

# Level 6 Diploma in Strategic Manufacturing and Production Management

Regulator	Ofqual
Qualification Reference Number	610/2410/7
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

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

Unit Title	Reference Number	Mandatory/ Optional	Unit Level	Credit Value	Guided Learning (hours)
Strategic Business Management	T/650/6577	Optional	6	15	15
Strategic Human Resource Management	Y/650/6578	Optional	6	15	15
Strategic International Freight Management	A/650/6579	Optional	6	12	12
Strategic Inventory Management	H/650/6580	Optional	6	15	15
Strategic Logistics Management	J/650/6581	Optional	6	15	15
Strategic Production Management	K/650/6582	Mandatory	6	12	12
Strategic Quality Management	L/650/6583	Optional	6	12	12
Strategic Leadership and Management Performance	M/650/6584	Optional	6	12	12
Strategic Operations Management	R/650/6585	Optional	6	15	15
Strategic Maritime Management	T/650/6586	Optional	6	15	15
Strategic Procurement Management	Y/650/6587	Optional	6	10	10
Strategic Warehouse Management	A/650/6588	Optional	6	12	12
Strategic Supply Chain Management	D/650/6589	Optional	6	15	15

## About SFEDI Awards

SFEDI Awards was founded in 2007 creating the first dedicated Awarding Organisation specialising in business enterprise and business support, a standing still enjoyed to this day within the UK.

Our qualifications are built on the extensive research that underpins the SFEDI® National Occupational Standards and the expertise of the Institute of Enterprise and Entrepreneurs, the UK's only professional Institute dedicated to enterprise.

With our qualifications having been designed to be flexible to meet the wide range of demand within enterprise learning, we recognise the needs of industry to develop enterprising and entrepreneurial individuals to support the sustainability and growth of business and the wider community.

As the only dedicated UK Awarding Organisation, SFEDI Awards designs and develops a range of bespoke business enterprise and business support qualifications that are delivered through members of our both UK based and international delivery network.

Within this we also develop and publish best practice materials and resources to support the delivery of our qualifications to a high standard to ensure that learners gain all they require when either starting or progressing their enterprise journey.

### Customer Feedback

We are always keen to understand learners and centres thoughts on the content of all aspects of our qualifications and welcome feedback. This can be done by emailing us at [customerservices@sfediawards.com](mailto:customerservices@sfediawards.com) and indicate in the header field, 'Customer Feedback'.

## The Regulated Qualifications Framework (RQF)

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

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

Each RQF qualification title contains the following:

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

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

### Qualification Level

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

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

### Qualification Size

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

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

### Total Qualification Time (TQT)

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

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



## What Does SFEDI Awards Expect?

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

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

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

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

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

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

### Learner Registration and Certification

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

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

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

## How We Monitor Qualification Delivery

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

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

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

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

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

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

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

### Direct Claims Status (DCS)

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

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

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

## Internal Quality Assurance

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

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

## Delivery/Assessment

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

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

## Delivery/Assessment/Quality Assurance Staff Requirements

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

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

## Assessment Methods

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

### Initial Assessment

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

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

### Mandatory Assessment Methods

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

### Expert Witness/Witness Testimony

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

### Observation

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

### Product Evidence

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

## Professional Discussion

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

## Recognition of Prior Learning

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

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

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

## Recognition of Prior Assessment

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

## Written Assignment

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

## Learner Statement

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

## **Case Study**

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

## **Pre-Approved Worksheets**

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

## **Blended Assessment**

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

## Authentication of Learner Evidence

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

## Feedback

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

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

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

## Data Protection and Confidentiality

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

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

## Protection of Minors in Evidence Collection

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

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

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

## Unit Structure

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

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

### Unit Overview

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

### Assessment of This Unit

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

### Unit Content

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

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



## Qualification Unit Details

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

## T/650/6577 Strategic Business Management

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**Unit Status** Optional

**Unit Level** 6

**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 Strategic Business Management.

This unit contains 4 Learning Outcomes which support learners to:

- Be able to evaluate how a business operates within its internal and external environment
- Understand how a business operates a marketing system
- Be able to interpret the information contained within financial documentation
- Understand the processes involved in change 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.

### **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. Be able to evaluate how a business operates within its internal and external environment</p>	<p>1.1 Identify your business's position or one you are familiar with within its internal and external environment</p> <p>1.2 Assess the business's strengths and limitations within its internal and external environment</p> <p>1.3 Outline how the business gains a competitive advantage over its competitors</p> <p>1.4 Analyse various barriers and recommend solutions to resolve those barriers</p> <p>1.5 Critically evaluate the expectations placed on the business by internal and external stakeholders</p>
<p>2. Understand how a business operates a marketing system</p>	<p>2.1 Explain how a business uses marketing to gain a competitive advantage</p> <p>2.2 Analyse a strategic marketing campaign for the introduction of a new product to the market</p> <p>2.3 Critically assess how different marketing approaches impact marketing strategies within a global marketplace</p>
<p>3. Be able to interpret the information contained within financial documentation</p>	<p>3.1 Review the business you work for or one you are familiar with to identify your department's position within the overall supply chain for your product or service</p> <p>3.2 Analyse the financial position (applying ratio analysis) for 2022 compared to 2021 using information from the profit and loss account</p> <p>3.3 Present a projected budget for 2023 using relevant data from financial statements</p>
<p>4. Understand the processes involved in change management</p>	<p>4.1 Analyse the advantages and limitations of various change models used for organisational change</p> <p>4.2 Critically assess how change models facilitate the delivery of organisational objectives</p> <p>4.3 Critically evaluate monitoring and measurement techniques used in change management</p>

## Y/650/6578 Strategic Human Resource Management

---

**Unit Status** Optional

**Unit Level** 6

**Credit Value** 15

**Guided Learning hours** 15

### Unit Aim

The aim of this unit is to provide learners with knowledge and understanding of Strategic Human Resource Management.

This unit contains 5 Learning Outcomes which support learners to:

- Understand the responsibilities of Human Resource Management (HRM)
- Understand how HRM develops processes and practices
- Understand the role of HRM in performance management
- Understand how to manage employer-employee relationships
- Understand the need for effective reward 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.

### 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 responsibilities of Human Resource Management (HRM)</p>	<p>1.1 Analyse the role of HRM as a specialist function within an organisation 1.2 Examine the benefits of HRM's obligation to produce accurate employee data</p>
<p>2. Understand how HRM develops processes and practices</p>	<p>2.1 Assess how HRM planning impacts the financial turnover of an organisation 2.2 Critically assess how staff retention, talent management, and recruitment processes support business objectives</p>
<p>3. Understand the role of HRM in performance management</p>	<p>3.1 Discuss how performance management processes support business objectives 3.2 Critically analyse how induction and employee socialisation impacts performance management 3.3 Critically evaluate how performance standards and training cycles are maintained</p>
<p>4. Understand how to manage employer-employee relationships</p>	<p>4.1 Assess the advantages and limitations of employer-employee relationships 4.2 Critically analyse how employers manage employee relationships concerning external influences, including collective bargaining, policies and procedures and unions</p>
<p>5. Understand the need for effective reward management</p>	<p>5.1 Compare different types of non-pay benefits, payment schemes and rewards utilised within reward management 5.2. Critically assess how equal pay and job evaluations impact reward management</p>

## A/650/6579 Strategic International Freight Management

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**Unit Status** Optional

**Unit Level** 6

**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 Strategic International Freight Management to achieve an effective supply chain.

This unit contains 4 Learning Outcomes which support learners to:

- Understand the role of freight management in Supply Chains
- Understand the contribution of the ISO Container to International Trade
- Be able to analyse the legislative requirements for the International Movement of Freight
- Understand the benefits of using Third Party Logistics (3PLs) and Freight Forwarders

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

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

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement
- Recognition of Prior Learning
- Witness Testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand the role of freight management in Supply Chains</p>	<p>1.1 Research recent significant developments in transportation</p> <p>1.2 Analyse the current challenges facing the transport industry and mitigation measures taken</p> <p>1.3 Critically evaluate the advantages and limitations of different transport modes</p>
<p>2. Understand the contribution of the ISO Container to International Trade</p>	<p>2.1 Describe the facilities contained within a typical Multimodal terminal</p> <p>2.2 Assess the process and physical flows of the ISO Container within International Trade</p> <p>2.3 Critically evaluate the implementation and development requirements for an International Agile Port</p>
<p>3. Be able to analyse the legislative requirements for the International Movement of Freight</p>	<p>3.1 Outline the benefits of UK Government Agencies to control imports and exports in areas such as revenue, border security, terrorism, and immigration</p> <p>3.2 Evaluate key legislation the International Air Transport Association (IATA) and International Chamber of Shipping (ICS) use to regulate Health, Safety and the Environment</p> <p>3.3 Critically analyse how Incoterms support the requirements of both customer and supplier in International Trade</p>
<p>4. Understand the benefits of using Third Party Logistics (3PLs) and Freight Forwarders</p>	<p>4.1 Examine essential documentation used for the International Movement of Goods</p> <p>4.2 Analyse an organisation's key considerations when building a Distribution Centre to maximise effectiveness and efficiency</p> <p>4.3 Critically assess the benefits for an organisation from outsourcing its Logistics services</p>

## H/650/6580 Strategic Inventory Management

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**Unit Status** Optional

**Unit Level** 6

**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 Strategic Inventory Management.

This unit contains 4 Learning Outcomes which support learners to,

- Understand the strategic role of inventory management in meeting business objectives
- Understand the significance of inventory cost on business performance
- Understand how a business identifies and manages order levels
- Be able to apply inventory control methods 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.

### **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 strategic role of inventory management in meeting business objectives</p>	<p>1.1 Explain the six key objectives of an inventory management system that result in cost-effective business storage</p> <p>1.2 Analyse the importance of the product life cycle, including seasonal, fast-moving, and perishable items, to gain a competitive advantage</p> <p>1.3 Evaluate the impact of the Toyota Production System (TPS) and Just-In-Time (JIT) theories when building a 'leaner' organisation</p>
<p>2. Understand the significance of inventory cost on business performance</p>	<p>2.1 Assess how to optimise and control primary types of inventory costs</p> <p>2.2 Analyse the impact of stockout and obsolescence cost on a business's performance and reputation</p> <p>2.3 Critically analyse inventory practices that will increase a business's production efficiency</p>
<p>3. Understand how a business identifies and manages order levels</p>	<p>3.1 Explain how different forecasting models improve inventory positions</p> <p>3.2 Analyse how an organisation's inventory management policies affect re-order levels and decision-making</p> <p>3.4 Evaluate how average deviation, periodic review systems, and safety stock identify re-order levels</p> <p>3.5 Critically evaluate the impact of the Always Better Control analysis (ABC), the Vital Essential and Desirable analysis (VED) and the Fast-moving, Slow-moving, Non-moving analysis (FSN) on the inventory levels of an organisation</p>
<p>4. Be able to apply inventory control methods within a business</p>	<p>4.1 Outline the role of inventory management within your organisation or one you are familiar with to minimise the blockage of financial resources and increase customer satisfaction</p> <p>4.2 Evaluate various inventory management methods, indicating solutions for optimal performance</p> <p>4.4 Critically assess the performance indicators that link stock turn, demand satisfaction and an organisation's service level</p> <p>4.5 Justify workload monitoring strategies, including the role of JIT partnerships and distance reduction to enhance inventory throughputs</p>

## J/650/6581 Strategic Logistics Management

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**Unit Status** Optional

**Unit Level** 6

**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 Strategic Logistics Management.

This unit contains 6 Learning Outcomes which support learners to:

- Understand strategic requirements of logistics management
- Understand the physical requirements of setting up a logistics operation
- Understand methods for rationalising logistics operations
- Be able to evaluate the benefits of utilising different transport modes
- Understand how technology improves logistics operations
- Understand the risks associated with 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.

### **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 strategic requirements of logistics management</p>	<p>1.1 Analyse the factors an organisation considers when determining logistics management design</p> <p>1.2 Reflect on the impact of supplier lead times when determining how to meet customer expectations</p> <p>1.3 Critically analyse the advantages and limitations of distribution networks and hub and spoke solutions</p>
<p>2. Understand the physical requirements of setting up a logistics operation</p>	<p>2.1 Evaluate various software applications and vehicle management systems that support process centralisation</p> <p>2.2 Assess the factors, including outsourcing, an organisation considers when designing the physical setup of a logistics operation</p> <p>2.3 Critically evaluate how Electronic Data Interchange (EDI) and Radio Frequency Identification Methods (RFID) applications monitor and improve logistics operations performance</p>
<p>3. Understand methods for rationalising logistics operations</p>	<p>3.1 Examine the factors an organisation considers when rationalising logistics operations</p> <p>3.2 Critically assess the benefits and risks associated with Third Party Logistics (3PL)</p>
<p>4. Be able to evaluate the benefits of utilising different transport modes</p>	<p>4.1 Evaluate the factors an organisation considers when dealing with the requirements of different transport modes</p> <p>4.2 Outline the Pros and Cons of utilising air, sea, road, and rail transportation taking into consideration transport legislation</p> <p>4.3 Critically evaluate how Multimodal operations deliver supply chain efficiency versus Single-mode transportation</p>

<p>5. Understand how technology improves logistics operations</p>	<p>5.1 Assess how technology supports the improvement of logistics operations success measures</p> <p>5.2 Evaluate Route optimisation requirements taking into consideration inventory constraints.</p> <p>5.3 Critically assess how measuring quality through performance indicators and control charts maintains a competitive advantage</p>
<p>6. Understand the risks associated with logistics operations</p>	<p>6.1 Assess a range of tools to recognise and mitigate risk within a logistics organisation</p> <p>6.2 Critically evaluate how new equipment is selected based on risk avoidance and mitigation</p>

K/650/6582

## Strategic Production Management

**Unit Status** Mandatory**Unit Level** 6**Credit Value** 12**Guided Learning hours** 12**Unit Aim**

The aim of this unit is to provide learners with knowledge and understanding essential to effective Strategic Production Management.

This unit contains 4 Learning Outcomes which support learners to:

- Understand the requirements of location, layout, and productivity of manufacturing
- Understand product design and production strategy
- Understand forecasting, planning, and scheduling of production
- Understand the objectives of purchasing and inventory 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.

**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 requirements of location, layout, and productivity of manufacturing</p>	<p>1.1 Explain the key considerations for determining facility location and layout</p> <p>1.2 Assess how a production manager uses benchmarking to evaluate productivity metrics</p> <p>1.3 Evaluate quality improvement models for increasing product planning performance</p> <p>1.4 Critically evaluate the connections between demand management and an organisation's planning performance</p>
<p>2. Understand product design and production strategy</p>	<p>2.1 Examine the process of creating new products whilst considering production techniques</p> <p>2.2 Assess a range of tools to measure an operation's effectiveness</p> <p>2.4 Analyse various approaches to production planning and performance</p> <p>2.5 Critically assess how research informs decisions when launching a new product</p>
<p>3. Understand forecasting, planning, and scheduling of production</p>	<p>3.1 Describe the process of forecasting demand</p> <p>3.2 Critically evaluate the process of production planning and scheduling</p>
<p>4. Understand the objectives of purchasing and inventory management</p>	<p>4.1 Analyse the relationship between Material Requirements Planning (MRP) and Manufacturing Resource Planning (MRPII)</p> <p>4.2 Critically assess the key deliverables of the purchasing function</p> <p>4.3 Critically analyse the following performance metrics,</p> <ul style="list-style-type: none"> <li>• Just-in-Time (JiT) inventory management</li> <li>• Production planning cycle</li> <li>• Costs</li> <li>• Service levels</li> </ul>

## L/650/6583 Strategic Quality Management

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**Unit Status** Optional

**Unit Level** 6

**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 Strategic Quality Management.

This unit contains 4 Learning Outcomes which support learners to:

- Understand the fundamental concept of Quality
- Be able to plan the implementation of a Quality Management System (QMS) within an organisation
- Understand the application of Total Quality Management (TQM) within an organisation
- Understand the benefits of the European Foundation for Quality Management (EFQM) for 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.

### **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 fundamental concept of Quality</p>	<p>1.1 Summarise the history of 'Quality' from inception through to modern times 1.2 Critically evaluate how the future of Quality is being transformed by Quality 4.0</p>
<p>2. Be able to plan the implementation of a Quality Management System (QMS) within an organisation</p>	<p>2.1 Review various QMS that your organisation or an organisation you are familiar with implements 2.2 Critically assess the end-to-end processes of QMS implementation and use</p>
<p>3. Understand the application of Total Quality Management (TQM) within an organisation</p>	<p>3.1 Evaluate the benefits for an organisation that adopts a TQM philosophy 3.2 Critically evaluate a range of TQM tools and techniques applied within an organisation</p>
<p>4. Understand the benefits of the European Foundation for Quality Management (EFQM) for an organisation</p>	<p>4.1 Critically assess the advantages and limitations of Business Excellence Models 4.2 Critically analyse the impact of EFQM on an organisation and its customers</p>



## M/650/6584 Strategic Leadership and Management Performance

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**Unit Status** Optional

**Unit Level** 6

**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 Strategic Leadership and Management Performance.

This unit contains 4 Learning Outcomes which support learners to:

- Understand how culture, leadership, and management techniques influence organisational performance
- Understand the main factors affecting change management
- Understand risk management and how it impacts organisations
- Be able to support the implementation of management activities

### Assessment of This Unit

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

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

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement
- Recognition of Prior Learning
- Witness Testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand how culture, leadership, and management techniques influence organisational performance</p>	<p>1.1 Evaluate the value of organisational culture and its impact on the ability to deliver on organisational objectives</p> <p>1.2 Analyse the differences between Leadership and Management techniques</p> <p>1.3 Assess key factors that influence organisational performance</p>
<p>2. Understand the main factors affecting change management</p>	<p>2.1 Critically analyse the reasons for change within an organisation, referencing two change models for implementing those changes</p> <p>2.3 Critically/ evaluate how a plan for change utilises sources of feedback</p> <p>2.4 Critically assess how an organisation evaluates the impact of change on resources.</p>
<p>3. Understand risk management and how it impacts organisations</p>	<p>3.1 Examine a range of organisational risks and the consequence those risks have on an organisation</p> <p>3.2 Research strategies to reduce 'accepted' risks within the workplace as part of a Risk Management Strategy</p>
<p>4. Be able to support the implementation of management activities</p>	<p>4.1 Outline the purpose of values, vision, and mission statements within your organisation or one you are familiar with</p> <p>4.2 Critically evaluate how internal and external factors impact organisational strategy design and objectives</p> <p>4.3 Illustrate methods of communicating an organisational plan to internal and external stakeholders</p>

## R/650/6585 Strategic Operations Management

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**Unit Status** Optional

**Unit Level** 6

**Credit Value** 15

**Guided Learning hours** 15

### Unit Aim

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

This unit contains 5 Learning Outcomes which support learners to:

- Understand operational change management
- Understand Capacity Management
- Understand the role of scheduling and planning in operations management
- Understand operations strategy
- Understand the importance of quality 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.

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

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement
- Recognition of Prior Learning
- Witness Testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
1. Understand operational change management	1.1 Evaluate the core responsibilities of an operations manager within a business 1.2 Examine how an operations manager achieves their performance goals 1.3 Analyse the role of the operations manager in managing people, including their influence on change within a business
2. Understand Capacity Management	2.1 Examine the advantages and limitations of a range of Capacity Management strategies 2.2 Critically analyse the benefits of Capacity Management to optimise a business's production and IT systems
3. Understand the role of scheduling and planning in operations management	3.1 Clarify the operations manager's interactions with process design relevant to scheduling and planning 3.2 Assess how an operations manager employs various tools to support Capacity Management 3.3 Critically evaluate the advantages and limitations of Material Requirements Planning (MRP) and Enterprise and Resource Planning (ERP) systems
4. Understand operations strategy	4.1 Critically assess the links between strategy and operational performance targets 4.2 Critically analyse potential conflict(s) between different performance goals
5. Understand the importance of quality management	5.1 Explain benchmarking and its role in operations management 5.2 Analyse the role of standard-setting bodies within quality improvement 5.3 Critically evaluate how LEAN principles, practices and tools develop customer value

## T/650/6586 Strategic Maritime Management

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**Unit Status** Optional

**Unit Level** 6

**Credit Value** 15

**Guided Learning hours** 15

### Unit Aim

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

This unit contains 4 Learning Outcomes which support learners to:

- Understand the significance of shipping within the context of globalisation
- Understand the value of operating an agile port
- Understand the purpose of Port Efficiency
- Understand the benefits of a containerised shipping operation

### 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 significance of shipping within the context of globalisation</p>	<p>1.1 Analyse the drivers that generate demand for shipping and international trade</p> <p>1.2 Summarise historical growth, including critical milestones within shipping and international trade</p> <p>1.3 Evaluate the differences between Tramp and Liner Markets</p> <p>1.4 Critically analyse international trade patterns and maritime passages, including typical goods carried on trade routes</p> <p>1.5 Critically evaluate current and potential environmental challenges, legislation and regulation faced by the shipping industry</p>
<p>2. Understand the value of operating an agile port</p>	<p>2.1 Describe business and financial strategies used within the shipping industry</p> <p>2.2 Discuss operational effectiveness and competitive strategy within shipping</p> <p>2.3 Summarise shipping industries' regulatory authorities and lawmakers, including the International Convention for the Safety of Life at Sea (SOLAS) and the United Nations Convention on the Law of the Sea (UNCLOS)</p> <p>2.4 Critically analyse the key characteristics of an agile port and emerging trends within ports and shipping</p>
<p>3. Understand the purpose of Port Efficiency</p>	<p>3.1 Explain the automation and technologies used within the ports and shipping industry</p> <p>3.2 Assess the value of Key Performance Indicators (KPIs) in measuring Port Efficiency</p> <p>3.3 Critically analyse what will shape future Port Efficiency for the maritime industry</p>
<p>4. Understand the benefits of a containerised shipping operation</p>	<p>4.1 Explain how the Lean Concept is applied to Ports and Shipping</p> <p>4.2 Compare the advantages and limitations of inter-modal, trans-modal, and multimodal transport</p> <p>4.3 Critically evaluate typical container port facilities, including recent developments in the technology and equipment used in a modern container port.</p> <p>4.4 Critically assess the processes and physical flows in the container transport chain</p> <p>4.6 Critically analyse container transportation's impact on world trade and the economy</p>

## Y/650/6587 Strategic Procurement Management

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**Unit Status** Optional

**Unit Level** 6

**Credit Value** 10

**Guided Learning hours** 10

### **Unit Aim**

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

This unit contains 3 Learning Outcomes which support learners to:

- Understand procurement strategy
- Understand the role of procurement strategy in achieving supply chain objectives
- Understand how to select effective procurement methods

### **Assessment of This Unit**

This unit is graded on a pass or fail basis and the learner must demonstrate evidence against all of the listed assessment criteria in order to achieve this unit.

The following provides examples of assessment methods that could be used to generate evidence for this unit. This list is not an exhaustive list and other methods can be used by the centre.

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

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement
- Recognition of Prior Learning
- Witness Testimony
- Blended Assessment

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand procurement strategy</p>	<p>1.1 Explain the binding terms and conditions within a procurement contract</p> <p>1.2 Assess the essential fundamentals to determine the effectiveness of procurement strategy</p> <p>1.3 Critically evaluate an organisation's procurement strategy to determine long-term strategic sourcing relationships</p>
<p>2. Understand the role of procurement strategy in achieving supply chain objectives</p>	<p>2.1 Discuss the primary objectives and measures for effective procurement strategies</p> <p>2.2 Analyse fundamental principles and practices in procurement management</p> <p>2.3 Examine the processes required to meet a procurement contract's legal and statutory requirements</p> <p>2.5 Critically analyse the strategic fit of an organisation's procurement strategy within its overall business objectives</p>
<p>3. Understand how to select effective procurement methods</p>	<p>3.1 Examine a range of processes to evaluate a supplier's capability</p> <p>3.2 Critically analyse an organisation's procurement methods and tendering processes to determine cost-effectiveness</p> <p>3.3 Critically evaluate how risk analysis methods impact an organisation's procurement strategy</p>



## A/650/6588 Strategic Warehouse Management

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**Unit Status** Optional

**Unit Level** 6

**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 Strategic Warehouse Management.

This unit contains 4 Learning Outcomes which support learners to:

- Understand key warehouse processes, policies, and procedures
- Be able to evaluate the benefits of warehouse layout on organisational efficiency
- Understand the significance of warehouse location in meeting customer requirements
- 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.

### 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 key warehouse processes, policies, and procedures</p>	<p>1.1 Analyse the role of crucial warehouse departments as inventory passes from goods received through the warehouse to goods despatch</p> <p>1.2 Explain the impact of technological equipment advancements on warehouse operation efficiency</p> <p>1.3 Evaluate how warehouse policies and procedures provide a framework for operational effectiveness</p>
<p>2. Be able to evaluate the benefits of warehouse layout on organisational efficiency</p>	<p>2.1 Assess the advantages and disadvantages of various warehouse layouts</p> <p>2.2 Evaluate the key considerations in the design process for an efficient warehouse facility</p> <p>2.3 Critically analyse the impact of perpetual and periodic inventory models on warehouse operations</p>
<p>3. Understand the significance of warehouse location in meeting customer requirements</p>	<p>3.1 Critically evaluate the key considerations, including The Centre of Gravity tool, to determine the optimum location for warehouse operations</p> <p>3.2 Summarise how best practice activities contribute towards the optimal performance of warehouse operations, including meeting customer requirements</p>
<p>4. Understand the need for outsourcing Logistics Services</p>	<p>4.1 Examine the process that identifies an organisation's need to outsource logistics services</p> <p>4.2 Discuss the selection process employed to identify a suitable outsourced logistics partner</p> <p>4.3 Critically analyse the methods to control adherence to Service Level Agreements (SLAs)</p> <p>4.4 Critically assess potential challenges and solutions associated with using Logistics Service Providers</p>

## D/650/6589 Strategic Supply Chain Management

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**Unit Status** Optional

**Unit Level** 6

**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 effective Strategic Supply Chain Management.

This unit contains 5 Learning Outcomes which support learners to,

- Understand what makes a supply chain successful
- Understand how a supply chain meets the strategic objectives of an organisation
- Understand the value of Third-Party Logistics (3PL) and Fourth-Party Logistics (4PL) models to the supply chain
- Be able to identify challenges and improvement measures within a business's supply chain
- Understand the developments in Information Technology (IT) and their impact on 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.

### 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 what makes a supply chain successful</p>	<p>1.1 Explain the key elements contributing to a robust business supply chain</p> <p>1.2 Analyse a recent global event that impacted supply chains</p> <p>1.3 Evaluate the efficiency of an organisation's supply chain using appropriate tools and associated improvement measures</p>
<p>2. Understand how a supply chain meets the strategic objectives of an organisation</p>	<p>2.1 Describe how an organisation's strategic objectives are cascaded to an operational level</p> <p>2.2 Critically evaluate the importance of strategic and operational planning in a supply chain</p> <p>2.4 Critically analyse why cost, customer and competitors are considered when designing an effective supply chain</p>
<p>3. Understand the value of Third-Party Logistics (3PL) and Fourth-Party Logistics (4PL) models to the supply chain</p>	<p>3.1 Compare several types of Party Logistics (PLs) providers, including their significance to global transportation execution</p> <p>3.2 Critically evaluate how an organisation effectively employs 3PL and 4PL models within a supply chain</p>
<p>4. Be able to identify challenges and improvement measures within a business's supply chain</p>	<p>4.1 Analyse underlying factors within your organisation or one you are familiar with that disrupt the supply chain</p> <p>4.2 Recommend risk mitigation strategies within the supply chain</p> <p>4.3 Justify how Benchmarking tools are utilised to develop a best-in-class supply chain</p> <p>4.4 Critically analyse the role of supply chain evaluation tools to measure supply chain performance within a business,</p> <ul style="list-style-type: none"> <li>• Supply Chain Event Management (SCEM)</li> <li>• Supply Chain Operations Reference Model (SCOR)</li> <li>• Balanced Scorecard and Key Performance Indicators (KPIs)</li> </ul>
<p>5. Understand the developments in Information Technology (IT) and their impact on the supply chain</p>	<p>5.1 Assess an organisation's IT infrastructure and recommend two technologies for future implementation</p> <p>5.2 Critically analyse the impact of tracking software and internet connectivity on the crucial areas of a supply chain</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)

--

<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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