

# Level 7 Certificate in Senior Strategic Supply Chain Management

Regulator	Ofqual
Qualification Reference Number	610/2417/X
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	300 hours
Guided Learning	30 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>	30 credits from any units
<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)
Senior Strategic Business Research	J/650/6563	Optional	7	15	15
Senior Strategic Change Management	L/650/6565	Optional	7	15	15
Business Innovation and Entrepreneurship	M/650/6566	Optional	7	12	12
Senior Strategic Logistics and Transport	R/650/6567	Optional	7	15	15
Senior Strategic Manufacturing and Production and Principles	T/650/6568	Optional	7	15	15
Senior Strategic Business Planning	Y/650/6569	Optional	7	10	10
Senior Strategic Global Procurement	F/650/6570	Optional	7	12	12
Senior Strategic Leadership	H/650/6571	Optional	7	12	12
Senior Strategic Management Principles	J/650/6572	Optional	7	12	12
Senior Strategic Maritime Management	K/650/6573	Optional	7	15	15
Senior Strategic Quality Management	L/650/6574	Optional	7	12	12
Senior Strategic Warehousing and Inventory Management	R/650/6576	Optional	7	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

## J/650/6563 Senior Strategic Business Research

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<b>Unit Status</b>	Optional
<b>Unit Level</b>	7
<b>Credit Value</b>	15
<b>Guided Learning hours</b>	15

### Unit Aim

The aim of this unit is to provide learners with the knowledge, understanding and skills required for Strategic Business Research.

This unit contains 3 Learning Outcomes which support learners to:

- Understand Research Philosophy in Business
- Understand Research Strategies in Business
- Be able to develop a Business Research 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.

### 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 Research Philosophy in Business	<p>1.1 Consider the significance of epistemology and ontology perspectives on business research.</p> <p>1.2 Critically evaluate the benefits of various business research philosophies (positivism, realism, interpretivism, and pragmatism).</p> <p>1.3 Critically compare the advantages and limitations of applying deductive and inductive research approaches in business research.</p>
2. Understand Research Strategies in Business	<p>2.1 Examine fundamental legal and ethical considerations when planning, conducting and publishing business research.</p> <p>2.2 Critically evaluate Action, Archival, Case study, Grounded theory, and Ethnography research approaches to validate their use as research strategies for a new business product.</p> <p>2.3 Critically assess the Pros and Cons of using Mono, Mixed or Multi method data types in business research.</p>
3. Be able to develop a Business Research Project	<p>3.1 Research your business or one you are familiar with to identify and solve a business problem or a workplace process.</p> <p>3.2 Formulate a rationale to determine your Project's aims and objectives, including crucial steps and research techniques.</p> <p>3.3 Illustrate how to communicate your Projects' outcomes and limitations to internal and external stakeholders.</p>

## L/650/6565 Senior Strategic Change Management

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**Unit Status** Optional

**Unit Level** 7

**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 support effective and Strategic Change Management Processes.

This unit contains 3 Learning Outcomes which support learners to:

- Understand the factors that drive the demand for organisational change.
- Understand the impact of Change Management models on business improvement.
- Be able to support Change Management within 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 factors that drive the demand for organisational change</p>	<p>1.1 Investigate the Perceptual Transition Model's influence on an organisation's ability to address Globalisation.</p> <p>1.2 Critically analyse a range of transformational factors necessary for maintaining organisational performance during change.</p> <p>1.3 Critically evaluate various techniques an organisation uses to overcome barriers and resistance to change.</p>
<p>2. Understand the impact of Change Management models on business improvement</p>	<p>2.1 Examine various strategic change models for developing best-in-class growth strategies.</p> <p>2.2 Critically assess the advantages and limitations of the Business Process Reengineering (BPR) methodology.</p> <p>2.3 Critically evaluate how a business implements emerging trends in new technology to sustain a competitive advantage.</p>
<p>3. Be able to support Change Management within an organisation</p>	<p>3.1 Outline the structure and framework your organisation or an organisation you are familiar with employs to determine organisational change management.</p> <p>3.2 Develop a Change Management Plan as part of an operational Change Programme, taking into account the operation schedule, mapping, and associated costs.</p> <p>3.3 Critically review the impact of Stakeholder Communication strategies on successful Change Management implementation.</p>

## M/650/6566 Business Innovation and Entrepreneurship

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<b>Unit Status</b>	Optional
<b>Unit Level</b>	7
<b>Credit Value</b>	12
<b>Guided Learning hours</b>	12

### Unit Aim

The aim of this unit is to provide learners with the knowledge and understanding required for Business Innovation and Entrepreneurship.

This unit contains 3 Learning Outcomes which support learners to:

- Understand the role of entrepreneurship in business
- Understand opportunities and Business Generation
- Understand strategies to create business ideas

### 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 Entrepreneurship in business</p>	<p>1.1 Critically analyse the concept of entrepreneurship in business.            1.2 Examine entrepreneurial abilities and qualities within a business environment.            1.3 Critically assess how internal and external factors can influence entrepreneurial decision-making.</p>
<p>2. Understand opportunities and business generation</p>	<p>2.1 Consider a range of methods a business utilises to identify new opportunities.            2.2 Critically evaluate how differentiation, innovation and networking provide the capacity to recognise a niche market.            2.3 Recommend various innovative and sustainable business growth approaches to enhance business value.</p>
<p>3. Understand strategies to create business ideas</p>	<p>3.1 Summarise how financial and marketing strategies for a new business idea are formulated.            3.2 Critically analyse present-day barriers to strategy development, taking into account the impact of legal and ethical issues.            3.3 Critically assess how strategic partners and stakeholder engagement affect a new business idea's success or failure.</p>

## R/650/6567 Senior Strategic Logistics and Transport

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**Unit Status** Optional

**Unit Level** 7

**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 implement Strategic Logistics and Transport practices within an Organisation.

This unit contains 5 Learning Outcomes which support learners to:

- Understand the link between Logistics Strategy and Marketing
- Be able to analyse different types of Logistics within the Supply Chain
- Understand the importance of Continuous Improvement within Logistics
- Understand the role of Transport within Logistics
- Understand the impact of Logistics and Transport on the Global 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 the link between Logistics Strategy and Marketing</p>	<p>1.1 Examine the impact of the Marketing Mix on the Logistics and Transport industry.            1.2 Critically assess the benefits of strategic Marketing Partnerships and Affiliate Marketing for logistics organisations.            1.3 Critically evaluate key factors an organisation considers when implementing an efficient Logistics strategy.</p>
<p>2. Be able to analyse different types of Logistics within the Supply Chain</p>	<p>2.1 Outline how current trends in Green Logistics develop an organisation's Corporate and Social Responsibility (C&amp;SR) credentials to achieve supply chain excellence.            2.2 Critically review a range of barriers and mitigation actions caused by Reverse Logistics within the supply chain.            2.3 Critically analyse the challenges Omnichannel Logistics presents to the supply chain.</p>
<p>3. Understand the importance of Continuous Improvement within Logistics</p>	<p>3.1 Consider how an organisation enhances customer value by implementing Lean and Agile strategies.            3.2 Critically analyse the influence various inventory management methods have on competitive gain.            3.3 Critically evaluate the challenges the Just in Time (JiT) philosophy creates for logistics within the supply chain.</p>
<p>4. Understand the role of Transport within Logistics</p>	<p>4.1 Generate a PESTLE analysis to identify and profile critical external factors impacting an organisation's logistics operations.            4.2 Critically assess how the global transport industry has adapted to meet modern supply chain challenges.            4.3 Critically analyse the advantages and limitations for an organisation of outsourcing logistics services.</p>
<p>5. Understand the impact of Logistics and Transport on the Global Supply Chain</p>	<p>5.1 Investigate the role of freight forwarders and other stakeholders in improving service quality in international freight movement.            5.2 Critically evaluate a range of processes and software systems the global transport industry uses to maximise resource utilisation and efficiency in a post-pandemic world.            5.3 Critically assess how international regulatory bodies and legislation monitors global transportation.</p>

## T/650/6568 Senior Strategic Manufacturing and Production Principles

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**Unit Status** Optional

**Unit Level** 7

**Credit Value** 15

**Guided Learning hours** 15

### Unit Aim

This unit aims to provide learners with the knowledge and understanding required to implement strategic Manufacturing and Production Principles within an organisation.

This unit contains 3 Learning Outcomes which support learners to:

- Understand Production Planning from a Lean perspective
- Understand Production Processes in Manufacturing
- Understand Risk Management in Manufacturing

### 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 Production Planning from a Lean perspective</p>	<p>1.1 Investigate a range of factors that affect economic Process Design within an organisation.</p> <p>1.2 Critically compare various production, planning, and performance benchmarking techniques to establish an organisation's competitive advantage.</p> <p>1.3 Critically analyse the financial implications of recent global events for organisations following the Lean Manufacturing philosophy.</p>
<p>2. Understand Production Processes in Manufacturing</p>	<p>2.1 Examine the significance of a robust Demand Management Process to ensure consumer satisfaction and growth.</p> <p>2.2 Critically compare various market research types to ascertain a new product's viability pre-launch.</p> <p>2.3 Critically evaluate the advantages and limitations of Globalisation on corporate decision-making.</p>
<p>3. Understand Risk Management in Manufacturing</p>	<p>3.1 Critically assess a range of strategies that enable a manufacturing organisation to identify and mitigate risk successfully.</p> <p>3.2 Critically analyse recent Supply Chain disruptions in the global economy, taking into account future risk avoidance strategies.</p>

Y/650/6569

Senior Strategic Business Planning

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**Unit Status** Optional

**Unit Level** 7

**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 the successful development of Strategic Business Planning.

This unit contains 3 Learning Outcomes which support learners to:

- Be able to implement strategic business planning
- Understand Risk Management techniques in strategic planning
- Understand the impact of relationships on business 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.

**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**

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<p>1. Be able to implement strategic business planning</p>	<p>1.1 Critically review the planning process within your business or one you are familiar with for developing a strategic Business Plan.</p> <p>1.2 Critically analyse various creative and innovative methods to expand strategic objectives during the planning phase.</p> <p>1.3 Critically compare a range of frameworks for implementing strategic management procedures.</p>
<p>2. Understand Risk Management techniques in strategic planning</p>	<p>2.1 Critically assess a range of risk factors that disrupt the success of business goals.</p> <p>2.2 Critically analyse risk mitigation tactics to protect strategic business planning.</p>
<p>3. Understand the impact of relationships on business performance</p>	<p>3.1 Critically evaluate business performance measurement practices to determine progressive change management within a business.</p> <p>3.2 Critically analyse the influence of internal and external relationships on Business Performance and future expansion.</p>

## F/650/6570 Senior Strategic Global Procurement

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**Unit Status** Optional

**Unit Level** 7

**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 to develop a global procurement strategy that can support businesses in meeting their objectives.

This unit contains 3 Learning Outcomes which support learners to:

- Understand the value of aligning procurement to business strategy
- Be able to implement innovative procurement strategies in business
- Understand tendering, cost, and risk management approaches in Global Procurement

### **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 value of aligning procurement to business strategy</p>	<p>1.1 Consider the role of procurement strategy in supporting strategic business objectives.            1.2 Critically evaluate a range of tactical procurement tools to direct the decision-making process.            1.3 Research current procurement best practices to streamline future global procurement functions.</p>
<p>2. Be able to implement innovative procurement strategies in business</p>	<p>2.1 Justify the value of applying the Supplier Relationship Management (SRM) strategy within your business or one you are familiar with.            2.2 Critically assess various procurement contract attributes that offer the 'best value' for a business.            2.3 Critically review procedures and tools to measure the efficiency of a Global Procurement strategy.</p>
<p>3. Understand tendering, cost, and risk management approaches in Global Procurement</p>	<p>3.1 Examine a business's considerations when evaluating and selecting a new supplier.            3.2 Critically evaluate the key criteria to assess supplier performance for productive long-term collaborations.            3.3 Critically assess a range of cost management initiatives in procurement to determine budget, savings and value for a business.            3.4 Recommend various strategies to mitigate internal and external sources of risk in Global Procurement.</p>

## H/650/6571 Senior Strategic Leadership

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**Unit Status** Optional

**Unit Level** 7

**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 Senior Strategic Leadership.

This unit contains 3 Learning Outcomes which support learners to:

- Understand how strategic leadership changes the trajectory of an organisation
- Understand the value of effective leadership and innovation
- Understand the skills and capacities required to exercise global leadership

### **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 strategic leadership changes the trajectory of an organisation</p>	<p>1.1 Examine the role of strategic leadership in streamlining internal processes to encourage employees to accomplish organisational goals.</p> <p>1.2 Critically analyse the Situational-Leadership Framework to determine a leader's flexibility in managing remote teams.</p> <p>1.3 Critically compare a range of international practices within strategic leadership management to enable an organisation to gain a competitive edge.</p>
<p>2. Understand the value of effective leadership and innovation</p>	<p>2.1 Critically compare the Pros and Cons of different Leadership styles to determine the best fit for an organisation.</p> <p>2.2 Investigate the impact of Context and leadership theory on an organisation's capacity to enhance communication and decision-making.</p> <p>2.3 Critically evaluate various current and innovative leadership strategies that contribute to future organisational growth.</p>
<p>3. Understand the skills and capacities required to exercise global leadership</p>	<p>3.1 Summarise a range of leadership skills required to manage a successful Global organisation.</p> <p>3.2 Critically assess how strategic leadership impacts Culture and Culture impacts strategic leadership.</p> <p>3.3 Critically analyse the influence of the 4Ps Framework to navigate modern-day challenges and to maximise global performance.</p> <p>3.4 Recommend various strategies to mitigate internal and external sources of risk in Global Procurement.</p>

## J/650/6572 Senior Strategic Management Principles

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**Unit Status** Optional

**Unit Level** 7

**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 Strategic Management Principles.

This unit contains 3 Learning Outcomes which support learners to:

- Understand the impact of strategic planning and development on a business
- Understand how business strategy creates a roadmap to competitive advantage
- Understand the impact of critical success factors in establishing a thriving 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 impact of strategic planning and development on a business</p>	<p>1.1 Examine the steps in the Strategic Planning Process when setting up a business.</p> <p>1.2 Critically evaluate the influence of internal and external environments on business success.</p> <p>1.3 Critically assess the strengths and limitations of various analysis methods for future strategic development.</p>
<p>2. Understand how business strategy creates a roadmap to competitive advantage</p>	<p>2.1 Summarise how the Boston Consulting Group (BCG) matrix measures the performance of various business areas.</p> <p>2.2 Critically analyse various strategic business models to develop best-in-class growth strategies and competitive edge.</p>
<p>3. Understand the impact of critical success factors in establishing a thriving business</p>	<p>3.1 Investigate a range of critical success factors to meet business deliverables.</p> <p>3.2 Critically evaluate the advantages and limitations of stakeholder engagement practices.</p> <p>3.3 Analyse the critical evaluation results to determine how business decision-making would be impacted.</p>

## K/650/6573 Senior Strategic Maritime Management

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**Unit Status** Optional

**Unit Level** 7

**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 Senior Strategic Maritime Management.

This unit contains 4 Learning Outcomes which support learners to:

- Be able to evaluate the drivers for Global shipping demand.
- Understand Maritime Resource Performance Management.
- Understand Maritime Operations in a business context.
- Understand International Maritime Law and regulations.

### 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 the drivers for Global shipping demand</p>	<p>1.1 Justify the strategic importance of shipping in international trade for your business or one you are familiar with.            1.2 Critically evaluate the impact ISO Containers have had on world trade.            1.3 Critically review modern challenges facing the shipping industry.</p>
<p>2. Understand Maritime Resource Performance Management</p>	<p>2.1 Investigate the impact of technologies on Port operational efficiency, including remote operations, autonomous systems, integrated information, and communications platforms.            2.2 Critically assess how Port Key Performance Indicators (KPIs) benefit financial, environmental, and operational performance.</p>
<p>3. Understand Maritime operations in a business context</p>	<p>3.1 Critically analyse the impact of Globalisation on the maritime industry.            3.2 Critically assess how the maritime sector addresses Corporate and Social Responsibility (C&amp;SR) challenges, including ethical business practices, environmental protection, and workers' welfare.</p>
<p>4. Understand International Maritime Law and regulations</p>	<p>4.1 Summarise International Maritime Laws to determine how their principles ensure safe and sustainable international trade.            4.2 Critically evaluate how the maritime industry controls liability for the carriage and ownership of goods through the Bill of Lading and Incoterms.            4.3 Critically analyse the role of the International Maritime Organisation (IMO) in regulating the International Maritime Industry.</p>

## L/650/6574 Senior Strategic Quality Management

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<b>Unit Status</b>	Optional
<b>Unit Level</b>	7
<b>Credit Value</b>	12
<b>Guided Learning hours</b>	12

### Unit Aim

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

This unit contains 3 Learning Outcomes which support learners to:

- Understand the Evolution of Quality Management
- Understand the application of Quality Management Systems
- Be able to implement Quality Management processes

### Assessment of This Unit

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

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

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

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

## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Understand the Evolution of Quality Management</p>	<p>1.1 Examine how the concept of Quality has evolved from its earliest form to modern times, including critical milestones and contributors.</p> <p>1.2 Research the impact of Quality 4.0 on industry.</p> <p>1.3 Critically compare how established and contemporary quality techniques and tools support Lean Principles.</p>
<p>2. Understand the application of Quality Management Systems (QMS)</p>	<p>2.1 Summarise organisational processes when a business is employing QMS.</p> <p>2.2 Critically assess the advantages and limitations of a range of QMS.</p> <p>2.3 Critically analyse how modern technologies (Artificial Intelligence (AI), Machine Learning (ML), Internet of Things (IoT), and Blockchain) will impact the future of Quality.</p>
<p>3. Be able to implement Quality Management processes</p>	<p>3.1 Outline managerial processes within your organisation or an organisation you are familiar with that create a culture of Quality and continuous improvement.</p> <p>3.2 Critically review methods of assessing an organisation's quality culture.</p> <p>3.3 Critically evaluate the benefits of Continuous Quality Improvement (CQI) to an organisation.</p>

## R/650/6576 Senior Strategic Warehousing and Inventory Management

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**Unit Status** Optional

**Unit Level** 7

**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 Senior Strategic Warehousing and Inventory Management.

This unit contains 4 Learning Outcomes which support learners to:

- Be able to evaluate the key requirements of warehouse design management.
- Understand warehouse business structures within organisations.
- Understand the importance of outsourcing logistics operations.
- Understand the relationship between Inventory Management and an organisation's profitability

### Assessment of This Unit

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

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

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

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



## Unit Content

Learning Outcomes	Assessment Criteria
<p>1. Be able to evaluate the key requirements of warehouse design management</p>	<p>1.1 Outline how workflow and process considerations within your organisation or one you are familiar with optimise warehouse design to improve productivity and cost reduction</p> <p>1.2 Critically evaluate how efficient warehouse system design supports Circular Economy (CE) practices and sustainability performance</p> <p>1.3 Critically review the benefits to an organisation adopting Industry 4.0 technologies into modern warehouse design and operations</p>
<p>2. Understand warehouse business structures within organisations</p>	<p>2.1 Examine a range of metrics that measure warehouse operational efficiency to determine organisational performance and areas for improvement</p> <p>2.2 Critically compare how warehouse organisations leverage Data Analytics and Business Intelligence to identify trends and support business decision-making</p> <p>2.3 Critically analyse the challenges for warehouse organisations implementing global Health and Safety Standards across different cultures and international borders</p>
<p>3. Understand the importance of outsourcing logistics operations</p>	<p>3.1 Consider how outsourcing logistics supports organisations to mitigate internal and external sources of risk within supply chain disruptions to create supply chain resilience.</p> <p>3.2 Critically assess the Pros and Cons for an organisation employing Sixth-Party Logistics Providers (6PL), including contract management, Service Level Agreements (SLA), information sharing, standardisation, and Risk Management.</p> <p>3.3 Critically analyse the future of Seventh-Party Logistics Providers (7PL) to maximise an organisation's global performance.</p>
<p>4. Understand the relationship between Inventory Management and an organisation's profitability</p>	<p>4.1 Investigate the role of data analytics in optimising inventory levels and associated costs within the supply chain.</p> <p>4.2 Critically analyse the impact of modern-day information technology on inventory management systems and other business</p>

	<p>systems to improve customer service and profitability.</p> <p>4.3 Critically evaluate a range of innovative warehouse automation and communication technologies to determine how they contribute to improving inventory management performance.</p>
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## 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>
--------------------------	--	--------------

## 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:**

<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>	
--	--	---	--

<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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