoring            2.3 Identify legal and regulatory requirements for contractor compliance            2.4 Describe the procedures for the evaluation of contractors</p>

## M/650/6638 Human Resources and People Management

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**Unit Status** Optional

**Unit Level** 5

**Credit Value** 12

**Guided Learning hours** 12

### Unit Aim

The aim of this unit is to provide learners with the knowledge and understanding required for effective Human Resources and People Management

This unit contains 4 Learning Outcomes which will support the learner to:

- Understand the value of Human Resource Management (HRM) within an organisation
- Understand the principles of Human Resource Planning (HRP)
- Understand the influence of Human Resource Development (HRD) on organisational success
- Understand the impact of Human Resource Management (HRM) on Performance Measurement and Management (PMM)

### 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

- 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 value of Human Resource Management (HRM) within an organisation</p>	<p>1.1 Describe the impact of HRM on the overall success of an organisation</p> <p>1.2 Compare the benefits of using Hard HRM or Soft HRM approaches for an organisation to provide a competitive advantage</p> <p>1.3 Analyse the HR Manager's role in supervising recruitment, training and retention methods to manage an organisation's workforce</p>
<p>2. Understand the principles of Human Resource Planning (HRP)</p>	<p>2.1 Examine how the HRP process supports strategic organisational goals.</p> <p>2.2 Evaluate how HRP determines effective employee recruitment, training, and retention.</p> <p>2.3 Assess how HRP implements and monitors procedures for anti-discrimination practices to promote equality, diversity, and inclusion within the workplace.</p>
<p>3. Understand the influence of Human Resource Development (HRD) on organisational success</p>	<p>3.1 Consider how HRD practices (talent development, training and development, organisational development, and career development) influence organisational performance.</p> <p>3.2 Critically evaluate how HRD theories develop an organisation's ability to empower and enhance employee skills.</p> <p>3.3 Critically analyse a range of HRD models designed for leading, developing and managing teams that are used to improve an organisation's competitive advantage.</p>
<p>4. Understand the impact of Human Resource Management (HRM) on Performance Measurement and Management (PMM)</p>	<p>4.1 Critically assess how the HRM implements equal pay, job evaluations and reward mechanisms to develop individual and collective capacity.</p> <p>4.2 Critically analyse the role of PMM in measuring performance and data analysis to improve organisational productivity.</p>

## 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>	

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

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<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:

Learner Signature		Date:
Assessor Signature		Date:
IQA Signature (if sampled)		Date:



## 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>

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

Use this space to provide feedback to the learner:

Learner Signature		Date:
Assessor Signature		Date:
Witness Signature		Date:
IQA Signature (if sampled)		Date:

## Evidence Matrix Record

<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>	

## Summative Statement

<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>	<input type="checkbox"/>	<b>Summative sampling (certification can be claimed)</b>	<input type="checkbox"/>	<b>Summative sampling (folder referred for actions)</b>	<input type="checkbox"/>
<b>Folder check</b>	<input type="checkbox"/>	<b>Observation of delivery (observation report attached)</b>	<input type="checkbox"/>	<b>Learner interview (interview record attached)</b>	<input type="checkbox"/>
<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?	<input type="checkbox"/>	<input type="checkbox"/>
Has an assessment/development plan been agreed with the learner?	<input type="checkbox"/>	<input type="checkbox"/>
Is the Assessor recording assessment outcomes after each assessment has taken place and providing the learner with feedback?	<input type="checkbox"/>	<input type="checkbox"/>
Has the Assessor confirmed authenticity, sufficiency, accuracy, consistency and validity whilst assessing the evidence?	<input type="checkbox"/>	<input type="checkbox"/>
Are the learner's assessment/development records being updated and completed on an ongoing basis?	<input type="checkbox"/>	<input type="checkbox"/>

Action points/feedback to the Assessor:

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

<b>Actions complete (folder not ready for certification)</b>		<b>Actions complete (folder can be claimed for certification)</b>	
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<b>Assessor Signature</b>		<b>Date:</b>
<b>IQA Signature</b>		<b>Date:</b>

## 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

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