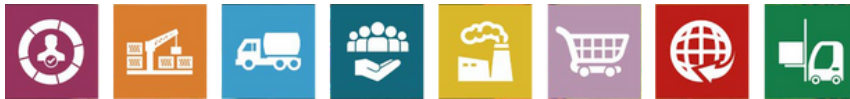


Level 6 Professional Qualifications (RQF) Syllabus

April 2023 | Version 1



IoSCM Sectors



Version Control

Please refer to appendix 1 for details on any changes made to each version of the syllabus after Version 1.

Document Version	Date Version Introduced
Version 1	April 2023

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Introduction

About Us

The Institute of Supply Chain Management (IoSCM) provide professional qualifications designed to reflect the needs of the modern supply chain. From Entry level through to Strategic and Entrepreneurial level skillsets, our courses can be tailored to match the needs of each individual and their organisations. With flexible study options and a variation of assessment methods, IoSCM are driving positive change and professional advancement in all sectors of the global supply chain.

As an International Institute and renowned membership body, we work at the forefront of the global supply chain to drive positive change, improve standards, and expand the professionalism of the wider supply chain industry to create a sustainable future. Through publications, qualifications, resources, toolkits, and in-house expertise, IoSCM educate professionals at all stages of their careers while supporting businesses with meeting their strategic objectives.

With initiatives such as The Sustain Chain, and Choices, IoSCM are committed to the longevity and future of the supply chain.

The Objective of the Level 6 Qualifications

The Level 6 qualifications are designed to support the learning needs of individuals entering into a senior management role within the supply chain, professionals moving into a new role they are not familiar with where they will be taking on strategic management of people and/or process and for those individuals who would like to broaden their knowledge of sectors, areas, and objectives within the global supply chain and the industries within it at a senior managerial level.

The Level 6 qualifications provide a strategic managerial-level understanding of the topics and are a firm base to enable learners to develop themselves at a senior level within their vocation. At level 6, the objective is to strengthen existing skillsets not provide an introduction to new topics of study.

Level 6 Qualifications have been designed for job roles such as,

Strategic Logistics Managers/ Regional Logistics Managers

Senior Planners

Senior Warehouse Managers/ Regional/Multilocation Warehouse Managers

Procurement Managers/Directors

Senior Managers within any department looking to advance their strategic knowledge

The IoSCM team have consulted with a large range of organisations from all sectors of the supply chain to ensure the level 6 qualifications address the skills and knowledge expectations of individuals working in the aforementioned roles, and similar, in a wide range of businesses.

Key Objectives for Learners at Level 6 include

- Gain strategic insight into topics or enhance existing knowledge
- The ability to transfer learning to real-life job roles at a high level
- Deliver strategic objectives in line with business objectives
- Developing a more strategic understanding of industry-relevant managerial responsibilities within the supply chain and associated sectors.

Accreditation and Regulation of IoSCM Professional Qualifications

The IoSCM level 5 qualifications are industry recognised across the globe. Each unit of study available within the level 5 courses was designed and developed by industry experts to provide first-class learning materials that meet National Occupational Standards (NOS).

What are National Occupational Standards?

The NOS framework specifies the UK standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively which are approved by UK government regulators.

Essentially, meeting the NOS framework means that with IoSCM you will learn exactly what is required to succeed in your job role and become a more valued asset than someone completing a more academic-based programme.

Awarding Organisation

IoSCM partner with SFEDI Awards to ensure each of our qualifications are accredited by a UK-regulated Awarding Organisation.

Upon successful completion of an IoSCM Level 5 qualification, each learner is awarded with a globally recognised professional qualification from SFEDI Awards, who are also an Ofqual-regulated awarding Organisation.

SFEDI[®] AWARDS

What is Ofqual?

Ofqual is the government organisation that regulates qualifications and the organisations offering them, maintaining standards and, therefore, confidence in education across England. Because we are Ofqual regulated, you can be assured that every qualification we produce is of a high-quality, valid, and fit for purpose.

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/Extended Diploma)
- Details indicating the content of the qualification

Each qualification has a published structure setting out what must be achieved by an individual to demonstrate their knowledge/understanding and competence/skills 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 knowledge and skills in a particular subject. Qualifications start at entry level and progress through to Level 8

IoSCM Suite of Qualifications

Qualifications are expressed using the terms Award, Certificate, Diploma or Extended Diploma. The type of qualification is an indication of the total amount of time a qualification will take to complete and is labelled,

Total Qualification Time (TQT)

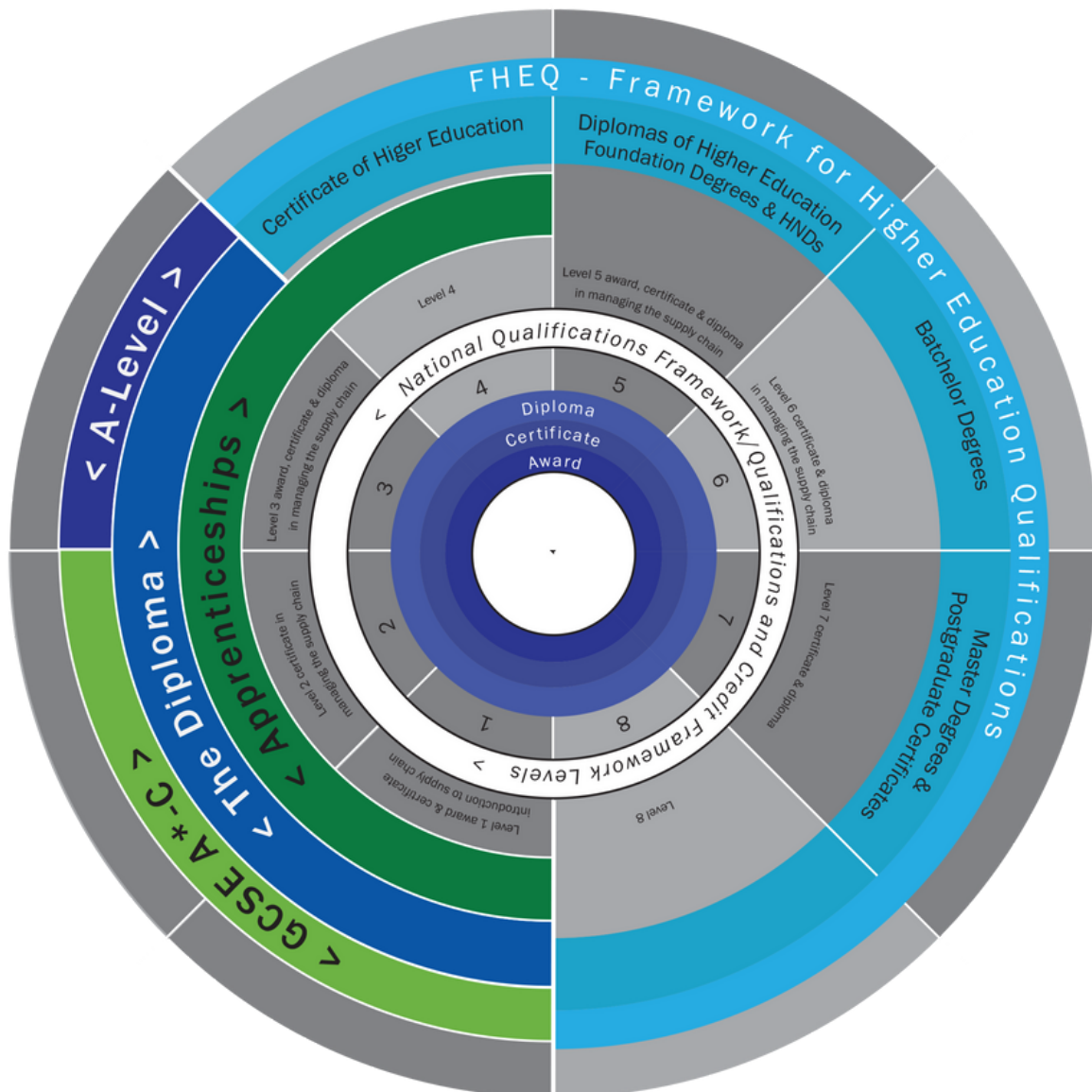
Total Qualification Time (TQT) is a guide to the average time it takes to complete a qualification and can be broken down into two types of activity:

- Guided Learning (GL) – is made up of activities completed by the learner under the direct instruction or supervision of a lecturer, supervisor, or tutor through in situ learning and/or online learning - means and is a measurement of time in hours.
- Total Qualification Time (TQT) – is Guided Learning (GL) and preparation, research, study, or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor provided and the total measurement of time in hours.

What are IoSCM Level 6 Qualifications Equivalent To?

IoSCM Level 6 qualifications are equivalent to Bachelor's degree (with or without honours), Graduate diploma, Graduate certificate, Degree apprenticeship, and other regulated Level 6 awards, diplomas and certificates. They are internationally recognised and much sought-after qualifications by employers and businesses. They offer realistic, industry-specific knowledge and skills tailored for learners, giving everyone the best opportunity of gaining employment within their chosen sector or industry.

Where do IoSCM Level 6 qualifications sit on the Education Framework?



Qualification Titles and Reference Numbers

There is a range of qualifications available at Level 6, and each one is allocated a Unique Reference Number (URN) to ensure learners are registered on to their chosen programme of study. The titles listed below will appear on the learner's certificate from the Awarding Organisation upon successful completion of their learning journey.

The Qualification Reference Number (QRN) is the number allocated to the qualification by the Regulator at the time of submission. This acts as confirmation that the qualification is regulated, as it appears on both the Regulated Qualifications Framework and the Register.

Qualification Title	Qualification Reference Number
Award in Strategic Supply Chain Management	610/2403/X
Certificate in Strategic Supply Chain Management	610/2405/3
Diploma in Strategic Supply Chain Management	610/2406/5
Extended Diploma in Strategic Supply Chain-Management	610/2407/7
Diploma in Strategic Logistics and Transport Management	610/2408/9
Diploma in Strategic Manufacturing and Production-Management	610/2410/7
Diploma in Strategic Procurement Management	610/2411/9
Diploma in Strategic Ports and Shipping Management	610/2412/0
Diploma in Strategic Leadership and Management	610/2413/2
Diploma in Strategic Business Management	610/2414/4
Diploma in Strategic Warehouse and Inventory-Management	610/2415/6

Qualification Registration Dates

The Level 6 qualifications listed above are regulated from the 27th April 2023 with an operational start date (available for learner registration) of the 1st April 2023. The projected qualification review date will be the 15th of August 2026.

Entry Requirements for the IoSCM Level 6 Professional Qualifications

The IoSCM Professional qualifications are available for learners aged 19 years and over and are designed to meet the needs of learners from every sector of the global supply chain. There are no official entry requirements for Level 6; however, centres registering learners onto any of the qualifications at this level need to ensure learners have the capabilities to independently achieve the assessment requirements of their course.

To facilitate this, centres and IoSCM Employees are required to,

- Encourage learners to study the right level of course to meet their needs and abilities
- Provide accurate information to support learners with their course selection process
- Enable access to IoSCM-approved learning materials
- Deliver a supportive learning journey for every individual learner
- Provide opportunity for progression
- Ensure learning and achievement opportunities match the integrity of IoSCM.

All IoSCM qualifications are offered in English (spoken and written), including the assessment processes for each of the IoSCM study modules.

IoSCM and any delivery centres will need to ensure,

- Information relating to IoSCM, and the associated programme of study is accurate and informative with advice and guidance available to each learner, enabling them to select the most appropriate course and subjects for their requirements.
- Learners are enrolled with integrity, and in turn, centres must demonstrate this.
- Each learner is provided with an induction to their professional qualification, which details
 - How their learning is structured
 - How to access their learning and assessment materials
 - How to progress through their learning in line with course time requirements
 - How to access any additional support

IoSCM presents every learner with further opportunities to enhance their learning and offers individual, direct progression routes upon successful completion of their current qualification.

Qualification Structure

The IoSCM Level 6 qualifications have been designed to meet the needs of modern business. Employees are often required to understand how their job responsibilities fit within the wider organisation, how the business operates, and how their supply chain functions. In addition to this, employees often take on responsibilities outside of their usual job role or change career paths to a new sector or industry. To address a skills gap, advance employee capabilities and expand career opportunities within the global supply chain, IoSCM Level 6 qualifications can be structured in multiple ways to match the learning expectations of each individual or business.

There are set requirements each learner must achieve to successfully complete their IoSCM Level 6 qualifications. These requirements have been established using guidance and regulations set by the UK Regulator Ofqual.

The requirements detailed by Ofqual include, but are not limited to, Guided Learning Hours, Credit Values and Total Qualification Times.

Level 6 Supply Chain Qualifications

Award in Supply Chain Management

Learners must achieve a combined minimum credit value of ten and guided learning hours of ten to successfully complete their qualification. Learners may select one or two units of study to achieve the award qualification.

Certificate in Supply Chain Management

Learners must achieve a combined minimum credit value of thirty or more and combined guided learning hours of thirty or more to successfully complete their qualification. Any combination of the level two units available can be selected to achieve the certificate. Learners may select a maximum of four units to achieve the Level 6 Certificate.

Diploma in Supply Chain Management

Learners must achieve a combined minimum credit value of forty or more and combined guided learning hours of forty or more to successfully complete their qualification. Any combination of the level two units available can be selected to achieve the diploma. Learners may select a maximum of five units to achieve the Level 6 Diploma.

Extended Diploma in Supply Chain Management

Learners must achieve a combined minimum credit value of sixty and combined guided learning hours of sixty to successfully complete their qualification. Any combination of the level two units available can be selected to achieve the extended diploma. Learners may select a maximum of 7 units to achieve the Level 6 Extended Diploma.

Please Note: In extreme cases, learners may select units with credit values that require them to select an additional number of units to those stated above. This must be done in agreement with a member of the IoSCM Team, prior to course enrolment.

Sector Specific Qualifications

In addition to the Supply Chain study route at level 6, learners can select a qualification tailored to specific sectors of the supply chain. Each successful learner receives certification reflecting their specialist subjects of study.

These qualifications each have a core unit of study. In addition to the core unit, learners are required to select additional units. To achieve any of the Diplomas listed, learners need to successfully complete combined units of study with a minimum credit value of forty and guided learning hours of forty. Learners cannot exceed this requirement by more than one units credit value. I.E A learner can select 3 units with a credit value of 10 and 2 with a credit value of 5. They would not be able to select another unit within their course fee as they have met the required credit value (additional units will be available to purchase).

Diploma in Strategic Logistics and Transport Management

Learners need to successfully complete the core unit; Strategic Logistics Management, plus additional units of study from the optional units available to achieve a minimum credit value of 40 and 40 minimum guided learning hours.

Diploma in Strategic Manufacturing and Production Management

Learners need to successfully complete the core unit; Strategic Production Management plus additional units of study from the optional units available to achieve a minimum credit value of 40 and 40 minimum guided learning hours.

Diploma in Strategic Procurement Management

Learners need to successfully complete the core unit; Strategic Procurement Management plus additional units of study from the optional units available to achieve a minimum credit value of 40 and 40 minimum guided learning hours.

Diploma in Strategic Ports and Shipping Management

Learners need to successfully complete the core unit; Strategic Ports & Shipping Management plus additional units of study from the optional units available to achieve a minimum credit value of 40 and 40 minimum guided learning hours.

Diploma in Strategic Leadership and Management

Learners need to successfully complete the core unit Strategic Leadership & Management Performance plus additional units of study from the optional units available to achieve a minimum credit value of 40 and 40 minimum guided learning hours.

Diploma in Strategic Business Management

Learners need to successfully complete the core unit; Strategic Business Management plus additional units of study from the optional units available to achieve a minimum credit value of 40 and 40 minimum guided learning hours.

Diploma in Strategic Warehousing Management

Learners need to successfully complete the core unit; Strategic Warehouse Management plus additional units of study from the optional units available to achieve a minimum credit value of 40 and 40 minimum guided learning hours.

The Units of Study Available at Level 6

To enable learners to create a personalised study journey which meets their individual learning needs, whilst simultaneously supporting businesses with the development of their employee capabilities, there is a vast array of units available within the level 6 suite of qualifications.

Spanning the length of the supply chain, the subjects covered within the units of study provide entry-level insight and learning relevant to the responsibilities, processes, and requirements at this level within modern business environments.

Each unit of study is registered with the SFEDI Awards, assigned a unique reference number, a Credit Value (CV) and specific Guided Learning Hours (GLH).

Qualification Title	Qualification Reference Number
Strategic Business Management	T/650/6577
Strategic Human Resource Management	Y/650/6578
Strategic International Freight Management	A/650/6579
Strategic Inventory Management	H/650/6580
Strategic Logistics Management	J/650/6581
Strategic Production Management	K/650/6582
Strategic Quality Management	L/650/6583
Strategic Leadership and Management Performance	M/650/6584
Strategic Operations Management	R/650/6585

The Units of Study Available at Level 6

Qualification Title	Qualification Reference Number
Strategic Maritime Management	T/650/6586
Strategic Procurement Management	Y/650/6587
Strategic Warehouse Management	A/650/6588
Strategic Supply Chain Management	D/650/6589

Delivery and Learning Methods

IoSCM Qualifications offer learners the ability to study and be assessed in a flexible and supportive manner. This means IoSCM Approved Centres can deliver the qualifications in a variety of methods, including but not limited to,

- Online Distance Learning
- Classroom Based
- Blended Learning

Learners studying directly with the Institute will be provided with an online distance learning programme, designed to offer a first-class study experience to each individual.

IoSCM Approved centres will need to ensure their method of delivery does not unlawfully or unfairly discriminate against any individual registering to their programme of study.

IoSCM Approved centres will need to confirm that any training methods or learning materials developed themselves meets the quality requirements of IoSCM. The IoSCM Quality Assurance team will review and approve all programmes of learning before delivery to any learners registering with an IoSCM Approved partner or centre.

Accessibility of IoSCM Learning Programmes

Learners studying for their professional qualifications directly with the Institute will be provided with unique log-in details for our online learning platform. The core method of learning delivery is text-based, supported by video's, images, infographics, and other relevant resources and all assessments and learning are presented and carried out in English.

Minor adjustments can be made to the platform to enable text/background colour changes and/or text to be larger in scale. We are unable to provide an audio version of this online distance learning programme.

In addition to the learning resources provided at higher levels of study there is a requirement for learners to carry out independent research or to provide evidence-based documentation from the workplace that demonstrates their understanding of the topics described within the study unit.

Reasonable Adjustments

There may be occasions where a learner requires special consideration or reasonable adjustments to the delivery and/or assessment of their IoSCM Qualification. Prior to the commencement of enrolment to an IoSCM Professional qualification any such requests should be discussed and confirmed with the Quality Assurance Team at the Institute. The IoSCM team will endeavour to find a supportive solution to any requests for special considerations or reasonable adjustments in line with the requirements and restrictions of the Awarding Organisation.

Qualification Assessment

To successfully achieve each IoSCM unit of study, a learner is required to produce an assessment. Each assessment is available via one of the approved methods highlighted below. All completed assessments are submitted by the learner to their IoSCM tutor for marking and in turn moderation. Learners must competently evidence their understanding of the assessment criteria detailed within the unit by utilising one of the approved assessment methods to demonstrate their knowledge.

To ensure fair and unbiased treatment of learners studying for an IoSCM Professional Qualification, each unit of study has a detailed assessment brief that demonstrates what the tutor is looking for within the learner's completed assessment submission.

Each unit of study is also broken down into sections containing multiple assessment questions. Learners can choose the assessment method(s) that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study; a learner could select one assessment method, or they could choose multiple.

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

When submitting their assessments for marking, learners are required to use IoSCM approved submission documents which are provided to learners upon commencement of their learning. These documents must be completed and submitted in-line with the requirements of IoSCM and the Awarding body.

Assessment submissions must be a learner's original work and cannot be plagiarised from other sources. Failure to adhere to the submission requirements could result in work being returned to the learner for re-submission.

Explanation of Assessment Methods

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.

Professional Discussion

This is a documented report and discussion between the learner and Assessor and should give real examples, where possible, of completed activities. This is a planned assessment and is normally recorded by the Assessor. A Professional Discussion is not a question-and-answer session and should be led by the learner. A template for the collection of a Professional Discussion will be held by the Assessor. The document and format for this assessment method will be discussed with the learner prior to the Professional Discussion and a pre-agreed date and time will also be scheduled for the assessment to take place.

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 Internal Quality Assurer wishes to view it, then they can request a copy.

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.

Recognition of Prior Achievement.

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.

Explanation of Assessment Methods

Learner statement or Case study

For assessment by the method, the learner could provide a written statement demonstrating their knowledge or understanding or setting 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 letter 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.

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 offer this assessment method.

Witness Testimony

These are provided by external people because the IoSCM Delivery/Assessment team cannot 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 Witness testimony will need to be provided by a professional from within the employee's organisation who holds a position of responsibility higher than the learners, for example the learner's Line Manager.

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.

Assessment and Verification

IoSCM Approved Centres will need to confirm which assessment methods they would like to utilise for the learners. Any assessment method not currently available will require approval from The IoSCM Quality Assurance Team.

Assessment and Verification

In addition to meeting the assessment criteria for the unit of study, learners will be required to ensure their work meets the expected standards for their level of study. Information is presented in a way that clearly demonstrates their capabilities in line with assessment criteria and that all work submitted for assessment is accurate and authentic.

A learner must be able to demonstrate their ability to link the theory behind their learning to practical situations and if utilising an assessment method based on workplace experience, they must be able to accurately detail how this practical experience within one organisation meets and matches the expectations of the wider sector or industry.

The assessor reserves the right to discuss any work submitted as part of the assessment process with the learner to seek clarification of their understanding or experience. This discussion could be verbally or in writing.

Verification of Learners Assessment Submissions

To maintain the standards of professional qualifications, IoSCM Assessors must be confident that the work they are assessing is a true reflection of the learners' understanding of their topics of study.

Learners are required to submit a statement of authenticity with each assessment submission that certifies the work submitted is their own, it has not been completed by a third party, is not plagiarised from other sources, has not previously been submitted anywhere else* and accurately reflects their personal experiences.

Statements of authenticity are signed and dated by the learner or can be completed as part of their online submission.

Making an inaccurate statement of authenticity can result in a learner being withdrawn from their professional qualification.

**If a learner is submitting Approved Prior Learning, they are required to utilise the relevant assessment template which explains how to provide this information.*

Unit Assessment for IoSCM Professional Qualifications

Units are marked internally on a Pass or Referral basis; the learner must Understand, Know how to and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve the unit.

Pass

If the work is passed, the learner has successfully completed the learning objectives for this section of study. This means they are able to move on to their next learning module or study unit. The IoSCM Assessor will include detailed feedback describing why the learner has successfully met the assessment criteria within their submission. A Pass is subject to any Internal or External Quality Assurance checks.

Refer

If the work is referred, the learner has failed to meet the learning objectives detailed within the assessment brief. This means they are required to address any areas of concern highlighted by the Assessor, updating their assessment ready for resubmission. The IoSCM Assessor will provide detailed feedback which the learner should utilise to strengthen their work submission. A learner can receive a Referral for a number of reasons such as, failing to reference their work correctly, plagiarising material from other sources, not answering each of the assessment criteria to a level 2 standard, poor presentation, or insufficient depth within the information provided.

When a learner receives a Refer the Assessor will highlight what was done well within the submission and areas for improvement.

After making the required changes a learner will have the opportunity to resubmit their work for remarking. This process can be repeated multiple times*; however, learners would be advised to speak with their Assessor before a third submission to ensure they understand why they are failing to meet the assessment criteria.

**A learner can have a maximum of three attempts to submit an assessment before being required to select a new unit of study. The Learning Support Team would confirm any costs involved in doing this.*

Ensuring Quality and Fairness within the Assessment Process

To ensure the Assessment team are upholding the standards of IoSCM Professional Qualifications and our Awarding Organisation, all assessments are subject to Internal and External Quality Assurance checks. This means all work is Passed subject to these checks being carried out and the decisions of the Assessor upheld. This is standard practice for final assessment of all professional qualifications.

IoSCM Approved Centres and Partners

Learners studying for IoSCM Professional Qualifications through an approved centre or partner will be required to meet the minimum standards expected from the Institute as detailed within the assessment criteria for each unit of study. The IoSCM Quality Assurance team will work with each centre or partner to agree a programme of assessment and quality assurance. In some cases, partners will be required to submit their learner's work directly to the Institute for marking and feedback. Approval can be requested for centres or partners to carry out the marking of their learner's work. In these instances, the IoSCM Quality Assurance team will carry out rigorous quality assurance checks on the assessment standards being implemented by the centre or partner.

All assessment submissions and decisions must be readily available for inspection by the IoSCM Quality Assurance Team, the awarding organisation SFEDI Awards or the UK Regulator Ofqual. Failure to produce any requested documentation within specified time-periods could result in IoSCM withdrawing the Centre or partner's approval to deliver IoSCM Qualifications.

Appeals and Reviews

If at any time a learner disagrees with an Assessor's decision, they have the right to appeal that decision.

A learner should make this appeal directly with the assessor in the first instance. Upon receipt of the appeal, the Assessor will discuss the request with the IoSCM Quality Assurance team who will provide an unbiased view of the work submitted and assessment decision provided. If the Quality Assurance Team uphold the decision of the Assessor, the learner will be provided a detailed explanation of the decision. If the learner is still unhappy with the decision and/or explanation, they can submit a formal complaint at any time.

Learners studying through IoSCM Approved Centres or partners must in the first instance raise an appeal directly with their learning provider. If all appeal procedures have been exhausted and the learner is still unhappy with the decision, they may raise a formal complaint directly with the Institute.

IoSCM formal complaints process can be accessed at any time via the learning support team or requested from an IoSCM Approved Centre of partner.

Unit Specification Breakdown

For each unit of study within the level 6 qualification, there is a Unique Reference Number assigned by the awarding organisation to ensure learner certification accurately details the units of study completed, a Credit value for each unit, and Guided Learning Hours.

Learner's competencies are assessed using pre-determined assessment criteria with assessments taking place throughout each unit of study.

To ensure learners select the most appropriate unit(s) of study for their individual development aims or those of their employer, IoSCM provide a detailed breakdown of the learning objectives for each unit, the assessment criteria, and what topics the learner will be competent in upon successful completion of their learning journey.

Development, Maintenance and Modifications of the Level 6 Qualifications

IoSCM frequently consult with a variety of businesses and professionals from across all sectors and professions within the supply chain.

Where consultation highlights a need for a new topic of learning or changes to current units to reflect real-world developments, the IoSCM Quality Assurance and Development team will add new units to the qualification specification or modify existing units to reflect the latest methodologies, processes, or best-practice to ensure learners gain knowledge and understanding that accurately reflects modern industry.

Strategic Business Management

Unit Reference Number: T/650/6577

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 Business Management.

This unit contains 4 Learning Outcomes which support learners to:

Unit assessment

- 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.

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Business Management

Create a Portfolio of evidence that covers the following,

Assessment 1

Be able to evaluate how a business operates within its internal and external environment.

- 1.1 Identify your business's position or one you are familiar with within its internal and external environment.
- 1.2 Assess the business's strengths and limitations within its internal and external environment.
- 1.3 Outline how the business gains a competitive advantage over its competitors.
- 1.4 Analyse various barriers and recommend solutions to resolve those barriers.
- 1.5 Critically evaluate the expectations placed on the business by internal and external stakeholders.

Assessment 2

Understand how a business operates a marketing system.

- 2.1 Explain how a business uses marketing to gain a competitive advantage.
- 2.2 Analyse a strategic marketing campaign for the introduction of a new product to the market.
- 2.3 Critically assess how different marketing approaches impact marketing strategies within a global marketplace.

Assessment 3

Be able to interpret the information contained within financial documentation.

- 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.
- 3.2 Analyse the financial position (applying ratio analysis) for 2022 compared to 2021 using information from the profit and loss account.
- 3.3 Present a projected budget for 2023 using relevant data from financial statements.

Assessment 4

Understand the processes involved in change management.

- 4.1 Analyse the advantages and limitations of various change models used for organisational change.
- 4.2 Critically assess how change models facilitate the delivery of organisational objectives.
- 4.3 Critically evaluate monitoring and measurement techniques used in change management.

Strategic Human Resource Management

Unit Reference Number: Y/650/6578

Credit Value: 15

Guided Learning Hours: 15

Unit Aim

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

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Human Resource Management

Create a Portfolio of evidence that covers the following,

Assessment 1

Understand the responsibilities of Human Resource Management (HRM).

- 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.

Assessment 2

Understand how HRM develops processes and practices.

- 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.

Assessment 3

Understand the role of HRM in performance management.

- 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.

Assessment 4

Understand how to manage employer-employee relationships.

- 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.

Assessment 5

Understand the need for effective reward management.

- 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.

Strategic International Freight Management

Unit Reference Number: A/650/6579

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 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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic International Freight Management

Create a Portfolio of evidence that covers the following,

Assessment 1

Understand the role of freight management in Supply Chains.

- 1.1 Research recent significant developments in transportation.
- 1.2 Analyse the current challenges facing the transport industry and mitigation measures taken.
- 1.3 Critically evaluate the advantages and limitations of different transport modes.

Assessment 2

Understand the contribution of the ISO Container to International Trade.

- 2.1 Describe the facilities contained within a typical Multimodal terminal.
- 2.2 Assess the process and physical flows of the ISO Container within International Trade.
- 2.3 Critically evaluate the implementation and development requirements for an International Agile Port.

Assessment 3

Be able to analyse the legislative requirements for the International Movement of Freight.

- 3.1 Outline the benefits of UK Government Agencies to control imports and exports in areas such as revenue, border security, terrorism, and immigration.
- 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.
- 3.3 Critically analyse how Incoterms support the requirements of both customer and supplier in International Trade.

Assessment 4

Understand the benefits of using Third Party Logistics (3PLs) and Freight Forwarders.

- 4.1 Examine essential documentation used for the International Movement of Goods.
- 4.2 Analyse an organisation's key considerations when building a Distribution Centre to maximise effectiveness and efficiency.
- 4.3 Critically assess the benefits for an organisation from outsourcing its Logistics services.

Strategic Inventory Management

Unit Reference Number: H/650/6580

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 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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning for one unit of study; a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Inventory Management

Create a Portfolio of evidence that covers,

Assessment 1

Understand the strategic role of inventory management in meeting business objectives.

- 1.1 Explain the six key objectives of an inventory management system that result in cost-effective business storage.
- 1.2 Analyse the importance of the product life cycle, including seasonal, fast-moving, and perishable items, to gain a competitive advantage.
- 1.3 Evaluate the impact of the Toyota Production System (TPS) and Just-In-Time (JIT) theories when building a 'leaner' organisation.

Assessment 2

Understand the significance of inventory cost on business performance.

- 2.1 Assess how to optimise and control primary types of inventory costs.
- 2.2 Analyse the impact of stockout and obsolescence cost on a business's performance and reputation.
- 2.3 Critically analyse inventory practices that will increase a business's production efficiency.

Assessment 3

Understand how a business identifies and manages order levels.

- 3.1 Explain how different forecasting models improve inventory positions.
- 3.2 Analyse how an organisation's inventory management policies affect re-order levels and decision-making.
- 3.3 Evaluate how average deviation, periodic review systems, and safety stock identify re-order levels.
- 3.4 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.

Assessment 4

Be able to apply inventory control methods within a business.

- 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.
- 4.2 Evaluate various inventory management methods, indicating solutions for optimal performance.
- 4.3 Critically assess the performance indicators that link stock turn, demand satisfaction and an organisation's service level.
- 4.4 Justify workload monitoring strategies, including the role of JIT partnerships and distance reduction to enhance inventory throughputs.

Strategic Logistics Management

Unit Reference Number: K/650/6581

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 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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
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- Professional Discussion
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- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Logistics Management

Create a Portfolio of evidence that covers,

Assessment 1

Understand strategic requirements of logistics management.

- 1.1 Analyse the factors an organisation considers when determining logistics management design.
- 1.2 Reflect on the impact of supplier lead times when determining how to meet customer expectations.
- 1.3 Critically analyse the advantages and limitations of distribution networks and hub and spoke solutions.

Assessment 2

Understand the physical requirements of setting up a logistics operation.

- 2.1 Evaluate various software applications and vehicle management systems that support process centralisation.
- 2.2 Assess the factors, including outsourcing, an organisation considers when designing the physical setup of a logistics operation.
- 2.3 Critically evaluate how Electronic Data Interchange (EDI) and Radio Frequency Identification Methods (RFID) applications monitor and improve logistics operations performance.

Assessment 3

Understand methods for rationalising logistics operations.

- 3.1 Examine the factors an organisation considers when rationalising logistics operations.
- 3.2 Critically assess the benefits and risks associated with Third Party Logistics (3PL).

Assessment 4

Be able to evaluate the benefits of utilising different transport modes.

- 4.1 Evaluate the factors an organisation considers when dealing with the requirements of different transport modes.
- 4.2 Outline the Pros and Cons of utilising air, sea, road, and rail transportation taking into consideration transport legislation.
- 4.3 Critically evaluate how Multimodal operations deliver supply chain efficiency versus Single-mode transportation.

Assessment 5

Understand how technology improves logistics operations.

- 5.1 Assess how technology supports the improvement of logistics operations success measures.
- 5.2 Evaluate Route optimisation requirements taking into consideration inventory constraints.
- 5.3 Critically assess how measuring quality through performance indicators and control charts maintains a competitive advantage.

Assessment 6

Understand the risks associated with logistics operations.

- 6.1 Assess a range of tools to recognise and mitigate risk within a logistics organisation.
- 6.2 Critically evaluate how new equipment is selected based on risk avoidance and mitigation.

Strategic Production Management

Unit Reference Number: K/650/6582

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 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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
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- Case Study
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- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Production Management

Create a Portfolio of evidence that covers,

Assessment 1

Understand the requirements of location, layout, and productivity of manufacturing.

- 1.1 Explain the key considerations for determining facility location and layout.
- 1.2 Assess how a production manager uses benchmarking to evaluate productivity metrics.
- 1.3 Evaluate quality improvement models for increasing product planning performance.
- 1.4 Critically evaluate the connections between demand management and an organisation's planning performance.

Assessment 2

Understand product design and production strategy.

- 2.1 Examine the process of creating new products whilst considering production techniques.
- 2.2 Assess a range of tools to measure an operation's effectiveness.
- 2.3 Analyse various approaches to production planning and performance.
- 2.4 Critically assess how research informs decisions when launching a new product.

Assessment 3

Understand forecasting, planning, and scheduling of production.

- 3.1 Describe the process of forecasting demand.
- 3.2 Critically evaluate the process of production planning and scheduling.

Assessment 4

Understand the objectives of purchasing and inventory management.

- 4.1 Analyse the relationship between Material Requirements Planning (MRP) and Manufacturing Resource Planning (MRP II).
- 4.2 Critically assess the key deliverables of the purchasing function.
- 4.3 Critically analyse the following performance metrics,
 - Just-in-Time (JiT) inventory management
 - Production planning cycle
 - Costs
 - Service levels.

Strategic Quality Management

Unit Reference Number: L/650/6583

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 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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
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- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Quality Management

Create a Portfolio of evidence that covers,

Assessment 1

Understand the fundamental concept of Quality.

- 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.

Assessment 2

Be able to plan the implementation of a Quality Management System (QMS) within an organisation.

- 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.

Assessment 3

Understand the application of Total Quality Management (TQM) within an organisation.

- 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.

Assessment 4

Understand the benefits of the European Foundation for Quality Management (EFQM) for an organisation.

- 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.

Strategic Leadership and Management Performance

Unit Reference Number: M/650/6584

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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Leadership and Management Performance

Create a Portfolio of evidence that covers,

Assessment 1

Understand how culture, leadership, and management techniques influence organisational performance.

- 1.1 Evaluate the value of organisational culture and its impact on the ability to deliver on organisational objectives.
- 1.2 Analyse the differences between Leadership and Management techniques.
- 1.3 Assess key factors that influence organisational performance.

Assessment 2

Understand the main factors affecting change management.

- 2.1 Critically analyse the reasons for change within an organisation, referencing two change models for implementing those changes.
- 2.2 Critically evaluate how a plan for change utilises sources of feedback.
- 2.3 Critically assess how an organisation evaluates the impact of change on resources.

Assessment 3

Understand risk management and how it impacts organisations.

- 3.1 Examine a range of organisational risks and the consequence those risks have on an organisation.
- 3.2 Research strategies to reduce 'accepted' risks within the workplace as part of a Risk Management Strategy.

Assessment 4

Be able to support the implementation of management activities.

- 4.1 Outline the purpose of values, vision, and mission statements within your organisation or one you are familiar with.
- 4.2 Critically evaluate how internal and external factors impact organisational strategy design and objectives.
- 4.3 Illustrate methods of communicating an organisational plan to internal and external stakeholders.

Strategic Operations Management

Unit Reference Number: R/650/6585

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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
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- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Operations Management

Create a Portfolio of evidence that covers,

Assessment 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.

Assessment 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.

Assessment 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.

Assessment 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.

Assessment 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.

Strategic Maritime Management

Unit Reference Number: T/650/6586

Credit Value: 15

Guided Learning Hours: 15

Unit Aim

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

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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Maritime Management

Create a Portfolio of evidence that covers,

Assessment 1

Understand the significance of shipping within the context of globalisation.

- 1.1 Analyse the drivers that generate demand for shipping and international trade.
- 1.2 Summarise historical growth, including critical milestones within shipping and international trade.
- 1.3 Evaluate the differences between Tramp and Liner Markets.
- 1.4 Critically analyse international trade patterns and maritime passages, including typical goods carried on trade routes.
- 1.5 Critically evaluate current and potential environmental challenges, legislation and regulation faced by the shipping industry.

Assessment 2

Understand the value of operating an agile port.

- 2.1 Describe business and financial strategies used within the shipping industry.
- 2.2 Discuss operational effectiveness and competitive strategy within shipping.
- 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).
- 2.4 Critically analyse the key characteristics of an agile port and emerging trends within ports and shipping.

Assessment 3

Understand the purpose of Port Efficiency.

- 3.1 Explain the automation and technologies used within the ports and shipping industry.
- 3.2 Assess the value of Key Performance Indicators (KPIs) in measuring Port Efficiency.
- 3.3 Critically analyse what will shape future Port Efficiency for the maritime industry.

Assessment 4

Understand the benefits of a containerised shipping operation.

- 4.1 Explain how the Lean Concept is applied to Ports and Shipping.
- 4.2 Compare the advantages and limitations of inter-modal, trans-modal, and multimodal transport.
- 4.3 Critically evaluate typical container port facilities, including recent developments in the technology and equipment used in a modern container port.
- 4.4 Critically assess the processes and physical flows in the container transport chain.
- 4.5 Critically analyse container transportation's impact on world trade and the economy.

Strategic Procurement Management

Unit Reference Number: Y/650/6587

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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning. This means for one unit of study; a learner could select one assessment method or multiple from the list below.

- Written Assignment
- Product Evidence
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- Case Study
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- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Procurement Management

Create a Portfolio of evidence that covers,

Assessment 1

Understand procurement strategy.

- 1.1 Explain the binding terms and conditions within a procurement contract.
- 1.2 Assess the essential fundamentals to determine the effectiveness of procurement strategy.
- 1.3 Critically evaluate an organisation's procurement strategy to determine long-term strategic sourcing relationships.

Assessment 2

Understand the role of procurement strategy in achieving supply chain objectives.

- 2.1 Discuss the primary objectives and measures for effective procurement strategies.
- 2.2 Analyse fundamental principles and practices in procurement management.
- 2.3 Examine the processes required to meet a procurement contract's legal and statutory requirements.
- 2.4 Critically analyse the strategic fit of an organisation's procurement strategy within its overall business objectives.

Assessment 3

Understand how to select effective procurement methods.

- 3.1 Examine a range of processes to evaluate a supplier's capability.
- 3.2 Critically analyse an organisation's procurement methods and tendering processes to determine cost-effectiveness.
- 3.3 Critically evaluate how risk analysis methods impact an organisation's procurement strategy.

Strategic Warehouse Management

Unit Reference Number: A/650/6588

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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning; for one unit of study, a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Warehouse Management

Create a Portfolio of evidence that covers,

Assessment 1

Understand key warehouse processes, policies, and procedures.

- 1.1 Analyse the role of crucial warehouse departments as inventory passes from goods received through the warehouse to goods despatch.
- 1.2 Explain the impact of technological equipment advancements on warehouse operation efficiency.
- 1.3 Evaluate how warehouse policies and procedures provide a framework for operational effectiveness.

Assessment 2

Be able to evaluate the benefits of warehouse layout on organisational efficiency.

- 2.1 Assess the advantages and disadvantages of various warehouse layouts.
- 2.2 Evaluate the key considerations in the design process for an efficient warehouse facility.
- 2.3 Critically analyse the impact of perpetual and periodic inventory models on warehouse operations.

Assessment 3

Understand the significance of warehouse location in meeting customer requirements.

- 3.1 Critically evaluate the key considerations, including The Centre of Gravity tool, to determine the optimum location for warehouse operations.
- 3.2 Summarise how best practice activities contribute towards the optimal performance of warehouse operations, including meeting customer requirements.

Assessment 4

Understand the need for outsourcing Logistics Services.

- 4.1 Examine the process that identifies an organisation's need to outsource logistics services.
- 4.2 Discuss the selection process employed to identify a suitable outsourced logistics partner.
- 4.3 Critically analyse the methods to control adherence to Service Level Agreements (SLAs).
- 4.4 Critically assess potential challenges and solutions associated with using Logistics Service Providers.

Strategic Supply Chain Management

Unit Reference Number: D/650/6589

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 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.

Unit Assessment

Units are marked internally on a Pass or Referral basis; the learner must Understand and/or Be able to demonstrate knowledge/understanding and/or competence/skills against all the relevant assessment criteria to achieve this unit.

Learners should use practical examples and/or theoretical models to establish their knowledge/understanding and/or competence/skills through a Portfolio of evidence assessed using a combination of approved assessment methods.

Learners can choose the assessment method that best suits their individual requirements, utilising as many options as they wish throughout their learning for one unit of study; a learner could select one assessment method or choose multiple from the list below.

- Written Assignment
- Product Evidence
- Learner Statement
- Case Study
- Pre-approved Worksheets
- Professional Discussion
- Recognition of Prior Achievement – (RPA)
- Recognition of Prior Learning (RPL)
- Witness Testimony
- Blended Assessment(s)

Strategic Supply Chain Management

Create a Portfolio of evidence that covers,

Assessment 1

Understand what makes a supply chain successful.

- 1.1 Explain the key elements contributing to a robust business supply chain.
- 1.2 Analyse a recent global event that impacted supply chains.
- 1.3 Evaluate the efficiency of an organisation's supply chain using appropriate tools and associated improvement measures.

Assessment 2

Understand how a supply chain meets the strategic objectives of an organisation.

- 2.1 Describe how an organisation's strategic objectives are cascaded to an operational level.
- 2.2 Critically evaluate the importance of strategic and operational planning in a supply chain.
- 2.3 Critically analyse why cost, customer and competitors are considered when designing an effective supply chain.

Assessment 3

Understand the value of Third-Party Logistics (3PL) and Fourth-Party Logistics (4PL) models to the supply chain.

- 3.1 Compare several types of Party Logistics (PLs) providers, including their significance to global transportation execution.
- 3.2 Critically evaluate how an organisation effectively employs 3PL and 4PL models within a supply chain.

Assessment 4

Be able to identify challenges and improvement measures within a business's supply chain.

- 4.1 Analyse underlying factors within your organisation or one you are familiar with that disrupt the supply chain.
- 4.2 Recommend risk mitigation strategies within the supply chain.
- 4.3 Justify how Benchmarking tools are utilised to develop a best-in-class supply chain.
- 4.4 Critically analyse the role of supply chain evaluation tools to measure supply chain performance within a business,
 - Supply Chain Event Management (SCEM)
 - Supply Chain Operations Reference Model (SCOR)
 - Balanced Scorecard and Key Performance Indicators (KPIs),

Assessment 5

Understand the developments in Information Technology (IT) and their impact on the supply chain.

- 5.1 Assess an organisation's IT infrastructure and recommend two technologies for future implementation.
- 5.2 Critically analyse the impact of tracking software and internet connectivity on the crucial areas of a supply chain.

**To find out more about accreditation,
delivery partners and qualifications
from the Institute of Supply Chain
Management, please get in touch.**



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