



OTHM LEVEL 5 EXTENDED DIPLOMA IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

Qualification Number: 610/0334/7

Specification | June 2024

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 5 Extended Diploma in Logistics and Supply Chain Management qualification is to provide learners with a specialist programme of study that provides a depth of knowledge and understanding of key aspects within the Logistics and Supply Chain Management sector.

Learners will study level 4 and 5 units, worth 120 credits per academic year with a total credit value of 240 credits (equivalent to the first 2 years of an honours degree). All units are mandatory.

The Level 4 units lay the foundations of learning by providing an introduction to contemporary Business and LCSM topics. The units combine both theoretical and practical knowledge in the profession and will develop and enhance knowledge and skills in the areas of academic and research skills, logistics and the business environment, effective performance, planning and accountability, finance, communication, management and team working.

The Level 5 units give learners the opportunities to apply key skills and techniques in a variety of relevant subject areas. The programme of study provides learners with an opportunity to engage with the challenges facing professionals and policy makers in their own country. Learners will develop and enhance knowledge and skills in the areas of leading change, effective planning, risk assessment, forecasting, policy, management theory and practice in logistics and supply chain management.

Successful completion of this qualification will allow learners to work in a variety of roles within logistics and supply chain management and to progress to further study.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the register of [Regulated Qualifications](#).

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 5 Extended Diploma in Logistics and Supply Chain Management
Ofqual Qualification Number	610/0334/7
Regulation Start Date	7/01/2022
Operational Start Date	10/01/2022
Duration	2 years
Total Credit Value	240 Credits
Total Qualification Time (TQT)	2400 Hours
Guided Learning Hours (GLH)	1200 Hours
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework

Language of Assessment

English

EQUIVALENCES

OTHM Level 5 Extended Diploma qualifications represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Diplomas (HND) and Year 2 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 5 Extended Diploma in Logistics and Supply Chain Management qualification consists of 12 mandatory units, 240 credits, 2400 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 1200 hours.

To achieve the OTHM Level 5 Extended Diploma in Logistics and Supply Chain Management, learners must achieve 240 credits, of which 120 credits are at Level 4 (6 units) and 120 credits are at Level 5 (6 units).

All units are mandatory.

Unit Reference Number	12 Mandatory Units: 240 credits	Level	Credit	GLH	TQT
H/650/1099	Academic Writing and Research Skills	4	20	100	200
R/650/1100	Logistics and the Business Environment	4	20	100	200
T/650/1101	Operations and Logistics Management	4	20	100	200
Y/650/1102	Finance and Accounting	4	20	100	200
A/650/1103	Communication in Business	4	20	100	200
D/650/1104	Leading and Managing Teams	4	20	100	200
F/650/1105	Principles and Concepts of Strategy	5	20	100	200
H/650/1106	Procurement and Inventory Management	5	20	100	200
K/650/1108	Contract and Financial Management	5	20	100	200
T/650/1110	Global Context of Supply Chains	5	20	100	200
H/650/1115	Principles and Concepts of Supply Chain Management	5	20	100	200
J/650/1116	Contemporary Issues in Supply Chain Management	5	20	100	200

If a learner does not complete the full OTHM Level 5 Extended Diploma in Logistics and Supply Chain Management qualification, they may be awarded the OTHM Level 4 Diploma in Logistics and Supply Chain Management qualification if they have successfully passed all 6 mandatory units and gained 120 credits at Level 4.

A new registration will need to be made by the centre.

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

These qualifications are designed for learners who are typically aged 18 and above.

The entry profile for learners is likely to include at least one of the following:

- Relevant Level 3 Diploma qualification or equivalent qualification
- GCE Advanced level in 2 subjects or equivalent qualification
- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the [OTHM website](#).

PROGRESSION

Successful completion of the OTHM Level 5 Extended Diploma in Logistics and Supply Chain Management provides learners with the opportunity to access a wide range of academic progression, including the OTHM Level 6 Diploma in Logistics and Supply Chain Management.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into Year 3 of a three-year UK Bachelor's degree programme. For more information visit the [University Progressions](#) page on the [OTHM website](#).

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners through the level 4 and 5 units of the OTHM Level 5 Extended Diploma qualifications.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are assessed and internally quality assured by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Assessment Tracking and Recording Learner Progress

It is necessary to track and record learner achievement throughout the delivery period of the OTHM Extended Level 5 Diploma and this should not be left until the end of the course.

This will include regular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:

- before decisions have been made on any unit
- sampling evidence once one or two of the units or assignments are completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:

- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence is valid, authentic and reliable for the safety of certification
- identification of which assessments are outstanding
- internal verification is timely

- samples for standards verification and other external audits can be made available as required
- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.

Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether

learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

LEVEL 4 UNIT SPECIFICATIONS

ACADEMIC WRITING AND RESEARCH SKILLS

Unit Reference Number	H/650/1099
Unit Title	Academic Writing and Research Skills
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass / Fail

Unit Aims

Engaging in academic research and writing will help students to interpret and evaluate sources of information and evidence before becoming involved in the production of evidence based, logical, arguments. The aim of this unit is, therefore, to support the exploration of key topics which form part of the academic research and writing process so that learners will be able to achieve greater success and recognition in their studies.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the concept and purpose of academic research and writing.	1.1 Explain what is meant by the term ‘academic research and writing.’ 1.2 Explain different academic writing conventions. 1.3 Discuss different types of academic research.	<ul style="list-style-type: none"> ● Seeking the truth ● Adding to knowledge ● Academic language ● Paragraphs and argument flows ● Paraphrasing ● Writing to word counts ● Descriptive research

		<ul style="list-style-type: none"> ● Associational research ● Intervention research ● Validity and reliability of research
2. Understand how to conduct academic research.	<p>2.1 Compare different sources of information and evidence.</p> <p>2.2 Explain the research process.</p> <p>2.3 Differentiate between primary and secondary research.</p>	<ul style="list-style-type: none"> ● Journals ● Textbooks ● Conferences ● Government data ● Research as a linear process ● Primary research – seeking new information ● Secondary research – reviewing existing information
3. Be able to demonstrate critical thinking skills.	<p>3.1 Explain what is meant by the term ‘critical thinking.’</p> <p>3.2 Explain different critical thinking skills.</p> <p>3.3 Explain why critical thinking is important in academic research.</p> <p>3.4 Explain how to apply techniques to evaluate an argument.</p>	<ul style="list-style-type: none"> ● A systematic approach to evaluating arguments. ● Critical reading ● Analysis and interpretation ● Being open-minded ● Self-regulation ● Objective v subjective ● Promoting creative ● Improving language and presentation skills ● Thinking ‘outside the box’

		<ul style="list-style-type: none"> ● Argument coherence ● Evidence testing ● Validity testing
4. Understand how to construct a reliable and valid academic argument.	4.1 Explain the key components of a reliable and valid academic argument. 4.2 Differentiate between inductive and deductive reasoning. 4.3 Suggest an argument structure for a given topic.	<ul style="list-style-type: none"> ● Evidence ● Premise (nature of academic argument) ● Conclusion ● Inductive uses generalisation ● Deductive uses known evidence and information ● Logical argument structures

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Coursework	2500 words
LO4	AC4.1, 4.2, 4.3	Presentation	10-minute presentation (750 words equivalent)

Indicative Reading List

- Bailey, S. (2017) *Academic Writing: A Handbook for International Learners* 5th edition, Routledge, London

- Cotrell, S. (2019) *The Study Skills Handbook 5th edition*, MacMillan, London

Additional Resources

- Journal of Academic Research
- Journal of Academic Writing
- An Intermediate Guide to Writing in English for University Study

LOGISTICS AND THE BUSINESS ENVIRONMENT

Unit Reference Number	R/650/1100
Unit Title	Logistics and the Business Environment
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with the underpinning knowledge to recognise the components and construct of the logistics sector and examine the fundamental factors which influence how a logistics business operates within the context of its internal and external business environment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the business of logistics.	1.1 Explain different categories of business logistics. 1.2 Explain the major elements of logistics. 1.3 Discuss how logistics affect a supply chain.	<ul style="list-style-type: none"> ● Inbound Logistics, Outbound Logistics, Reverse Logistics, Distribution Logistics, After-sales Logistics. ● Transportation, Inventory Management, Warehousing, Material Handling, Packaging, Information Systems. ● Smooth flow of goods, Just-in-time inventory management, Enhanced supply chain visibility and

		coordination, Meeting customer expectations, Cost savings, Negative impacts of poor logistics management.
2. Understand the relationships between different logistic functions.	<p>2.1 Explain the purpose of different functions of a logistics business.</p> <p>2.2 Explain the relationship between the different functions of a logistics business.</p> <p>2.3 Compare different ways a logistics business could be structured.</p> <p>2.4 Discuss how functional relationships impact on how a logistic business is structured.</p>	<ul style="list-style-type: none"> ● Procurement, Transportation, Inventory Management, Warehousing, Packaging, Distribution, Customer Service. ● Procurement and Inventory Management, Transportation and Warehousing, Inventory Management and Distribution, Packaging and Transportation, Customer Service and Distribution. ● Centralised Structure, Decentralised Structure, Hybrid Structure, Matrix Structure. ● Impact on Centralised or Decentralised Structure, Influence on Hybrid or Matrix Structure adoption, Consideration of Interdependencies and Collaboration, Alignment with Strategic Objectives and External Factors.
3. Be able to measure a logistic business's internal environment.	<p>3.1 Explain what is meant by the term 'internal environment of a logistics business.'</p> <p>3.2 Explain why it is important to measure a logistic business's internal environment.</p> <p>3.3 Apply a technique to quantify a logistic business's internal environment.</p> <p>3.4 Assess a logistics business's internal environment.</p>	<ul style="list-style-type: none"> ● Internal factors, functions and stakeholders ● Organisational culture ● Establishing business capabilities ● Supporting strategic intent ● Planning for the future ● Capacity assessment grid ● McKinsey's 7S framework ● VRIO: identify the resources and capabilities that

		<p>give a sustainable competitive advantage : Value, Rarity, Imitability (Ease/Difficulty to Imitate), Organization (ability to exploit the resource or capability)</p> <ul style="list-style-type: none"> ● SWOT: Strengths, Weaknesses, Opportunities, and Threats ● Value chain analysis
4. Be able to measure a logistic business's external environment.	<p>4.1 Explain what is meant by the term 'external environment of a logistics business.'</p> <p>4.2 Explain why it is important to measure a logistics business's external environment.</p> <p>4.3 Assess a logistics business's external environment.</p> <p>4.4 Apply a technique to quantify a logistics business's external environment.</p>	<ul style="list-style-type: none"> ● External factors, drivers and stakeholders ● Local, national and international cultures ● Establishing market position ● Recognising opportunities ● Preparing for change ● PESTLE: political, economic, social, technological, environmental, legal. ● Scenario analysis ● Competitor analysis ● Porter's 5 Forces analysis: the threat of substitute products, power of customers, power of suppliers, industry rivalry which determines the competitive intensity and attractiveness of a market ● Sector/industry analysis ● Ansoff matrix: product/market expansion grid, is a tool used by firms to analyse and plan their strategies for growth.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading

Needle, D. and Burns, J. (2019) *Business in Context: An Introduction to Business and its Environment* 7th edition, Cengage, London
 Rudd, J. (2018) *A Practical Guide to Logistics* Kogan Page, London

Additional Resources

International Journal of Business Environment

[Chartered Institute of Logistics and Transport](#)

[Management Help](#)

OPERATIONS AND LOGISTICS MANAGEMENT

Unit Reference Number	T/650/1101
Unit Title	Operations and Logistics Management
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

It is often said that one of the key features of a logistics business is its operations function. As such, it is vital that this function is managed effectively and effectively. The aim of this unit is to help learners explore the important relationships between operations management and other functions of a logistics business.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the fundamentals of operations management.	1.1 Explain why effective operations management is important to a logistics business. 1.2 Explain how the resources of a logistics business influences its operations planning. 1.3 Explain the relationship between the management of operations and a business's objectives. 1.4 Discuss how a logistic business's objectives impact of the achievement of operational objectives.	<ul style="list-style-type: none"> ● Inputs ● Transformations ● Outputs ● Roles and responsibilities in logistics ● Operational structures ● Operational scope ● 'Top down' and 'bottom up' objectives ● Operational v organisational direction ● Resource conflicts
2. Understand the fundamentals of logistics management.	2.1 Explain why effective logistics management is important to a logistics business. 2.2 Compare types of logistics network planning. 2.3 Explain how logistics network planning relates to supply chains. 2.4 Discuss how a logistic business's objectives impact of the achievement of logistics	<ul style="list-style-type: none"> ● Cost reduction ● Efficiency improvements ● Planned or evolving approaches ● Stock location

	objectives.	<ul style="list-style-type: none"> ● Delivery locations ● Transport options ● Supply chain trade-offs
3. Know about warehousing and inventory management.	<p>3.1 Explain the key principles of warehouse management.</p> <p>3.2 Describe a logistic business's warehouse management processes.</p> <p>3.3 Explain the key principles of inventory management.</p> <p>3.4 Describe a logistic business's inventory management processes.</p>	<ul style="list-style-type: none"> ● Maintaining fit for purpose stock ● Stock rotation ● Segregating stock ● Stock searches ● Stock audits ● Stock replenishment ● Stock disposal
4. Understand transportation and distribution.	<p>4.1 Explain the role of transport management.</p> <p>4.2 Explain the importance of effective transport planning to a logistics business.</p> <p>4.3 Describe different modes of transport.</p> <p>4.4 Assess the impact of current issues on a logistics business's transportation and distribution.</p>	<ul style="list-style-type: none"> ● Route planning software ● Vehicle tracking ● Driver supervision ● Movement by land, sea and air ● Multi-modal transport ● Environmental impact of transportation ● Sustainable distribution ● National and international legislation

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading

Rudd, J. (2018) *A Practical Guide to Logistics* Kogan Page, London

Slack, N. (2019) *Operations Management* 7th edition, Pearson, Henlow

Additional Resources

EURO Journal on Transportation and Logistics

Journal on Transportation and Logistics

Chartered Institute of Logistics and Transport

FINANCE AND ACCOUNTING

Unit Reference Number	Y/650/1102
Unit Title	Finance and Accounting
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

This unit introduces learners to the role of finance and accounting and how the financial information generated by business activities can be used to plan, monitor and improve the performance of businesses operating in the logistics and supply chain environment.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the role of the finance and accounting function in a logistics business.	1.1 Identify the reasons for maintaining accurate financial records in business. 1.2 Explain the specialist finance and accounting roles in a business. 1.3 Explain the purpose of the main financial statements. 1.4 Discuss the contribution of the finance and accounting function to business decision-making in a logistics business.	<ul style="list-style-type: none"> ● Reasons for maintaining accurate financial records ● Implications for the business of poor financial record keeping ● The role of bookkeepers, credit controllers, procurement officers, financial accountants and management accountants ● The difference between management accounting and financial accounting

		<ul style="list-style-type: none"> ● The format of the main financial statements <ul style="list-style-type: none"> ○ The income statement ○ the statement of financial position ● Decision-making in the logistics environment in relation to: <ul style="list-style-type: none"> ○ Business strategy ○ Business operations ○ Business tactics
2. Understand the sources of finance available to a logistics business.	<p>2.1 Understand the importance of business finance for a logistics business.</p> <p>2.2 Understand the concepts of working capital and liquidity.</p> <p>2.3 Discuss the sources of finance for a logistics business in different scenarios.</p> <p>2.4 Understand the impact of depreciation on business assets.</p>	<ul style="list-style-type: none"> ● The need for business finance in respect of different time horizons: short and long-term timescales ● The importance of working capital and effective working capital management in a logistics business ● Net current assets ● Cash flow forecasts ● Sources of finance <ul style="list-style-type: none"> ○ internal: retained profits, net current assets, sale of assets ○ external: owner's capital, bank overdraft, hire purchase, leasing, trade credit, mortgages, shares, loans, debt factoring, invoice discounting ● The depreciation on non-current assets, including a transport fleet, and its impact on the income statement and the statement of financial position <ul style="list-style-type: none"> ○ Straight line depreciation

		<ul style="list-style-type: none"> ● Reducing balance depreciation
<p>3. Be able to prepare and monitor a budget.</p>	<p>3.1 Differentiate between different types of budgets.</p> <p>3.2 Prepare different types of budgets.</p> <p>3.3 Undertake a variance analysis on a budget.</p> <p>3.4 Identify the reasons for adverse and favourable budget variances.</p> <p>3.5 Identify actions to address budget variances.</p>	<ul style="list-style-type: none"> ● Budgets: <ul style="list-style-type: none"> ○ Operating budget ○ Cash budget ○ Fixed budget ○ Master budget ○ Incremental budgeting ○ Activity-based budgeting ○ Budgeting based on value proposition ○ Zero-based budgeting ● The purpose of variance analysis as a monitoring mechanism ● Favourable and adverse budget variances and how they may arise in a logistics business ● Addressing budget variances in a logistics business in relation to: <ul style="list-style-type: none"> ○ Costs including fixed and variable which arise in a logistics business ○ Revenue including the negotiation of transportation contracts ○ Business processes including inventory management and warehousing ○ The supply chain including national and international supply chain considerations ○ Business practices including procurement
<p>4. Be able to analyse the performance of a logistics business.</p>	<p>4.1 Analyse the financial performance of a business from information drawn from financial statements.</p> <p>4.2 Identify actions to address the under-performance of a logistics business.</p>	<ul style="list-style-type: none"> ● The need of business stakeholders for financial information: <ul style="list-style-type: none"> ○ shareholders/owners/managers ○ employers

		<ul style="list-style-type: none"> ○ creditors/suppliers ○ lenders ○ employees ● Ratio analysis <ul style="list-style-type: none"> ○ Profitability ○ Liquidity ○ Efficiency ● Actions to address under-performance in a logistics business in relation to the outcome of ratio analysis
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading

Fields, E. (2018) *Essentials of Finance and Accounting for Non-financial Managers* 3rd edition, Amacom, New York

McLaney, E. and Atrill, P. (2020) *Accounting and Finance: An Introduction* 10th edition, Pearson, Henlow

Additional Resources

Journal of Finance and Accounting

Management Help

Association of Accounting Technicians

COMMUNICATION IN BUSINESS

Unit Reference Number	A/650/1103
Unit Title	Communication in Business
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

The effectiveness of a business's approach to communication can often be critical to the achievement of strategic and operational objectives. The ways in which a business connects with its internal and external stakeholders, and overcomes different barriers to communication, will determine its short- and long-term success. The aim of this unit is, therefore, to provide learners with the fundamental knowledge and skills to engage in meaningful and appropriate communication irrespective of the context in which the communication is located.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the concept and purpose of communication in a business context.	1.1 Explain the term 'communication.' 1.2 Compare different stages of a communication model. 1.3 Discuss why effective communication is important to a business.	<ul style="list-style-type: none"> ● Communication as a process ● Upward, downward, lateral and vertical communication ● Linear, interactional and transactional communication models ● Driving change

		<ul style="list-style-type: none"> ● Effective stakeholder engagement ● Positive branding ● Successful marketing campaigns
2. Be able to effectively communicate in a business context.	<p>2.1 Explain different elements of communication.</p> <p>2.2 Demonstrate effective verbal and non-verbal communication.</p> <p>2.3 Demonstrate effective written communication.</p>	<ul style="list-style-type: none"> ● Elements: <ul style="list-style-type: none"> ○ Source and receiver ○ Medium ○ Coding ○ Feedback ● Communication. <ul style="list-style-type: none"> ○ Pitch and tone of voice ○ Body language ○ Listening skills ○ Emotional intelligence ○ Digital ○ Written ○ Face to face ○ Push and pull behaviours ○ The use of emotional intelligence in written communication
3. Understand how a business communicates internally.	<p>3.1 Explain what is meant by the term 'internal communication'.</p> <p>3.2 Compare ways in which a business communicates internally.</p> <p>3.3 Conduct an internal stakeholder analysis with a focus on communication.</p> <p>3.4 Assess internal barriers to effective communication in a business.</p>	<ul style="list-style-type: none"> ● Internal communication: all employees are working towards the same goal and know exactly what they should be doing and by when, information sharing, receiving and giving feedback, conflict resolution ● Internal communication methods ie formal meetings and briefings, e-mail, intranets internal social media tools, informal meetings, conference calls & webinars, internal newsletters, brochures, and other printed materials, team briefing sessions, message boards, training packs

		<p>(e.g. induction materials)</p> <ul style="list-style-type: none"> ● Inter and cross function communication ● Internal stakeholder analysis. i.e. those who have an interest in the activities and results of the business, process of identifying these people before the project begins; grouping them according to their levels of participation, interest, and influence in the project; and determining how best to involve and communicate each of these stakeholder groups throughout. ● Barriers: cultural, language, technology barriers, interpersonal
<p>4. Understand how a business communicates externally.</p>	<p>4.1 Explain what is meant by the term 'external communication'.</p> <p>4.2 Compare ways in which a business communicates with external stakeholders.</p> <p>4.3 Conduct an external stakeholder analysis with a focus on communication.</p> <p>4.4 Assess external barriers to effective communication in a business.</p>	<ul style="list-style-type: none"> ● External communication: business communicates with people & organisations outside of the business. ● External communication methods i.e. press releases, social media feeds, online videos and webinars, marketing materials, published financial information, letters, emails and telephone conversations with customers and suppliers, reports to government and other agencies, placing/receiving orders, seeking external advice ● To conduct an external stakeholder analysis with a focus on communication, list key external stakeholders and categorize them; determine their interests and evaluate their influence; identify preferred communication channels and decide on frequency and timing; craft tailored messages ensuring consistency; foster two-way communication and address concerns; track engagement and evaluate effectiveness; implement

		<p>a feedback loop for continuous improvement and provide ongoing training; and ensure alignment with organizational goals while managing risks.</p> <ul style="list-style-type: none"> ● Barriers: terminology, language, technology, physical/geographic barriers
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading

Jovin, E. (2019) *Writing for Business*, Nicholas Brealy Publishing, London

Newman, A. (2017) *Business Communication; in person, in print, online*, Nelson Education Ltd, Boston

Prince, E.S. (2017) *Practical Business Communication*, Red Globe Press, London

Additional Resources

Journal of Business Communication

Effective Business Communication

Management Help

LEADING AND MANAGING TEAMS

Unit Reference Number	D/650/1104
Unit Title	Leading and Managing Teams
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

Having hard management and soft leadership skills is often stated by employers as being key to the success of a business but few people have sufficient quantities of both to make a significant impact on business operations and strategy. The aim of this unit, therefore, is to support a learners understanding of leadership as a role and management as a function so that they are able to develop the knowledge, skills and traits to make a meaningful contribution to a business's success.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand leadership and management theories.	1.1 Differentiate between leadership and management. 1.2 Explain key leadership theories. 1.3 Explain key management theories. 1.4 Explain leadership and management styles.	<ul style="list-style-type: none"> ● Soft leadership (inspiration, motivation) ● Hard management (policy making, planning) ● Management Theories ● Trait theory ● Situational theory

		<ul style="list-style-type: none"> ● Contingency theory ● Leadership and management styles <ul style="list-style-type: none"> ○ Autocratic style ○ Democratic style ○ Laissez-faire style ● Transformational leadership ● Scientific management ● Bureaucratic management ● Human relations ● Systems management
2. Understand how teams are developed.	2.1 Explain what is meant by the term 'team development.' 2.2 Explain what is meant by the term 'high performance team.' 2.3 Compare different team development models.	<ul style="list-style-type: none"> ● Aligned goals, Mutual trust and respect, Collaboration, Effective communication ● Tuckman's model of team stages: forming, storming, norming, performing. ● Belbin's team roles: Shaper (SH), Implementer (IMP), Complete-Finisher (CF), Coordinator (CO), Team Worker (TW), Resource Investigator (RI), Plant (PL) Monitor-Evaluator (ME) ● Adair's task, team, individual framework ● McGregor's X/Y theory: authoritarian (Theory X) and participative (Theory Y)
3. Understand how to improve individual and team performance.	3.1 Explain techniques used to improve individual and team performance. 3.2 Explain the importance to an individual of improving own performance.	<ul style="list-style-type: none"> ● SMART: Specific, Measurable, Achievable, Realistic, and Timely goals ● Training and development, Appraisals, Coaching

	<p>3.3 Explain the importance to a business of effective individual and team performance.</p> <p>3.4 Discuss the role of motivation theories in improving individual and team performance.</p>	<p>and mentoring</p> <ul style="list-style-type: none"> ● Develop own skills, Enhanced promotion opportunities, Increased productivity, Increased quality ● Maslow's hierarchy of needs: physiological, safety, social, esteem and self-actualisation ● Herzberg's 2 factor theory: Motivating factors; causes employees to work harder. Hygiene factors: absence of hygiene factors will cause employees to work less hard. ● Vroom's expectancy theory: employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality).
<p>4. Be able to determine own capacity to be an effective leader and manager.</p>	<p>4.1 Apply techniques to determine own capacity to be an effective leader and manager.</p> <p>4.2 Assess own ability to improve knowledge and skills to be an effective leader and manager.</p>	<ul style="list-style-type: none"> ● Personal SWOT ● Leadership/management assessments ● MBTI: Myers Briggs Type Indicator tool used to help individuals understand their own communication preference and how they interact with others ● Emotional intelligence assessment ● Reflective journals ● Reflective statements

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All LO1, LO3	All ACs under LO1 and LO3	Coursework	3000 words
LO2	AC 2.1, 2.2, 2.3	Presentation	10-minute presentation equivalent to 750 words
LO4	AC 4.1, 4.2	Reflective log	500 words

Indicative Reading

Adair, J. (2018) *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow*, Kogan Page, London

Kelly, P. and Cole, G. (2020) *Management: Theory and Practice* 9th edition. Cengage, Boston

Additional Resources

Journal of Leadership & Organisational Studies / Journal of Management

LEVEL 5 UNIT SPECIFICATIONS

PRINCIPLES AND CONCEPTS OF STRATEGY

Unit Reference Number	F/650/1105
Unit Title	Principles and Concepts of Strategy
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

Simply put, strategy is about putting a business in the best place possible to gain competitive advantage in its target market. However, to achieve competitive advantage requires research, analysis, interpretation and strategic decision making. The aim of this unit is to develop learner's knowledge and skills so they are in a strong position to contribute to an organisation's strategy development and implementation.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the principles of business strategy.	1.1 Explain what is meant by the term 'business strategy.' 1.2 Compare different levels of business strategy. 1.3 Compare elements of a strategic framework. 1.4 Explain strategy development processes.	<ul style="list-style-type: none"> ● Strategy: <ul style="list-style-type: none"> ○ Operational strategy ○ Tactical strategy ○ Corporate strategy ● Elements: <ul style="list-style-type: none"> ○ Vision ○ Mission ○ Objectives

		<ul style="list-style-type: none"> ○ Strategy ● Approach ● Tactics ● Deliberate strategies ● Emergent strategies
2. Understand key business strategy theories and concepts.	<p>2.1 Differentiate between different types of business strategies.</p> <p>2.2 Compare the elements of a strategic management process.</p> <p>2.3 Discuss key organisational theories which impact business strategy.</p>	<ul style="list-style-type: none"> ● Types <ul style="list-style-type: none"> ○ Growth strategies ○ Diversification strategies ○ Cost leadership strategies ○ Hybrid strategies ● Planning – execution and monitoring – review and adjust ● Scientific management ● Bureaucratic management ● Human relations ● Systems management
3. Be able to measure a business's micro and macro environment.	<p>3.1 Explain different techniques used to measure a business's micro environment.</p> <p>3.2 Apply techniques to measure a business's micro environment.</p> <p>3.3 Explain different techniques used to measure a business's macro environment.</p> <p>3.4 Apply techniques to measure a business's macro environment.</p>	<ul style="list-style-type: none"> ● VRIO: tool that helps organisations identify the resources and capabilities that give them a sustainable competitive advantage : Value, the question of Rarity, the question of Imitability (Ease/Difficulty to Imitate), and the question of Organization (ability to exploit the resource or capability) ● SWOT: Strengths, Weaknesses, Opportunities, and Threats

		<ul style="list-style-type: none"> ● Value chain analysis ● PESTLE: political, economic, social, technological, environmental, legal. ● Scenario analysis ● Competitor analysis ● Porter's 5 Forces analysis: the threat of substitute products, power of customers, power of suppliers, industry rivalry which determines the competitive intensity and attractiveness of a market ● Sector/industry analysis ● Ansoff matrix: product/market expansion grid, is a tool used by firms to analyse and plan their strategies for growth.
4. Understand a business's strategic options.	<p>4.1 Explain what is meant by the term 'strategic option.'</p> <p>4.2 Compare different strategic options available to a business.</p> <p>4.3 Recommend a relevant strategic option which a business could implement.</p>	<ul style="list-style-type: none"> ● Joint ventures ● Market penetration ● Vertical/horizontal integration ● Internationalisation ● Merger/acquisition

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
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LO1 (partial), LO2 ((partial) LO3, LO4	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Coursework	2500 words
LO1 (partial), LO2 ((partial)	1.4, 2.3	Presentation	10 minutes/500 words

Indicative Reading

Johnson, G. et al (2019) *Exploring Strategy* 12th edition, Pearson, Harlow

Whittington, R. et al (2020) *Fundamentals of Strategy* 10th edition, Pearson, Harlow

Additional Resources

Business Strategy and the Environment

Journal of Business Strategy

Management Help

PROCUREMENT AND INVENTORY MANAGEMENT

Unit Reference Number	H/650/1106
Unit Title	Procurement and Inventory Management
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

Two key features of all supply chains are procurement and inventory management. Stock needs to be acquired then effectively and efficiently managed so that the requirements of internal or external customers can be met. The aim of this unit is, therefore, to develop a learner's understanding of the role these related functions in a cost effective and resource efficient supply chain.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the fundamentals of procurement management.	1.1 Differentiate between procurement and purchasing. 1.2 Describe a procurement management cycle. 1.3 Compare different methods of procurement. 1.4 Assess the impact of procurement on the operations of a logistics business.	<ul style="list-style-type: none"> ● Procurement as a strategy ● Purchasing as a process ● Needs recognition ● Budget approval ● E-procurement ● Procurement contracts

		<ul style="list-style-type: none"> ● Economies of scale ● Just-in-time ● Ethical procurement
2. Understand the relationship between procurement and the supply chain.	2.1 Describe a procurement process. 2.2 Differentiate between procurement management and supply chain management. 2.3 Illustrate how a business incorporates procurement into its logistics and supply chain operations.	<ul style="list-style-type: none"> ● Estimating demand ● Sourcing vendors ● Negotiating ● Procurement acquires ● Supply chains use ● Procurement = inputs ● Supply chains = outputs
3. Understand the fundamentals of inventory management.	3.1 Differentiate between inventory management and inventory control. 3.2 Describe an inventory management cycle. 3.3 Compare different methods of inventory management. 3.4 Discuss the importance of inventory management to a business and its supply chain.	<ul style="list-style-type: none"> ● Types of inventories ● Inventory control is a warehousing function ● Inventory management is a forecasting, ordering and managing function ● Just-in-time ● Cross docking ● Drop shipping
4. Understand the relationship between inventory management and the supply chain.	4.1 Explain how inventory management forms part of the supply chain. 4.2 Explain how the supply chain affects inventory management. 4.3 Assess the impact of inventory management	<ul style="list-style-type: none"> ● Control of purchases and sales ● Independent demand ● Derived demand

	on the supply chain of a business.	<ul style="list-style-type: none"> ● Supplier issues ● Production requirements ● Sales and marketing activities
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 (partial), LO2 ((partial) LO3, LO4	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3	Coursework	2500 words
LO1 (partial), LO2 ((partial)	1.4, 2.3	Presentation	10 minutes/500 words

Indicative Reading

Lysons, K. and Farrington, B. (2020) Procurement and Supply Chain Management 10th edition. Pearson. Harlow

Muller, M. (2019) *Essentials of Inventory Management* 3rd edition, Harper Collins, London

Additional Resources

International Journal of Procurement Management

Chartered Institute of Procurement and Supply

CONTRACT AND FINANCIAL MANAGEMENT

Unit Reference Number	K/650/1108
Unit Title	Contract and Financial Management
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

Due to the complexity of supply chains it is necessary to have in place effective contract and financial management arrangements. The aim of this unit is to help learners explore the importance to those who manage supply chains of, initially, ensuring there are no contractual or financial weak links which could have a negative impact, whilst helping to ensure all contract and financial arrangements benefit the supply chain being managed.

Learning Outcomes, Assessment Criteria and Indicative Content

	Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1.	1. Understand contract management in logistics.	1.1 Explain what is meant by the term 'contract management in a logistics context. 1.2 Describe the key components of contract management 1.3 Differentiate between upstream activities and downstream activities. 1.4 Illustrate a contract management cycle.	<ul style="list-style-type: none"> ● Business case ● Relationship management ● Reviewing contractor performance ● Pre-awarding activities ● Post-awarding activities

		<ul style="list-style-type: none"> ● Scoping ● Planning ● Implementing ● Performance management
2. Understand how to manage a contract in logistics.	<p>2.1 Illustrate a contract management framework.</p> <p>2.2 Differentiate between contract management and contract administration.</p> <p>2.3 Compare contract management key performance indicators.</p> <p>2.4 Describe types of contract risks.</p> <p>2.5 Assess the effectiveness of a logistics business's contract management.</p>	<ul style="list-style-type: none"> ● Contract set-up ● Contract management ● Contract close-out ● Strategic influences on contracts ● Quality ● Cost ● Time ● Financial, legal, security and brand risks ● Legal and Regulatory Risks, Reputation Risks, Operational Risks, Intellectual Property Risks, Data Leakage Risks, Financial Risks
3. 3. Understand the fundamentals of financial management in logistics.	<p>3.1 Explain what is meant by the term 'financial management' in a logistics context.</p> <p>3.2 Describe the key components of financial management.</p> <p>3.3 Illustrate key elements of financial management in logistics.</p> <p>3.4 Explain why financial management is important to a logistics business.</p>	<ul style="list-style-type: none"> ● Resource allocation ● Resource control ● Financial decision-making ● Procure-to-pay cycle ● Working capital management

		<ul style="list-style-type: none"> ● Order-to-cash cycle ● Cost savings ● Cost avoidance ● Maintaining financial health
4. Understand how finances are managed in logistics.	<p>4.1 Explain key financial relationships for a logistics business.</p> <p>4.2 Illustrate the concept of total cost analysis.</p> <p>4.3 Explain key factors involved in financial management.</p> <p>4.4 Describe types of financial risks.</p> <p>4.5 Assess the effectiveness of a logistics business's financial management.</p>	<ul style="list-style-type: none"> ● Logistics and the bottom line ● Logistics and shareholder value ● Logistics and profitability ● Purchase price plus costs ● Costing information ● Costing and performance ● Performance and estimating techniques ● Liquidity, credit, equity and currency risks

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading

Christopher, M. (2016) Logistics & Supply Chain Management 5th edition, FT Publishing, London

Davies, P. (2017) *Contract Management for Non-Specialists*, Independent publication

Additional Resources

[Association for Supply Chain Management](#)

[Institute of Supply Chain Management](#)

GLOBAL CONTEXT OF SUPPLY CHAINS

Unit Reference Number	T/650/1110
Unit Title	Global Context of Supply Chains
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

The continuing evolution and expansion of globalisation has resulted in supply chains becoming more complex and diverse due to the concept that the world is a smaller place in a business and economic context. The aim of this unit is to locate in the minds of learners the key globalisation factors which impact supply chains and how global supply chains can be established and managed.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the fundamentals of globalisation.	1.1 Explain the key factors which drive globalisation. 1.2 Explain the key concepts which relate to operating in a global environment. 1.3 Assess how globalisation influences a business's structure, culture and functions.	<ul style="list-style-type: none"> ● Economic integration ● International trade ● Political doctrine ● Environmental impact of globalisation ● International law ● Cross cultural interaction

		<ul style="list-style-type: none"> ● Cross border functions ● Hofstede's dimensions of culture ● McKenzie's 7S model
2. Understand the impact of globalisation on supply chains.	<p>2.1 Explain how globalisation impacts the logistics industry.</p> <p>2.2 Describe the benefits to a business of having a global supply chain.</p> <p>2.3 Describe the disadvantages to a business of having a global supply chain.</p> <p>2.4 Examine the impact of globalisation on organisational decision making and strategy.</p>	<ul style="list-style-type: none"> ● New revenue streams ● Diversification opportunities ● Economies of scale ● Environmental challenges ● Effect on competitive advantage ● Foreign direct investment ● Technological advancement ● Global decision making ● Think global – act local
3. Understand how to establish a global supply chain.	<p>3.1 Explain what is meant by supply chain planning in a global context.</p> <p>3.2 Discuss the process of supply chain planning in a global context.</p> <p>3.3 Compare strategies used in establishing a global supply chain.</p>	<ul style="list-style-type: none"> ● Planning process/stages ● Strategic/tactical/operational planning ● Supply management ● Demand management ● Production/operations planning ● Demand driven planning ● Intelligent planning

<p>4. Understand how to manage a global supply chain.</p>	<p>4.1 Discuss the role of network design in the management of a global supply chain. 4.2 Describe the role of risk management in a global supply chain. 4.3 Describe the role of information technology in the management of a global supply chain. 4.4 Assess the impact of emerging issues on the management of a global supply chain.</p>	<ul style="list-style-type: none"> ● Product management decisions ● Supply chain connections and connectivity ● Risk avoidance v risk aversion ● E-communication ● Integrated communication ● Integrated technologies ● Sustainability ● Green supply chains ● Climate change ● The supply chain of the future
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 (partial), LO2 ((partial) LO3 (partial)	AC 1.1, 1.2, 2.1, 3.1	Presentation	10 minutes/500 words
LO1 (partial), LO2 ((partial) LO3 (partial), LO4	3.2, 3.3, 1.3, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4	Coursework	2500 words

Indicative Reading

Mangan, J., Lalwani, C. and Calatayud, A. (2021) *Global Logistics and Supply Chain Management* 4th edition, Wiley, New Jersey

Sweeney, E. and Waters, D. (2021) *Global Logistics: New Directions in Supply Chain Management*, Kogan Page, London

Additional Resources

Association for Supply Chain Management

Institute of Supply Chain Management

PRINCIPLES AND CONCEPTS OF SUPPLY CHAIN MANAGEMENT

Unit Reference Number	H/650/1115
Unit Title	Principles and Concepts of Supply Chain Management
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

It does not matter whether a business's supply chain is located in the same country or extends into a global environment, the principles and concepts of supply chain management (SCM) remain the same. The aim of this unit is to introduce key supply chain management (SCM) concepts and principles which will help learners to understand how to lead and manage the complexities and barriers associated with supply chains.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand fundamental supply chain management (SCM) concepts and principles.	1.1 Explain the key parts of the supply chain management (SCM) process. 1.2 Differentiate between models of supply chain management (SCM). 1.3 Compare logistics management with supply chain management (SCM). 1.4 Discuss the importance of supply chain management (SCM) to a business.	<ul style="list-style-type: none"> ● Demand and supply management ● Sales and operations planning ● Product/portfolio management ● Continuous flow ● Agile ● Fast chain

		<ul style="list-style-type: none"> ● Cost management ● Sustainable logistics ● Customer service delivery
2. Understand supply chain management (SCM) flows.	<p>2.1 Differentiate between types of SCM flows.</p> <p>2.2 Illustrate different SCM flows used by a business.</p> <p>2.3 Assess a business's management of SCM flows.</p>	<ul style="list-style-type: none"> ● Product flow ● Information flow ● Financial flow ● Value flow ● Risk flow
3. Understand the barriers to effective supply chain management (SCM).	<p>3.1 Explain different barriers to effective SCM.</p> <p>3.2 Explain the impact of barriers to effective SCM on a business.</p> <p>3.3 Assess the internal challenges to effective SCM faced by a business.</p> <p>3.4 Assess the external challenges to effective SCM faced by a business.</p>	<ul style="list-style-type: none"> ● Globalisation ● Market forces ● Economic activity ● Resource availability and capability ● External risks ● Technology ● SWOT ● PESTLE
4. Understand the complexities of relationships in supply chains.	<p>4.1 Differentiate between different types of commercial relationships in supply chains.</p> <p>4.2 Discuss portfolio analysis techniques to assess relationships in supply chains.</p> <p>4.3 Compare the sources of added value that</p>	<ul style="list-style-type: none"> ● Internal and external relationships ● The relationship spectrum ● The relationship life cycle

	can be achieved through supply chain relationships.	<ul style="list-style-type: none"> ● Matrices to identify supply, supplier and purchaser positioning ● Sources of added value: pricing and cost management, improving quality, timescales, quantities and place considerations in procurements from external suppliers
5. Understand the role of leadership in a supply chain.	<p>5.1 Differentiate between levels of leadership in a supply chain.</p> <p>5.2 Explain how businesses manage the stakeholders of their supply chains.</p> <p>5.3 Explain the importance of effective stakeholder management to a supply chain.</p> <p>5.4 Examine the challenges faced by leaders in a supply chain.</p>	<ul style="list-style-type: none"> ● Operational, tactical and strategic leadership ● Stakeholder analysis ● Stakeholder communication ● Improving efficiencies ● Building relationships ● Reducing costs ● Lowering barriers

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 5	All ACs under LO 1 to 5	Coursework	3500 words

Indicative Reading

Hugos, M. H. (2018) *Essentials of Supply Chain Management* 4th edition, Wiley Publishing, New Jersey

Stanton, D. (2021) *Supply Chain Management for Dummies* 2nd edition, Wiley Publishing, New Jersey

Additional Resources

[Association for Supply Chain Management](#)

[Institute of Supply Chain Management](#)

CONTEMPORARY ISSUES IN SUPPLY CHAIN MANAGEMENT

Unit Reference Number	J/650/1116
Unit Title	Contemporary Issues in Supply Chain Management
Unit Level	5
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	4.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

The environment in which supply chains exist are constantly changing. However, there are external factors which dominate how contemporary supply chains are managed. The aim of this unit is to introduce these factors so that learners gain a greater appreciation of the relationship between supply chains and technology, the natural environment, global economies and risk management.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criterion – The learner can:	Indicative Content
1. Understand the impact of emerging technologies on supply chain management (SCM).	1.1 Describe emerging technologies which impact supply chains. 1.2 Compare the impact of emerging technologies on supply chains. 1.3 Discuss how emerging technologies can be effectively managed within a supply chain.	<ul style="list-style-type: none"> ● Artificial intelligence ● Driverless vehicles ● The ‘internet of things’ ● Automation ● Blockchain ● Technology integration

<p>2. Understand the impact of supply chains on the environment.</p>	<p>2.1 Describe ways in which supply chains impact the environment.</p> <p>2.2 Compare the impact of different features of supply chains on the environment.</p> <p>2.3 Discuss how the environmental impact of a supply chain can be effectively managed within a supply chain.</p>	<ul style="list-style-type: none"> ● Waste ● Pollution ● Greenhouse gases ● Climate change ● Sustainable logistics ● Net Zero ● SDGs
<p>3. Understand supply chain management (SCM) in a global economy.</p>	<p>3.1 Describe ways in which the global economy impacts supply chains.</p> <p>3.2 Compare the impacts of the global economy on supply chains.</p> <p>3.3 Discuss how the impacts of the global economy can be effectively managed within a supply chain.</p>	<ul style="list-style-type: none"> ● International trade ● Economic interdependence ● Fiscal policies ● Types of economies ● Global production ● Global consumption
<p>4. Understand the management of risk in supply chains.</p>	<p>4.1 Describe types of risk found within supply chains.</p> <p>4.2 Compare risks in supply chains that can impact on organisational corporate social responsibility and sustainability standards.</p> <p>4.3 Discuss how the impacts of the supply chain risks can be effectively managed within a supply chain.</p>	<ul style="list-style-type: none"> ● Categories of risk: financial, strategic, operational and hazard ● Risks from the wider environment: STEEPLED - social, technological (failure including cyber risks and crime), economic, environmental, political, legislative, ethical (labour standards and sourcing aspects) and demographic ● The nature of fraud in organisations and supply chains, why fraud takes place and different types

		<p>of fraud</p> <ul style="list-style-type: none"> ● Standards for sustainable procurement, such as; United Nations (UN), International Labour Organization (ILO), and the Ethical Trading Initiative (ETI) standards ● ISO20400 – Sustainable Procurement Standard ● International standards for risk management such as ISO 31000 and ISO 28000
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	3000 words

Indicative Reading

Christopher, M. (2016) Logistics & Supply Chain Management 5th edition, FT Publishing, London

Mangan, J., Lalwani, C. and Calatayud, A. (2021) *Global Logistics and Supply Chain Management* 4th edition, Wiley, New Jersey

Stanton, D. (2021) *Supply Chain Management for Dummies* 2nd edition, Wiley Publishing, New Jersey

Additional Resources

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IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk.