QUALIFICATION SPECIFICATION



Certificate & Diploma in Logistics (Level 3)

Vocational



learning your way



This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/4789/2	Gateway Qualifications Level 3 Certificate in Logistics
603/4790/9	Gateway Qualifications Level 3 Diploma in Logistics

Version and date	Change detail	Section/Page Reference
1.3 (Jan 2023)	Updated Funding section, removed address and changed the back cover	Page 7 & 22
1.2 (July 2020)	n/a	n/a
1.1 (November 2019)	Addition of grading change statement	15



About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualification/s within this specification you must be a Gateway Qualifications recognised centre and be approved to deliver the qualification/s.

If your centre is not yet recognised and/or not yet approved to deliver the qualification, please contact our Development Team:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <u>www.gatewayqualifications.org.uk/advice-guidance/delivering-our-</u> <u>gualifications/become-recognised-centre/</u>



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1. Qualification Information

1.1. About the qualification/s

The qualification(s) has been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England and Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales.

The qualifications have been developed following consultation with further education colleges and training providers who wish to offer courses in logistics to meet the needs of local employers who have identified a skills gap. The qualifications are intended primarily for learners post 16 who wish to progress to employment or an apprenticeship in the logistics sector or to further study.

The qualifications may be used within a 16-19 study programme and are intended to give the learners the knowledge and understanding of the key areas of logistics.

1.2. Objective

The objective of the Gateway Qualifications Level 3 qualifications in Logistics is to give learners the knowledge and understanding and an introduction to the skills required in logistics to support progression to qualifications at a higher level, to an apprenticeship or to employment.

1.3. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

https://www.gov.uk/government/organisations/education-and-skills-funding-agency

https://www.gov.uk/government/collections/qualifications-approved-for-public-funding

https://hub.fasst.org.uk/Pages/default.aspx

For information regarding potential sources of funding in Wales please visit Qualification Wales:

https://www.qualificationswales.org/

Current funding information for Wales is available on Qualifications in Wales (QiW)

1.4. Geographical coverage

This/these qualification/s has/have been approved by Ofqual to be offered in England and by Qualification Wales to be delivered in Wales.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.5. Progression opportunities

The qualifications support progression to apprenticeships and to employment. They also support progression to qualifications in logistics at a higher level

1.6. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The approved age range for these qualifications is: 16-18, 19+
Prior qualifications or units	There are no entry requirements other than that learners should be ready for level 3 study.
Prior skills/knowledge/ understanding	There is no requirement for learners to have prior skills, knowledge or understanding.
Restrictions	There are no restrictions to entry
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to <u>Section 4.11 Access Arrangement</u>. <u>Reasonable Adjustments and Special Considerations</u> for further details

2.3 Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3 Qualification Details

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Certificate in Logistics	150	120	15
Gateway Qualifications Level 3 Diploma in Logistics	450	360	45

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

Total Qualification Time is comprised of the following two elements:

• the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

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 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.

3.3 Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.5 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

Gateway Qualifications Level 3 Certificate in Logistics

Learners must achieve a total of 15 credits.

Overarching Group

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/617/6656	Applied Business Marketing	3	24	3
J/617/6657	Business Planning	3	48	6
L/617/6658	Business Process Management	3	48	6
R/617/6659	Deployment of Digital Technologies	3	24	3
L/617/6661	Human Resource Management	3	24	3
R/617/6662	Logistics Project	3	48	6
Y/617/6663	Principles of Project Management	3	48	6
D/617/6664	Procurement	3	48	6
H/617/6665	Quantitative Methods – Statistics	3	24	3
K/617/6666	Spreadsheets	3	24	3
M/617/6667	Supply Chain Management	3	48	6
T/617/6668	Technology and Automation in Logistics	3	24	3
A/617/6669	Transporting Goods and the Environmental Impact	3	48	6
M/617/6670	Warehouse Operations	3	24	3

Gateway Qualifications Level 3 Diploma in Logistics

Learners must achieve a total of 45 credits.

Overarching Group

Unit Number	Unit Title	Level	Guided Learning	Credit Value
F/617/6656	Applied Business Marketing	3	24	3
J/617/6657	Business Planning	3	48	6
L/617/6658	Business Process Management	3	48	6
R/617/6659	Deployment of Digital Technologies	3	24	3
L/617/6661	Human Resource Management	3	24	3
R/617/6662	Logistics Project	3	48	6
Y/617/6663	Principles of Project Management	3	48	6
D/617/6664	Procurement	3	48	6
H/617/6665	Quantitative Methods – Statistics	3	24	3
K/617/6666	Spreadsheets	3	24	3
M/617/6667	Supply Chain Management	3	48	6
T/617/6668	Technology and Automation in Logistics	3	24	3
A/617/6669	Transporting Goods and the Environmental Impact	3	48	6
M/617/6670	Warehouse Operations	3	24	3

3.4 Grading

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

This qualification is graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

To achieve a Pass	 learners must evidence all Pass criteria from the assessment and grading grid
To achieve a Merit	 learners must evidence all Pass and Merit criteria from the assessment and grading grid should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria partial achievement of the Merit criteria cannot attract the Merit grade.
To achieve a Distinction	 learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid Distinction criteria are qualitative extensions of the Merit criteria should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria partial achievement of the Distinction criteria cannot attract the Distinction grade.

The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

- 1. The grade is converted to a number of points per credit (see table below).
- 2. The units required to meet the rules of combination are selected and the points allocated per credit are applied.
- 3. If the amount of credit needed for the qualification is less than the amount of credit achieved by the learner, ie the learner has overachieved, the total number of points

will be adjusted. This will be calculated as a proportion of the total number of credits achieved by the required number of credits to complete the overall grade:

No. of credits required x Total No. of Points = Adjusted Points Total

No. of credits achieved

- 4. Any surplus credits will be listed on the credit transcript.
- 5. Number of points are totalled and the overall grade applied according to the 'qualification grade' table.

The table below shows the **number of points scored per credit** at the unit level and grade:

	Points per credit			
	Pass Merit Distinction			
Level 3	7	8	9	

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

Level 3 Certificate in Business and Administration

	Pass	Merit	Distinction
Points range	105-113	114-126	127-135

Level 3 Diploma in Business and Administration

	Pass	Merit	Distinction
Points range	315-338	339-362	363-405

Gateway Qualifications monitors the maintenance of qualification standards through its quality assurance activity. In order to maintain standards there may be occasions where it is necessary to change the overall grade threshold. In the event of a change notification will be communicated to centres.



Gateway Qualifications Level 3 Certificate in Logistics - Example 1

Achievement of pass qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Business Planning	6	Pass	7	42
Logistics Project	6	Merit	8	48
Warehouse Operations	3	Pass	7	21
Totals	15			111

Gateway Qualifications Level 3 Diploma in Logistics - Example 1

Achievement of pass qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Applied Business Marketing	3	Merit	8	24
Business Planning	6	Merit	8	48
Deployment of Digital Technologies	3	Pass	7	21
Human Resource Management	3	Pass	7	21
Logistics Project	6	Pass	7	42
Quantitative Methods – Statistics	3	Pass	7	21
Spreadsheets	3	Pass	7	21
Supply Chain Management	6	Pass	7	42
Technology and Automation in Logistics	3	Merit	8	24



Transporting Goods and the Environmental Impact	6	Pass	7	42
Warehouse Operations	3	Pass	7	21
Totals	45			327

Gateway Qualifications Level 3 Certificate in Logistics - Example 2

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Applied Business Marketing	3	Merit	8	24
Human Resource Management	3	Distinction	9	27
Quantitative Methods – Statistics	3	Merit	8	24
Supply Chain Management	6	Merit	8	48
Totals	15			123

Gateway Qualifications Level 3 Diploma in Logistics - Example 2

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Applied Business Marketing	3	Merit	8	24
Business Planning	6	Distinction	9	54
Business Process Management	6	Pass	7	42
Deployment of Digital Technologies	3	Merit	8	24



Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Human Resource Management	3	Merit	8	24
Logistics Project	6	Distinction	9	54
Quantitative Methods – Statistics	3	Merit	8	24
Principles of Project Management	6	Pass	7	42
Spreadsheets	3	Merit	8	24
Technology and Automation in Logistics	3	Merit	8	24
Warehouse Operations	3	Merit	8	24
Totals	45			360

3.5 Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Qualification Number	Qualification Title	RPL Permitted
603/4789/2	Gateway Qualifications Level 3 Certificate in Logistics*	Yes
603/4790/9	Gateway Qualifications Level 3 Diploma in Logistics*	Yes

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.



3.6 Links to other qualifications

The Level 3 Diploma provides a progression route from the Level 3 Certificate.



4 Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1 Method of assessment

The method of assessment for the qualification(s) is through a portfolio of evidence.

4.2 Assessment language

This qualification is assessed in English only.

4.3 Assessment guidance

There is no specific assessment guidance for these qualifications. While the units are primarily knowledge based, there is the opportunity to demonstrate skills.

Centres can choose to adopt a project based approach and link sector specific units together. In addition they can embed employability units such as Customer Service Skills, Working in a Team, Digital Skills for Work.

4.4 Assessment materials

There are no specific assessment materials provided for this qualification.

4.5 Suggested Resources

There are no specific assessment materials provided for this qualification.

4.6 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;



- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the <u>Reasonable Adjustments and Special Consideration Policy</u>.



5 Centre Recognition and Qualification Approval

5.1 Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centrerecognition/

5.2 Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

5.3 Qualification-specific tutor/assessor requirements

There are no additional internal/external quality assurance requirements for these qualification.

6 Quality Assurance

6.1 Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for these qualifications.

6.2 Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

6.3 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <u>https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf</u>

7 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).



9 Appendices

9.1 Appendix 1 – Unit Details

Applied Business Marketing

Level:	Level 3
Credit Value:	3
GLH:	24
Unit Number:	F/617/6656
Unit Aim:	The aim of this unit is to provide learners with the knowledge and skills to be able to market a business through the application of relevant tools and techniques.

This unit has 4 learning outcomes.

		ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
Tr	e learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1	Understand the marketing environment of an organisation.	1.1 Determine the macro marketing environment of an organisation.1.2 Determine the micro marketing environment of an organisation.	1.1 Compare the macro marketing environment of an organisation with the micro marketing environment of an organisation.	Recommend, with justification and using Porter's Five Forces analysis, an appropriate marketing strategy for an organisation's product or service.



LE	EARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
Tł	ne learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2	Be able to use a strategic marketing analysis to inform a marketing strategy.	2.1 Select and apply appropriate tools to carry out a strategic marketing analysis.	2.1 Apply the Ansoff matrix to an organisation's products and/or services.	
3	Be able to analyse an organisation's products and services and consumer buying behaviour to inform marketing tactics.	 3.1 Apply the product lifecycle model to an organisation's products and/or service. 3.2 Apply the marketing mix model to an organisation's products and/or services. 3.3 Determine the consumer buying behaviour for an organisation's products and/or services. 	3.1 Use analysis to recommend, with justification, an appropriate marketing tactic for an organisation's products or service.	
4	Be able to develop a marketing plan.	4.1 Produce an appropriate marketing plan for an organisation's products and/or services based on previous analysis and recommendations.		



Indicative Content: Title

Learning Outcome 1:

- Macro environment
 DESTEP demographic; economic; political; ecological; socio-cultural; technological
- *Micro environment* Customers; producers; intermediaries; marketing channels; an organisation's functional areas.

Learning Outcome 2:

- Environmental scan Data gathering; establish causal relationships between data and the organisation; competitor analysis; self-analysis
- *Market segmentation* Market division based on characteristics; demographic; geographic; firmographic; physiographic; behavioural.
- *PESTLE* Political; economic; social; technological; legal; environmental.
- SWOT

Strengths, weaknesses, opportunities; threats.

- Ansoff Matrix Comparing markets with products to determine strategy; market penetration; market development; diversification; product development.
- Porter's Five Forces

Framework for analysing the competitor environment; threats of new entry; supplier power; threat of substitution; buyer power; competitive rivalry.

Learning Outcome 3:

- *Product life-cycle* Stages of a product from inception to removal from the market; introduction; growth; maturity; decline.
- Marketing mix
 A combination of factors used to influence customer behaviour; product; price; place; promotion



Indicative Content: Title

- Consumer buying behaviour Attitudes; preferences; intentions; decisions.
- *Marketing tactics* Marketing channels; guerrilla marketing; inbound marketing; relationship marketing; social media marketing.

Learning Outcome 4:

 Marketing plan Market research; environmental analysis; market analysis; competitor analysis; target market; strategic intent; tactical approach. The plan draws together the various elements of the unit into a succinct and practical document.

All Learning Outcomes:

• Porter's Five Forces

Framework for analysing the competitor environment; threats of new entry; supplier power; threat of substitution; buyer power; competitive rivalry.



Business Planning

Level:	Level 3
Credit Value:	6
GLH:	48
Unit Number:	J/617/6657
Unit Aim:	To help learners understand the business planning process, including financial forecasting, and the strategies and tactics businesses then employ to meet the objectives within in the business plan.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand business plans.	 1.1 Explain the purpose of a business plan. 1.2 Explain the different components of a business plan. 1.3 Summarise the characteristics of effective business planning. 		Evaluate a specific business plan against identified characteristics of effective practice.
2 Understand how businesses use data to help them set and meet business objectives.	 2.1 Analyse how businesses identify, manage and combine data from different sources. 2.2 Analyse how businesses use data to support decision-making in relation to setting and meeting business objectives. 	2.1 Provide a commentary on a specific example of effective data-led decision-making.	



LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Understand business strategies and tactics.	 3.1 Explain the purpose of business strategies and tactics and their relationship to business objectives. 3.2 Analyse strategies and tactics used in a specific business. 	3.1 Assess the extent to which one or more particular tactics used in a specific business are aiding delivery of a business strategy.	
4 Understand the role of financial forecasting within business-planning.	 4.1 Analyse the importance of financial forecasting to business planning. 4.2 Explain the key components of a financial forecast. 4.3 Explain methods businesses use to estimate future revenue, income and profit. 4.4 Analyse areas of financial risk to a business. 	4.1 Assess the external factors a specific business needs to consider when completing a financial forecast.	Analyse the role of financial forecasting in planning for business growth.



Indicative Content: Title

Learning Outcome 1:

- *Purposes of business planning:* to obtain relevant and up-to-date data and information; to know how to deploy resources; to reach appropriate decisions; to inform strategy.
- Components of a business plan: executive summary, company description, business objectives, products and services, market analysis, strategy and implementation, management and staffing, financial plan and projections.
- Characteristics of an effective business plan: clear objectives; comprehensive; easily understood; based on reliable and valid analysis; flexibility; timebound; has a focus on resource requirements and availability; encourages holistic organisational acceptance.

Learning Outcome 2:

- Data: qualitative and quantitative e.g. sales, performance, market, customer, financial, transactions/interactions, risk
- Sources: external to organisation e.g. a list from a list broker, a proprietary database, or open data sources such as that gathered and published by government or local authorities; internal (collected within or by the company) – sales, finance, marketing and HR departments: Decision-making: strategic, operational, tactical

Learning Outcome 3:

- Strategies: e.g. product and service, pricing, marketing, efficiency, financial
- *Tactics*: e.g. marketing attraction, conversion, retention

Learning Outcome 4:

- Importance of financial forecasting: key management tool that enables business to create a spending plan; to establish budgets; plan for and source investment/give confidence to investors; to inform decision-making, goal and target-setting.
- Components: projected income statement; cash budget; projected sources and uses of funds statement; projected balance sheet.
- *Methods*: qualitative, e.g. market research/consumer survey, opinions of experienced personnel, Delphi technique; quantitative, e.g. proforma financial statements, time series, cause and effect.
- Areas of financial risk: market, credit, liquidity and operational risks



Business Process Management

Level:	Level 3
Credit Value:	6
GLH:	48
Unit Number:	L/617/6658
Unit Aim:	The aim of this unit is to introduce learners to the concept of business processes and to develop an ability to both critique existing and design new business processes.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
 Understand the principles of business process design. 	 1.1 Explain the principles of business process management. 1.2 Differentiate between process inputs, process outputs and process outcomes. 1.3 Explain the importance of logic in the design of business processes. 1.4 Explain why effective business processes are important to an organisation. 		
2 Be able to design a business process.	2.1 Create a workflow process.2.2 Create a business process map.		



L	EARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
т	he learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3	Be able to evaluate a business process.	3.1 Apply an appropriate technique to analyse the effectiveness of a complex business process	3.1 Assess the role of information management within a complex business process used by an organisation.	Design and justify an improved business process used by an organisation.
4	Be able to solve problems and make decisions associated with a business process.	4.1 Describe a problem-solving and decision-making process.	4.1 Apply a problem-solving and decision-making process to a complex business process used by an organisation.	



Indicative Content: Title

Learning Outcome 1:

Principles

Holistic management of all processes; processes must be stakeholder centric; context awareness; continuity; joint understanding.

- Differences
 - o Inputs can be the output of another process; variable and fixed factors; information and data; stakeholder expectations.
 - o *Outputs -* can be the inputs for another process; achieved immediately after implementation; what is produced.
 - Outcomes desired performance; are measurable; longer term impact; level of achievement; more appropriate indicator of effectiveness.
- Importance of logic Provides structure; minimise risk of process omissions; provides relationships between stages; enables repetition.
- Importance of effective business processes
 Streamline activities; reduce costs; reduce waste; improves efficiency; establishes relationships; improves business agility.

Learning Outcome 2:

• Workflow processes

Series of sequential activities; linear; determined by actions and/or rules; designed to achieve a business outcome. The output for 2.1 will be influenced and informed by the process being created.

Business process map

Visualisation of what a business does; includes roles and responsibilities; uses symbols; shows relationships between inputs, process and outputs.

Learning Outcome 3:

- Analytical techniques Gap analysis; value-added analysis; root cause analysis; observation; experimentation.
- Information management Identify, acquire, organise, store and use of information; security; compliance; quality; value.



Indicative Content: Title

Learning Outcome 4:

Process

Identify the problem – obtain information – analyse information – develop courses of action – assess courses of action – determine a course of action to follow – create a plan – implement the plan.



Deployment of Digital Technologies

Level:	Level 3
Credit Value:	3
GLH:	24
Unit Number:	R/617/6659
Unit Aim:	The aim of this unit is to provide leaners with an understanding of the use of digital technology within an organisation where threats, risks and security are a key consideration.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
 Understand how digital technologies are being deployed by organisations. Know about threats associated with the deployment of digital technologies. 	 1.1 Explain how current digital technologies are being deployed by organisations. 1.2 Assess the risk and benefits to organisations of investing in digital technologies. 2.1 Describe the internal and external threats associated with deploying digital technologies. 2.2 Describe ways in which an organisation protects itself from threats associated with the deployment of digital technologies. 	1.1 Assess the risks and benefits of introducing a new digital technology to an organisation.	 D1 Suggest, with justification, ways in which an organisation could improve the deployment of digital technologies such that risks are minimised benefits are increased the deployment is legal protection from threats is improved.



LEARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Understand how the deployment of digital technologies is controlled.	 3.1 Explain legislation which relates to the deployment of digital technologies. 3.2 Explain an organisation's policies and procedures which relate to the deployment of digital technologies. 	3.1 Assess the impact of legislation, policies and procedures on an organisation's deployment of digital technologies.	



Indicative Content: Title

Learning Outcome 1:

- Digital technologies
 - o Current
 - Mobile technology; cloud storage; mobile communication; data analytics; robotics; computer aided design.
 - *Emerging* Artificial intelligence; augmented reality; machine learning; virtual reality; touch commerce; internet of things.
- Benefits

Improved productivity; improved efficiency; improve competitive advantage; improve agility; improved customer service.

Risks

Loss of the human factor; technology is fast changing; insufficient cyber-security; skill gaps; business disruption.

Learning Outcome 2:

- Threats
 - o Internal

Unsafe practice; physical damage; accessing unauthorised information; loss of data; theft; intentional removal of data.

o External

Malware; spyware; theft; hacking; phishing; viruses.

Methods

Antivirus; security protocols; firewalls; user names and passwords; two step verification; security tokens; file access rights; encryption; secure rooms; fire detection systems.

Learning Outcome 3:

Legislation

General Data Protection Requirements; Computer Misuse Act; Digital Economy Act; Freedom of Information Act; Privacy and Electronic Communications Act.

• *Policies and procedures* Disaster recovery; data protection; data back-up; use of email and the internet; use of password.



Human Resource Management

Level:	Level 3
Credit Value:	3
GLH:	24
Unit Number:	L/617/6661
Unit Aim:	The aim of this unit is to develop a learner's understanding of the human resource management (HRM) role within an organisation where consideration is given to internal relationships and the impact of HRM activities on an organisation's strategic aims.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand human resource management (HRM)	 1.1 Explain the contribution of HRM to an organisation and how the function has evolved over time. 1.2 Explain the roles and responsibilities of human resource managers and practitioners. 	1.1 Analyse the relationship between the HRM function and other functional areas of an organisation.	Suggest, with justification, how the nature and scope of HRM impacts an organisation and its activities.
2 Understand recruitment and selection in an organisation.	 2.1 Explain why human resource planning is important to an organisation. 2.2 Describe the different stages of the recruitment and selection process used by a specific organisation. 	2.1 Select with justification a suitable selection method for a specific vacancy within an organisation.	



LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Understand the role of HRM in maximising employee and organisational effectiveness	 3.1 Explain how HRM can support managers to motivate and reward employees. 3.2 Explain how HRM can support managers to discipline employees. 3.3 Explain how HRM can support the monitoring and management of employee performance. 	3.1	



Learning Outcome 1:

Evolution

Pre industrial revolution; during industrial revolution (passive personnel management); post industrial revolution (active HRM); contemporary (strategic HRM, human capital development).

- HRM
 - o Role

Recruitment and selection; training and development; employee relations; interpreting HR related legislation; HR strategy development.

o Responsibilities

Create, implement and monitor HR related policies and procedures; report HR related matters to senior managers; ensure organisation wide compliance with relevant legislation; ensure the organisation has sufficiently qualified and experienced people in the right place and at the right time.

Relationship

Supporting role; collaborative decision maker; provide expert/specialist HR advice; HRM link between managers and senior decision makers.

Learning Outcome 2:

• Importance

To support current and future strategies; predict future skill requirements; identify skill gaps; predict the impact of technology on jobs; maintain an appropriate lead time from recruitment, through training, to deployment.

Process

Identify requirement – create job description and person specification – promote requirement – assess and interview candidates – select new employee – produce, agree and sign contracts.

Learning Outcome 3:

Motivate and reward

Set SMART goals which reflect skills and abilities; offer relevant rewards and benefits; recognise performance; prioritise work-life balance.



• Discipline

Create, implement and monitor discipline policies; operate appropriate and legal disciplinary procedures; offer advice and guidance on disciplinary matters; act as arbitrator in internal disputes.

• Monitor and manage

Maintain records of appraisals; maintain disciplinary records; conduct trend analysis; conduct gap analysis; provide coaching; support mentoring.



Logistics Project

Level:	Level 3
Credit Value:	6
GLH:	48
Unit Number:	R/617/6662
Unit Aim:	The aim of this unit is to develop the skills and understanding required to plan and undertake a project relevant to a logistics workplace to inform organisational decision-making. Learners will engage in research and analysis and draw upon previous learning to support a logical approach to dealing with a work-related scenario.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the risks associated with a logistics project	1.1 Explain the risks associated with a project.1.2 Describe ways in which to minimise risks to a project.	1.1 Assess the impact of risks on a project.	Recommend, with justification, a single solution relevant to the project's scenario.



LE	EARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
Tł	ne learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2	Be able to develop an appropriate approach to a logistics project.	 2.1 Identify and consider external factors when developing a project plan. 2.2 Produce a project plan appropriate to a project brief. 2.3 Identify and use appropriate planning tools to support a project plan. 2.4 Establish appropriate performance benchmarks for a project. 		
3	Be able to implement a project plan for a logistics project.	3.1 Apply appropriate tools, and techniques to manage project risks and implement a project plan.	3.2 Demonstrate, with justification, the selection and use of appropriate tools and techniques to manage risks and implement a plan.	
4	Be able to monitor, review and evaluate a logistics project.	4.1 Apply appropriate techniques to monitor, review and evaluate a project.	4.1 Apply appropriate techniques to respond to barriers/changes which may impact on the success of a project.	



LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
5 Be able to communicate with relevant logistics project stakeholders.	5.1 Produce a report which details the project process and outcomes.5.2 Use appropriate techniques to deliver a presentation in support of a project report.	5.1 Use appropriate communication techniques to adequately inform and influence the decision- making process of relevant stakeholders.	



Indicative Content: Title Learning Outcome 1: Risk Barriers to accessing information; out-dated information; stakeholder interference; lack of resources; time limitations; insufficient knowledge, understanding and skills. Minimise Risk ٠ Early identification of the risks; assessing the impact of the risks; develop contingency plans; prioritise the risks; monitor and track the risks. Learning Outcome 2: External factors Categorised as political; economic; social; technological; legal; environmental. Project plan • Project scope; aims and objectives; timelines; milestones; critical success factors. Planning tools • Gantt charts; PERT analysis; network diagrams; critical path analysis; fishbone diagrams. Performance benchmarks Key performance indicators; what is being measured; what is the unit of measurement; stakeholder perception of value; deviations from plan. Learning Outcome 3: • Tools and techniques o Risks Risk assessment; risk audit; variance analysis; trend analysis; stakeholder meetings. Implementation 0 Quantitative methods; qualitative methods; mixed method.

Learning Outcome 4:

Monitor



Gantt charts; critical path analysis; variance analysis; control charts; stakeholder analysis.

Review

Gap analysis; stakeholder feedback; comparison to performance benchmarks; identify lessons learned.

• *Evaluate* Qualitative and quantitative data collection; statistical analysis; trend analysis; reach informed conclusions.

Learning Outcome 5:

Report

Title; executive summary and key findings; introduction; methods used; discussion; conclusion and recommendations.

• Presentation

Presentation software; presentation hardware; verbal communication skills; use of body language; pitch and time of voice; timings; questions and answers.



Principles of Project Management

Level:	Level 3
Credit Value:	6
GLH:	48
Unit Number:	Y/617/6663
Unit Aim:	The aim of this unit is to introduce learners to project management as a concept as well as a process where internal and external factors, alongside resource utilisation, are key factors in determining a projects success.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the concept of project management.	 1.1 Explain why organisations undertake projects and how they are distinct from core business. 1.2 Explain the importance of project management to the successful delivery of projects. 1.3 Explain the purpose of the different stages of the project life-cycle. 1.4 Describe different tools and techniques used to support effective project management. 	1.1 Compare different approaches to managing a project.	Explain the means by which organisations ensure that project goals align with organisational strategy and the importance of doing so



LE	ARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
Th	ne learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2	Understand roles within a project.	 2.1 Explain the roles of a project's different stakeholders, including the specific contribution of the project manager. 2.2 Explain why effective teamwork is important to achieving a project's outcomes. 	2.1 With reference to a specific project, explain the importance of assembling the right individuals to form a project team.	
3	Be able to identify factors which may impact on the success of a project.	3.1 Use relevant approaches to analyse the external and internal factors which may affect the success of a specific project.	3.1 Compare the findings from a SWOT analysis with those from a PESTLE analysis.	Suggest, with justification, the internal and external factors which will have the most significant impact on a specific project.
4	Know how to manage project resources.	 4.1 Explain the different types of resources required to deliver a project. 4.2 Explain how to allocate resources to a project. 4.3 Explain techniques used to monitor the performance of a project's resources. 		



Learning Outcome 1:

Concept

A project is a set of controlled activities and resources which are established to produce a specific outcome, within a set budget and to a set timeframe.

Project management is the practice of acquiring, planning, deploying and monitoring resources in a structured and logical way, and which take inputs and convert them to outputs to achieve the project's goals.

- Project Life Cycle
 Initiation Planning Execution Closure
- Tools and techniques Gantt charts; PERT analysis; work break-down structures; network diagrams; critical path analysis; fishbone diagrams.
- Approaches Prince 2; Agile, SCRUM, Waterfall, Hybrid; PRiSM.

Learning Outcome 2:

Stakeholders

Senior management; sponsors; suppliers; government; customers; project manager; project team; financiers; local community.

• Project manager

Overall responsibility for planning; controlling; decision-making; budget management; performance management; task delegation; delivering objectives; stakeholder communication and engagement.

• Project team

Individuals with different specialisms who bring specific expertise to a project to support a project manager deliver a project's goals.

• Importance of effective teamwork Teamwork creates synergy; share skills in contemporary roles; proactive collaboration; mutual support and motivation.

Learning Outcome 3:

• SWOT – internal environment analysis which means strengths, weaknesses, opportunities and threats



• PESTLE – external environment analysis which means political, economic, societal, technological, legislative, environmental

Learning Outcome 4:

- Resources required
 Financial capital investment and budgets; human suitably qualified and experienced personnel; technical equipment and IT; facilities buildings and workshops.

 Allocating resources
 - Know the project's; scope, timelines, budget, resource availability and resource requirement.
- *Monitor performance of resources* SMART objectives, key performance indicators; critical success factors; deviation monitoring; performance appraisals.



Procurement

Level:	Level 3
Credit Value:	6
GLH:	48
Unit Number:	D/617/6664
Unit Aim:	The aim of this unit is to provide learners with an insight into procurement as a concept and as a process where understanding the role procurement plays in the supply chain is key to determining the effectiveness and efficiency of an organisation's approach to procurement.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand procurement.	 1.1 Differentiate between procurement and purchasing. 1.2 Explain the stages in a procurement process. 1.3 Assess the role of procurement in an organisation's supply chain. 1.4 Explain the different roles involved in the procurement process 		Suggest, with justification, the factors which will have the most significant impact on an organisation's procurement function.



LE	ARNING OUTCOMES	ASSESSMENT CRITERIA – PASS The learner can:	MERIT In addition to the pass criteria, the learner can:	DISTINCTION In addition to the pass and merit criteria, the learner can:
Th	e learner will:			
2	Understand legal, ethical and sustainability factors related to procurement.	 2.2 Explain legislation relevant to procurement. 2.3 Explain the ethical issues relevant to procurement. 2.4 Explain the sustainability issues relevant to procurement. 		
3	Understand supplier relationships.	 3.1 Describe the characteristics of different types of supplier relationships. 3.2 Explain how to develop supplier relationships to improve the procurement process. 	3.1 Assess the impact of an organisation's relationship with its suppliers on the organisation's approach to procurement.	
4	Understand context of procurement.	 4.1 Explain how an organisation integrates procurement into its logistics function. 4.2 Explain how an organisation's business requirements influence its approach to procurement. 	4.1 Assess the extent to which an organisation successfully integrates procurement into its logistics function.	



Learning Outcome 1:

• Procurement

Sourcing, negotiating and strategic selection of goods and/or services

• Purchasing

The process which is used to order goods and services.

• Stages

Internal needs analysis – assess supplier's market – collect supplier information – develop a sourcing strategy – implement the strategy – negotiate with suppliers – contract preferred supplier(s).

• Role of procurement

Seek better materials; seek better suppliers; develop strategic suppliers; involve suppliers in product or service design.

• Roles in procurement

Procurement director/manager; head of purchasing; buyers; procurement analysts.

Learning Outcome 2:

Legislation

Contract Law; Law of TORT; Public Contracts Regulations; Sale and Supply of Goods Act; Public Procurement Regulations.

• Ethics

Transparency; non-discrimination of suppliers; confidentiality; principles of fair trade; codes of conduct/practice.

Sustainability

Environmentally friendly; economic responsibility; develop long-term relationships with suppliers.

Learning Outcome 3:



- *Characteristics* Market; ongoing; partnerships; strategic alliances; backward integration.
- Development Supplier management system; reactive approach; strategic approach; prompt payments; mutually acceptable agreements.

Learning Outcome 4:

Integration

Logistics – storage and distribution of goods; right products, right place, right time; right quality; forecasting; materials resource planning; sales and operational planning.

4.1 will be assessed by applying knowledge of procurement with knowledge of logistics to an organisation.

Business requirements

Strategic intent; capabilities; resource usage; current and future projects; future expansion.

4.1 will be assessed by applying knowledge of procurement with knowledge of an organisation's business requirements.



Quantitative Methods - Statistics

Level:	Level 3
Credit Value:	3
GLH:	24
Unit Number:	H/617/6665
Unit Aim:	The aim of this unit is to provide learners with a fundamental awareness of key statically measures with a focus on how statistical data can be represented

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
 Be able to use numerical measures, graphs and diagrams. 	1.1 Interpret statistical diagrams.1.2 Calculate and use averages.1.3 Calculate and use measures of spread.	1.1 Compare data sets, interpreting diagrams or calculating measures of spread, as appropriate.	Use quantitative data to draw and present appropriate conclusions.
2. Be able to organise and present data.	 2.1 Organise types of data as qualitative, quantitative, discrete or continuous. 2.2 Construct suitable charts and diagrams for presenting data to others. 	2.1 Assess the advantages and disadvantages of different charts and diagrams as a means of organising and presenting data.	



LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
 Be able to calculate probability. 	 3.1 Calculate and compare probabilities. 3.2 Interpret probabilities using diagrams. 3.3 Use language and symbols appropriate to probability 		
4. Be able to correlate data.	4.1 Calculate the correlation between data.	4.1 Interpret the association between data.	



Indicative Content: Title		
Learni	ng Outcome 1:	
•	<i>Statistical diagrams</i> Bar charts; cumulative frequency diagrams; holograms; scatter diagrams; pie charts; histograms; line graphs.	
•	Averages Mean, median and mode of a data set.	
•	Spread Standard deviation (SD) of raw and grouped data; using mean and SD to compare data sets; outliers.	
Learni	ng Outcome 2:	
•	<i>Types</i> Qualitative; quantitative; discrete; continuous.	
•	<i>Charts and diagrams</i> Bar charts; cumulative frequency diagrams; holograms; scatter diagrams; pie charts; histograms; line graphs.	
Learni	ng Outcome 3:	
•	Probabilities Single; independent; mutually exclusive; conditional probabilities.	
•	<i>Diagrams</i> Tree; Venn; two-way tables.	
Learni	ng Outcome 4:	
•	<i>Calculate</i> Spearman's correlation coefficient; Pearson's correlation coefficient.	



Spreadsheets

Level:	Level 3
Credit Value:	3
GLH:	24
Unit Number:	K/617/6666
Unit Aim:	The aim of this unit is to provide learners with the skills required to design a spreadsheet which uses appropriate functions and presentation formats to meet the requirements of a user.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand spreadsheets.	 1.1 Explain the purpose of spreadsheets, giving specific examples of different uses within an organisation. 1.2 Explain the advantages to an organisation and an employee of using spreadsheets. 		
 Be able to design, modify and use a spreadsheet. 	 2.1 Use basic spreadsheet functions. 2.2 Use formulas and functions associated with spreadsheets. 2.3 Use techniques to work with spreadsheet data. 	2.1 Use advance spreadsheet functions.	Design and test a spreadsheet to meet user requirements, modifying it in response to user feedback.



LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Be able to use alternative views to present spreadsheet data.	2.1 Present data in graphs and charts.2.2 Use labels to correctly identify elements of graphs and charts.		



Indicative Content: Title Learning Outcome 1: Purpose Collate, organise, categorise and manipulate data. Advantages • o Organisation Analyse and visualise data; manage data; process complex formula; flexibility to present data in many ways and for different purposes; business forecasting. Employee 0 Pre-determined formulae; reduces complexity of calculations; data manipulation; numerous ways to present data. Learning Outcome 2: Basic functions ٠ Saving; sharing; cell basics; modifying columns, rows and cells; formatting cells; adding, deleting, copying and moving spreadsheets; page layout; printing. • Formulas and functions Simple formulas; complex formulas; relative and absolute cell referencing; creating arguments to create values and cell references. Techniques for working with data • Freezing panes; view options; filtering data; groups; subtotals; using styles to format tables. Advanced functions ٠ Track changes and comments; finalising and protecting workbooks; conditional formatting; pivot tables; what-if analysis. Learning Outcome 3: Graphs and charts •

Insert, modify and graphs and charts to compare data; insert and label sparklines; pie charts; line charts; bar charts; tree map; histogram.



Supply Chain Management

Level:	Level 3
Credit Value:	6
GLH:	48
Unit Number:	M/617/6667
Unit Aim:	The aim of this unit is to encourage learners to explore the various components of a supply chain through a conceptual awareness of supply chain management.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
 Understand supply chain management. 	 1.1 Explain why effective supply chain management is important to an organisation. 1.2 Describe the components of an organisation's supply chain management process. 	1.1 Differentiate between an organisation's use of forward logistics and its use of reverse logistics.	Suggest, with justification, how an organisation can improve the performance of each component of its supply chain.
2 Understand risk within the supply chain.	 2.1 Describe internal and external risks to an organisation's supply chain. 2.2 Describe the risks of globalisation to an organisation's supply chain. 	2.1 Compare ways in which an organisation can minimise the impact of different risks to its supply chain.	



LE	EARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
Tł	ne learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3	Understand how to improve the performance of a supply chain.	 3.1 Explain how the concept of 'lean' supports improvement to an organisation's supply chain. 3.2 Explain how the concept of 'continuous improvement' supports improvement to an organisation's supply chain. 		
4	Understand linkages within a supply chain.	 4.1 Explain the role of upstream and downstream linkages in a supply chain. 4.2 Describe the explicit and implicit links within an organisation's supply chain. 		
5	Understand how globalisation impacts on a supply chain.	 5.1 Analyse the external factors impacting on different elements of an organisation's global supply chain. 5.2 Describe barriers to an organisation of improving a global supply chain. 	5.1 Compare ways in which an organisation can improve its global supply chain.	



Learning Outcome 1:

- Supply chain management Meet customer expectations; maximise customer value; reduce operating costs; improve financial position; achieve a sustainable competitive advantage; synchronise supply and demand.
- Components

Develop a strategic plan; develop a strong supplier base; schedule production activities; plan for storage and delivery; plan for the return of goods.

- Forward logistics Getting products to market; sales forecasting; hub services; pick and pack services.
- *Reverse logistics* Returns from customers; recall of products; repairs; repackaging; recycling.

Learning Outcome 2:

- Risks
 - o Internal

SWOT analysis; value chain analysis.

o External

PESTLE analysis; environmental scanning; competitor analysis.

o Globalisation

Positives – global connectivity; global growth; global collaboration; global integration

Negatives – increased risk; less predictable markets; more problems due to increased channels; climatization.

Learning Outcome 3:

• Lean

Sees value from a customer's perspective; removing activities which add no value; reducing waste in systems and processes; value stream; aiming for perfection.

Continuous improvement



Ongoing attempt to improvement; reducing waste; improving quality; process improvement; drive competitive advantage.

Learning Outcome 4:

- Linkages
 - *Upstream* Raw material extraction; storage; transportation; production.
 - Downstream
 Processing raw material; creating finished products; storage; distribution; customer service
 - *Explicit* Contracts; memorandum of understanding; codes of conduct; codes of practice.
 - Implied Implied demand; implied uncertainty; implied efficiency; implied availability.

Learning Outcome 5:

- *External analysis* Application of PESTLE for each component of a global supply chain.
- Impact This will be specific to an organisation and will be based on a PESTLE analysis
- Barriers
 These will be specific to an organisation and will be based on all previous learning in this unit.



Technology and Automation in Logistics

Level:	Level 3
Credit Value:	3
GLH:	24
Unit Number:	T/617/6668
Unit Aim:	The aim of this unit is to provide learners with an understanding of how technology and automation is used by logistic organisations to deliver and support operational functions.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
 Understand technology and automation in logistics. 	 1.1 Explain the different types of technology and automation used in logistics. 1.2 Explain how technology and automation supports the supply chain. 	1.2	Suggest, with justification, how a logistics organisation could improve its use of technology and automation to; exploit existing technologies and automation, and benefit from future technologies and automation.
2 Understand how technology and automation are used in transportation systems.	 2.1 Explain how technology and automation are used to handle and transport goods. 2.2 Assess the benefits of using technologies and automation to handle and transport goods. 	2.1 Compare technologies and automation which are used to handle and transport goods with technologies and automation which are	



LE	EARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
Tł	ne learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3	Understand how technology and automation are use in warehouse systems.	 3.1 Explain how technology and automation are used in warehouse operations. 3.2 Assess the benefits of using technologies and automation in warehouse operations. 	used in warehouse operations. 2.2 Assess the implementation of technologies and automation in a logistics organisation.	
4	Understand developing technologies and automation in the logistics environment.	4.1 Explain how emerging technologies and automation will impact on global supply chains in the future.	4.1	



Learning Outcome 1:

• Technology

The combination of skills, techniques, processes and methods which have been developed by scientific knowledge to produce goods and services.

- Automation Using technology to create systems process to reduce human intervention and where activities are conducted by a mechanical device
- Types

Autonomous vehicles; drones; 3D printing; robotics; mobile applications; self-driving stacking vehicles; IT; automated docking; automated storage and retrieval systems; barcode labelling and scanning; inventory automation.

• Supporting the Supply Chain

Increased control, effectiveness and efficiency; reduced costs; better inventory management; increases collaboration and transparency; holistic tracking; meet increasing demands; workflow automation.

Learning Outcome 2:

- Handling and transporting goods
 For example Autonomous vehicles (AVs) are self-driving and capable of operating with little or no human input. AVs load, unload and transport goods within a logistics environment.
- Benefits

AVs reduce the requirement for drivers which will reduce operational costs, they can operate for long period of times which overcomes restrictions of the Working Time Directive and can connect to each other which can improve efficiency and effectiveness.

Learning Outcome 3:

• Warehouse operations

For example - Barcode labelling represents data which describes what the good is and in what quantity, whereas scanning recognises this data. Barcode labelling and scanning help stock management systems to identify and track goods in a warehouse.

Benefits



Learners will extend the explanations required for 3.1.

Barcode labelling and scanning speeds up the picking and stocking process, improves inventory management and reduces the amount of human input which will reduce operational costs.

Learning Outcome 4:

• *Future technologies and automation* Robotics; artificial intelligence; augmented reality systems; vehicle platooning; blockchain technology; chatbots.



Transporting Goods and the Environmental Impact

Level:	Level 3
Credit Value:	6
GLH:	48
Unit Number:	A/617/6669
Unit Aim:	The aim of this unit is to provide learners with an insight into transport operations where the environmental impact of those activities are key considerations.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
 Understand how goods are transported. 	 1.1 Describe different modes of transportation. 1.2 Explain the role of freight forwarders. 1.3 Describe the key documentation required to transport non-hazardous goods by different modes. 	1.1 Assess the advantages and disadvantages of different modes of transport.	Suggest, with justification, ways in which an organisation could transport its goods so that • • costs are minimised • delivery is on time • documentation is accurate and legal • environmental impact is minimised.
2 Understand factors which impact on the transportation of goods.	2.1 Explain factors which impact the movement of goods within own borders.2.2 Explain factors which impact the movement of goods across international borders.		



LEARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Understand how to transport hazardous goods.	 3.1 Describe how to transport hazardous goods safely and securely. 3.2 Describe the documentation required to transport hazardous goods by different modes. 		
4 Understand the environmental impact of transporting goods.	 4.1 Explain how different modes of transport impact the environment. 4.2 Explain ways in which to reduce the environmental impact of transporting goods. 	4.2 Compare the impact on the environment of different modes of transport.	



Learning Outcome 1:

- *Modes* Road; train; sea; plane; intermodal.
- Freight forwarders

Facilitate the import/export of goods; facilitate international trading operations; route planning; bulk movement of goods; producing customs documents; obtaining insurance.

• Documentation

Road – consignment note; forwarders certificate of receipt

Rail - rail consignment note; CIM consignment note; forwarders certificate of receipt

Sea – sea waybill; bill of lading; export license; certificate of origin; customs declarations; forwarders certificate of receipt; commercial invoice.

Air – air waybill; export license; certificate of origin; customs declarations; forwarders certificate of receipt; commercial invoice.

Learning Outcome 2:

- Factors
 - Within own borders

Transport availability; size of goods; value of goods; speed limits; characteristics of the goods; distance between production/storage/customer, costs.

• Across international borders

As for within own borders plus, custom check points; quotas and tariffs; trade alliances; capacity of port of entry and exit.

Learning Outcome 3:

• Methods

Follow the separation and segregation rules; use correct and adequate packing material/container; display hazard warning signs; carry relevant safety equipment; secure load; ensure personnel are correctly trained; ensure personnel know emergency drills and contact numbers.

Documentation



Dangerous good note; dangerous cargo manifest; dangerous goods declaration; container packing certificate; multimodal dangerous goods note.

Learning Outcome 4:

- Modes
 - Road air pollution; noise pollution; climate change; loss of natural environment.
 - Rail less air pollution than roads; less impact on the natural environment than road movements; removes vehicles from roads; lower greenhouse gas emissions than cars.
 - Air more CO2 produced than other modes; air pollution; noise pollution near airports; higher carbon footprint than cars; increased health problems for those living/working near airports.

All the above are to consider the complexity of integrated global supply chains and the combined impact of a supply chain's components.

Methods

Use cleaner fuels; use up-to-date, energy efficient modes of transport; use low emission vehicles/trains/planes/ships; fully laden vehicles/trains/planes/ships; effective route planning; locate distribution close to customers; move more freight by rail or water to reduce fuel consumption.



Warehouse Operations

Level:	Level 3
Credit Value:	3
GLH:	24
Unit Number:	M/617/6670
Unit Aim:	The aim of this unit is to provide learners with an insight into the 'how and why' of warehouse operations with consideration of why warehouses are designed in a specific way.

This unit has 3 learning outcomes.

LE	EARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
Tł	ne learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1	Understand warehouse operations.	 1.1 Explain the importance of warehousing in the supply chain. 1.2 Describe different types of warehousing facilities. 1.3 Describe roles within a warehouse. 1.4 Explain the factors that influence the location of a warehouse. 		Suggest, with justification, the rationale behind the design of a warehouse.
2	Understand activities and processes within a warehouse.	2.1 Describe activities of a warehouse.2.2 Describe the processes which occur in a warehouse.	2.1 Illustrate the relationship between the activities of a specific warehouse and its associated processes.	



LEARNING OUTCOMES	ASSESSMENT CRITERIA – PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Understand safe operations within a warehouse.	 3.1 Explain health and safety factors applicable to a warehouse operation. 3.2 Explain why it is important to use materials handling equipment (MHE) in a warehouse. 3.3 Explain why it is important to use personal protective equipment (PPE) in a warehouse. 3.4 Explain why it is important to service and inspect MHE and PPE used in a warehouse. 	3.1 Suggest, with justification, ways in which a given warehouse operation could be made safer.	



Learning Outcome 1:

• Importance

Maintain inventory; security of goods; central location for receiving, storing and distributing goods; link between raw materials and finished goods; link between supplier and distributers.

- *Facilities* Bonded; ambient; frozen; private; public; dry goods; hazardous goods.
- Roles

Warehouse Manager; Warehouse Team Leader; Warehouse Operative; Stock Control Clerks; Forklift Truck Drivers; Picker; Packer.

Location

Access to markets; access by suppliers; transportation costs; community pressure; legislation; workforce availability and access.

Learning Outcome 2:

- Activities
 - $\circ \quad \text{Goods-in}$
 - o Storage
 - o Stock control
 - Goods-out
- Processes
 - o Goods-in
 - Storage
 - Stock control
 - o Goods-out

Learning Outcome 3:

H&S factors



Falls from vehicles; being hit by a moving vehicle; security of loads; manual handling, slips and trips; noise; repetitive strain; working at height; policies and procedures.

• *MHE*

MHE is mechanical equipment used to move, store and protect goods. To move heavy or oversized loads; to reduce physical impact on people; to prevent damage; to improve efficiency.

• *PPE*

PPE is specialised clothing worn by employees to protect against potential or real hazards and risks. To protect eyes; to protect hearing; to protect hands and skin; to protect feet; to protect the head. To reduce accidents and deaths; to minimise sickness absence; to avoid an employer being sued.

Importance

Detect damage; detect deterioration; reduce wear and tear; to comply with legislation; to ensure fit for purpose; reduce health and safety risks.





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