

**QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION
FOR DEGREE APPRENTICESHIPS (DA)**

1. Programme Code	TBC					
2. Programme Title	BSc (Hons) Supply chain Management – Degree Apprenticeship Route					
3. Target Award Title	BSc (Hons) Supply chain Management – Degree Apprenticeship Route					
4. Exit Award Title(s)	BSc Supply chain Management Dip HE Supply chain Management Cert HE Supply chain Management					
5. Subject area	Business					
6. School	School of Logistics & Supply Chain Management					
7. Programme Team Leader(s)	TBC – Level 4 TBC – Level 5 TBC – Level 6					
8. Programme Type	Degree Apprenticeship (Integrated)					
9. End Point Assessor (EPA)	Arden University					
10. Delivery Model	DL F/T		BL F/T		Apprenticeship	X
	DL P/T	X	BL P/T		Other	
Where delivery model identified as 'Other' please provide details						
11. Location of delivery	DL delivery of modules Delivery of the Degree Apprenticeship programme will use a hybrid model of online assessment workshops and online/face to face delivery for the masterclass sessions. Work based Learning Coaching sessions will be held remotely via MS Teams					
12. Proposed Start date	May 2022					
13. Reference points	QAA benchmark statements, business and management (2019) UK Quality Code (2018) FHEQ level 4, 5 & 6 descriptors (2014) FHEQ classification level 6 descriptor (2019)					
14. Apprenticeship standards	Supply Chain Leadership Professional Integrated Degree Apprenticeship (ST0548)					
15. Professional, Statutory & Regulatory Bodies (PSRB)	Chartered Institute of Logistics & Transport (CILT) Chartered Institute of Procurement & Supply (CIPS) Association of Supply chain management (ASCM)					

16. Programme aims

This programme aims to equip students with a knowledge and understanding of logistics and supply chain functions and how these interrelate within the wider strategic and operational context. Additionally, students will be given the opportunity to develop a range of generic and specialist skills applicable to the contemporary logistics and supply chain environment. The Supply Chain Leadership Professional Integrated Degree Apprenticeship will enable the Apprentices to develop a portfolio of evidence that demonstrates effective implementation of the Knowledge, Skills and Behaviours in the work place.

To achieve these overarching aims, students will:

- Comprehend the role and purpose of logistics and supply chain operations in the wider globalised business environment.
- Critically analyse the theory and practice relating to the role of logistics and supply chain management within organisations.
- Develop and evaluate effective solutions and plans to respond to operationally focussed business challenges and problems
- Develop a critical understanding of complex logistics and supply chain operating environment.
- Critically analyse and apply knowledge of logistics and supply chain management theoretical models to complex issues, both systematically and creatively, to improve business and management practice.

17. Programme Entry Requirements

To be eligible for the Supply Chain Leadership Professional Integrated Degree Apprenticeship applicants must have either:

- Passes in two subjects at GCE A-Level or equivalent, plus three passes at grade C or above (4-9) in three subjects at GCSE level or a completed recognised Access Programme or equivalent
- For students whose English is not their first language, IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent.
- Be in employment in a job with responsibilities aligned with the Apprenticeship Standard
- Have evidence of funding eligibility from their employer
- Be a UK/EAA resident for at least three years prior to starting the Apprenticeship
- Evidence of GCSE Maths and English A* -C (9-4) or commit to completing Functional Skills Level 2 in Maths and English

18. Graduate Attributes:

The concept of the Arden University Graduate based upon the definition of “graduate attribute” by Bowden et al (2000) has been developed around 6 attributes:

- 01 Discipline Expertise
- 02 Effective Communication
- 03 Responsible Global Citizenship

04 Professional Skills
05 Reflective Practitioner
06 Lifelong Learning

The Means by which Graduate Attributes are Achieved and Demonstrated

- 1 - Discipline Expertise: achieved through and demonstrated through:
 - Gathering, sharing, and consolidating relevant theory via self-study, peer to peer exchanges and discussions, tutor feedback, case study analyses, independent study, and practical applications
 - Drafting, constructing, and commenting upon business documents and applications
 - Adopting a research informed approach to learning, assessments, and individual and collaborative exercises
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- 2 - Effective Communication: achieved and demonstrated through:
 - Participation in team-based activities and tasks
 - Online collaborative exercises, discussions, and presentations
 - Peer to peer exchanges and feedback
 - Tutor feedback discussions
 - Collaborative case study analyses
- 3 Responsible Global Citizen: achieved and demonstrated through:
 - Identifying regulatory and ethical issues applicable to accounting and finance
 - Reflecting upon “best practice” approaches and strategies
 - Evaluating accepted business practice, codes of conduct and protocols
 - Exploring international case studies
- 4 Professional Skills: achieved and demonstrated through:
 - Drafting, constructing, and commenting upon business “work products,” systems and policies
 - Participating in “mock” business practices and situations including role plays and business simulations
 - Critiquing own outputs and assessments
 - Diagnosing business problems
- 5 – Reflective Practitioner: achieved and demonstrated through:
 - Reflecting upon exercises and tasks
 - Reflecting upon case studies and business simulations
 - Formulating PDPs and personal SWOT analyses
- 6 – Lifelong Learning: achieved and demonstrated through:
 - Developing a foundational knowledge of developments in business and management
 - Developing a personal development plan (PDP) and career strategy

19. Learning, teaching and assessment methods and strategies

The programme draws upon an eclectic mix of teaching methods and assessment strategies. Teaching strategies and assessments methods are based around blended and online interventions.

Learning and Teaching

In line with Arden University's "digital first" teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including; specialist software, simulations, discussion fora, social media channels, collaborative tools, webinars and e-presentation software.

Teaching is designed to engage and inspire students via a range of innovative activities and retains a "real world" focus using interventions such as contemporary case studies and industry data sets. Teaching is largely student led; learners are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, datasets, case and study materials and act upon tutor feedback as they develop their knowledge of and skills in business management.

Teaching activities may require students to work both collaboratively and individually, analyse case studies, participate in simulation exercises, devise solutions to "real world" problems by producing "work products", exchange peer to peer feedback and reflect upon their own work experiences (where applicable). Teaching is enriched by a programme of industry guest lectures.

Assessment

The assessment strategy similarly centres on a strong alignment with real world organisational and business practice and embraces a range of assessment methods including work related products, presentations, portfolios, reflections, time constrained assessments, report writing and case studies. Students are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real business situations and indicate the requisite levels of academic rigour required at levels 4 – 6.

The programme culminates in the submission of the independent study assessment that builds upon content examined and skills developed in the taught modules.

20. Methods and strategies for the management and oversight of Apprenticeship elements of this programme

Knowledge, Skills and Behaviours (KSBs): All KSBs associated with the Degree Apprenticeship are mapped against the relevant Degree module Learning Outcomes to ensure Apprentices gain a solid understanding of the Apprenticeship Standard's competencies. Each module guide also provides information on which KSBs are linked to the module and how they are assessed at the End Point Assessment. The three masterclasses delivered during the module delivery block explore the linked KSBs in more depth and enable the Apprentices to gain an understanding of how the KSBs apply in the workplace

Employer Support & Liaison: The work Based Learning Coach will meet with the Apprentice every 6 weeks to review progress and once per quarter with the employer and the Apprentice to review the

Apprentice's performance on the Degree Apprenticeship and address any areas of concern the employer may have and to ensure that the Apprentice continues to have 20% Off the Job time

Fundamental British Values: Arden University promotes Fundamental British Values through its academic workshops and masterclasses and via the Work Based Learning Coach reviews. These sessions seek to create opportunities for Apprentices to apply their understanding of FBV to relevant situations and contexts and to encourage Apprentices to respect each other and their differences, including with regard to protected characteristics outlined in the Equality Act 2010

Safeguarding: Arden University's role in terms of Safeguarding is to:

- Ensure all staff involved in the delivery of Apprenticeship provision, either directly or indirectly, are enhanced DBS checked prior to engaging with the Apprentices
- Ensure that the Safeguarding policy is applied to all learning settings.
- Ensure that apprentices understand the aims of Safeguarding how it protects them and how they can access support
- Promote a culture which promotes safeguarding, reducing the potential for harm to be caused or threatened
- To work with employers to ensure that they are aware of their obligations, as well as the University's so that apprentices are protected in all cases
- To work with employers when concerns are raised, ensuring that outcomes are reached and implemented to protect the apprentice(s) involved.
- Be available for apprentices to ensure they feel they can always raise concerns that they have
- Ensure that any external speakers are approved.

Prevent: The University's role is to:

- Ensure that all staff are aware of the Prevent duty and the obligations they are required to meet to enable this
- Have rigorous processes and procedures to ensure that they meet statutory requirements and government guidance
- Provide clear channels for apprentices to discuss and raise concerns, so that these can be considered in a non-discriminatory, open environment
- Ensure prompt response to any concerns raised

'Off the Job' Time: The programme is scheduled to allow Apprentices to study along work commitments, with employer support. Each Apprentice is provided with a Learner Plan which details all activity submission deadlines and milestones from induction through to the final Gateway meeting and End Point Assessment. The e portfolio system (Bud) records all OTJ activities and the Work Based Learning coaches meet with the Apprentices to ensure that all activities are completed by the submission date

21. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to:		
1. Identify the key skills, technologies and competencies required to lead and drive supply chain behaviour including virtual networks	Through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activities drawing upon a range of academic and professional body source materials; students thus have multiple opportunities to gather knowledge of core concepts. (LOs 1, 2,3, 4, 5, 6 & 8) (GA1)	Formative Feedback – informal Students will have multiple informal opportunities to receive formative feedback as they navigate the programme. The Arden virtual learning environment (VLE) is highly interactive and features embedded tools to facilitate peer to peer and student to tutor discussion opportunities, examples include discussion fora, interactive exercises and activities, self-assessment tools and reflective activities. (LOs 1-8) (GAs 1 – 5) Formative opportunities – formal As well as the plentiful opportunities for informal feedback, formative occasions will also be scheduled: Students will be given opportunities
2. Analyse external organisational environments and influences.	Throughout the programme, the student is encouraged to develop intellectual skills further by undertaking further independent study and research, i.e., in addition to “directed study” and learning.	
3. Apply the principles of logistics and supply chain management in a range of global contexts	(LOs 1, 2, 3, 4, 5, 6 & 8) (GA5 & 6)	
4. Develop a critical understanding of the role and purpose of logistics and supply chain management and how they relate and interact with the wider environment.	Analysis of real-world cases; using diagnostic skills to evaluate business and organisational performance and effectiveness. (LOs 2, 3, 4, 5, 6 & 8) (GA4,6)	
5. Identify and analyse relevant and robust logistics and supply chain operational solutions to meet the challenges presented by the	Independent and directed student study, supported throughout by comprehensive classroom based and online multi-media teaching materials, activities, simulations, and resources. (LOs 1, 2, 3, 5 6 & 8) (GA1)	

contemporary business environments.		
6. Evaluate logistics and supply chain management practices and identify areas of strength, weakness and concern	Discussion in class and online forums where students discuss and critically engage with themes emerging from the materials they learn from; this might include business problems, case studies, simulations, datasets, and industry reports. (LOs 1, 2,3, 4, 5, 6 & 8) (GA2,4)	to share draft sections of assessments with tutors and (in some modules) peers to garner feedback and guidance. This feedback can then be incorporated in submissions for the summative assessments. Students may also be able to draft plans and outlines for assessment items and receive tutor and peer feedback in a similar manner. (LOs 1-6) (GAs 2 & 5)
7. Develop a set of generic “life” skills including, self-awareness and management, research, argumentation, numeracy, critical thinking, and analytical ability.	Problem solving and diagnostic skills are developed throughout the programme by formative assessment tasks including problem analyses, drafting business documents and reports, analysing case studies, ethical dilemma exercises, data analyses and self-assessments. (LOs 2, 5, 6 & 8) (GA1, 4, 5)	
8. Evaluate logistics and supply chain management methodologies and theoretical models		
9. to make appropriate, justified choices	Engaging in reflection on study activities such as: feedback (peer and tutor), cases, academic texts and articles, activities, and simulations.	The virtual learning environment (VLE) enables students to engage in targeted online discussions relating to specific aspects of the programme

<p>GA1 Discipline Expertise Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.</p>	<p>Practical business skills are further developed and integrated through a series of in-class and online activities intended to test practical ability, these can include group forums and activities, drafting business documentation, engaging in simulation exercises and informal peer assessment. (LOs 4, 7 & 8) (GA5)</p>	<p>modules, for example, project risks, quality management and social responsibility. Students are encouraged to not just post discussion items in the relevant fora but also to ensure they comment on posts uploaded by their peers. (LOs 1-6) (GAs 2 & 5)</p>
<p>GA2 Effective Communication Effectively communicate both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.</p>	<p>Group discussions and exercises in class and on the online forum promoting argumentation, listening, leadership and team working skills. (LOs 5, & 7) (GA1, 2 & 4)</p>	<p>Students will have access to academic staff in all the modules they study. These staff include subject matter experts (lecturers) and study support tutors. Students are invited to attend synchronous learning activities relating to both these areas (academic content and study support) including online lectures, guest lectures, webinars, and other activities. They will also have opportunities to arrange one to one meeting, normally conducted via video conferencing software, where they can discuss specific areas of concern with the tutor(s) (LO1- 8 (GA2 & 3).</p>
<p>GA3 Responsible Global Citizenship Understand global issues and their place in a globalised economy, ethical decision-making, and accountability. Adopt self-awareness, openness, and sensitivity to diversity in culture.</p>	<p>Considering employability and career development options, strategies, and challenges by conducting self-audits, personal SWOT analyses and developing personal development plans. (LOs 1, 7 & 8) (GA3, 5 & 6)</p>	<p>Summative assessments used on the programme include:</p>
<p>GA4 Professional Skills Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.</p>		

<p>GA5 Reflective Practitioner Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions.</p> <p>GA6 Lifelong Learning Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.</p>		<p>Reflections and development plans (GA6)</p> <p>Producing “work type products” (LOs 1,2 & 5) (GAs 1-4)</p> <p>Case study analyses (LOs 1 -5) (GAs 3 &4)</p> <p>Individual presentations (LOs 1, 2 & 5) (GAs 2 & 4)</p> <p>Group assignments and presentations (LOs 1, 2 & 5) (GAs 2 & 4)</p> <p>Reflections (LOs 2,3,4, 7 & 8)</p>
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22. Summary of modules and mapped programme learning outcomes

Level	Module title	Module type <i>Compulsory (C)</i> or <i>Optional (O)</i>	Identified pinned modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	GA1	GA2	GA3	GA4	GA5	GA6
L4	Business Research Methods and Analysis	C	P		X	X		X		X		X		X		X	
	Business Consulting	C	P		X			X		X			X		X		X
	Principles of Procurement and Contract Management	C			X		X	X	X	X		X	X				
	Governance in a Global Business Environment	C		X	X		X		X	X				X			X
	Introduction to Project Management	C		X	X	X		X	X	X		X		X			
	Principles of Professional practice	C				X	X	X	X			X				X	X
L5	Operations & Supply chain management	C	P	X	X	X	X	X	X		X	X	X				
	Agile and Hybrid Project Management	C	P	X	X	X		X	X	X	X	X	X		X	X	

	Sustainable & circular supply chains	C			X	X	X	X	X		X			X			
	Applied logistics Management	C		X	X			X	X	X							X
	Operational risk & resilience	C		X		X	X		X	X	X		X		X		X
	Advanced professional practice	C			X	X		X	X	X			X			X	X
L6																	
	Digital Supply chain 4.0	C	P	X		X		X	X			X	X				
	Strategic supply chain management	C		X	X	X	X		X		X		X	X			
	Social Value Supply Chain	C		X			X		X	X	X		X		X	X	X
	Final Project (including End Point Assessment)	C		X	X	X	X	X	X	X	X	X				X	

23. Summary of modules and mapped Apprenticeship Standards and Knowledge, Skills & Behaviours to proposed programme

#	Module	Learning outcome	Area of work Knowledge	Area of work Skill	Area of work Behaviour
1	<p>Business Research Methods and Analysis</p> <p><u>Summary</u> Modern day business requires operations teams (Projects, Logistics & Supply chain) require future leaders that are critical thinkers. It is these critical thinkers who will champion new opportunities for business growth and proactively reduce risk, build resilience and craft enterprising opportunities. This module will begin the journey of research understanding.</p> <p><u>Aims</u> The purpose of the module is to introduce students to business and management research methods that relate specifically to the areas of Project Management, Logistics operations and Supply chain management. It [module] will assess a student's ability to conduct independent research, through the application of managerial concepts and research techniques to a significant organisational issue or problem. Students must identify and obtain their own research resources as an integral part of the research methods requirement. Students will be expected to use online databases to retrieve relevant journal articles, to make judicious and critical use of any unpublished literature, and to use other sources of evidence as appropriate to report writing (e.g. technical reports, government reports). Students undertaking the module will receive additional support including: a comprehensive student guide; online material on undertaking a research project and how to write for differing formats and mediums (e.g. narrated PowerPoint presentations; pod casts); and tutor-led seminars on specific topics (e.g. designing data collection instruments; analysing</p>	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Critically appraise and evaluate the contribution primary and secondary data sources can make to research studies, particularly with respect to sampling, statistical analysis and data presentation techniques. 2. Select, evaluate and apply critical management thinking to an organisational issue or problem which is clearly linked to the subject specialism of the project or supply chain route being studied 3. Critically appraise and evaluate research undertaken by others 4. Undertake multidisciplinary research through the acquisition of skills relevant to the context of business and management 5. Effectively plan and undertake personal development including the awareness of an ethical and socially responsibly dimension to decision-making. <p>Learning and Teaching Objectives Depending upon the mode of study, there are a range of activities to develop programme members' proficiency in analysing delivery systems and processes in both individual and group situations. By the end of the module it is expected that programme members will be able to demonstrate their ability to:</p> <ol style="list-style-type: none"> 1. Critically reflect to support enhanced learning, selfawareness and interaction with others (LO2, LO3) 2. Respond to the major project using an informed and innovative professional approach to excel in new situations with flexible solutions to create the final outcome. (LO1) 	External Environment K14, K15	External Environment S17,18, S19	Enterprising B4

	quantitative and qualitative data; presentation of findings).	3. Manage time and work to deadlines be self-reliant generate concepts and communicate ideas effectively in visual, oral and written forms. (LO5) 4. Reflective practitioner (GA5): Develop critical analysis skills to reach reasoned and evidenced decisions, contribute problemsolving skills to find and innovate in solutions. (LO3, LO4)			
2	Business Consulting Introduction In this module will give comprehensive knowledge and understanding of the nature of business consultancy, the consulting process in theory and practice, and key strategies for enabling and facilitating change within organisations. The module content is illustrated and applied to real world business problems, providing transferable skills for business consulting, internal consultancy, and senior management roles. Aim The module focuses on understanding of the key characteristics of the consultancy industry, its market, and the distinguishing features of successful consultancy projects.	Module Learning Outcomes <ol style="list-style-type: none"> 1. Assess the principal academic theories, dominant market practices and popular conceptions of management consulting and management consultants. 2. Demonstrate comprehensive knowledge and understanding of the nature of consultancy, clients and the consulting process, and theories associated with facilitating change in organisations. 3. Discuss a range of key consulting methodologies, skills, and services, to develop a structured approach to managing consultancy interventions 4. Evaluate the practical application of management consulting in various business settings. 5. GA: Professional skills: demonstrate transferable skills that are essential to a career in PM, developing the core skills of complex problem-solving, critical thinking and analysis, as well as leadership and social influence. Learning and Teaching Objectives The Module LOs will be achieved by the activities outlined in Section 17 and by: <ol style="list-style-type: none"> 1. Analyse diverse business problems and scenarios (LO 1, 2, 4,5) 	External Environment K14, K15 Leadership K23, K24, K25	Operational Design S15, S16	Collaborative B2

		<ol style="list-style-type: none"> 2. Research and define a business situation and apply the knowledge, methodologies and skills required in order to satisfy client needs (LO 1, 2, 3, 4) 3. Effectively present information and formulate and deliver logical and precise arguments. (LO 4,5) 4. Assess and critically evaluate the effectiveness of different consulting interventions (LO 3, 4, 5) 			
3	Principles of Procurement and Contract Management <u>Summary</u> Organisations are gaining competitive advantages and efficiencies in procurement via the acquisition of superior information flows, the streamlining of repetitive tasks and cost reductions. <u>Aims</u> The module will give learners an understanding on the specifics of budgeting, profit and loss reporting and cash flow forecasting in complex supply chains, and how procurement processes impact across the supply-chain to ensure cost efficiencies, security of supply, continuity of service and mitigation of risk. It will further explore the range of sourcing strategies for managing cost, quality, service and time across supply chain networks that leverage, and capitalise on, supply chain assets to deliver financial targets. Learners will gain an appreciation of factors that drive cost efficiencies and service level improvements through the distribution network, while practising in a sustainable and ethical way all sourcing and buying decisions control information and material flow on-time and in-full. Lastly, the principles of inventory, supply and demand planning and associated metrics, such as on-time, in-full, error-free and on-shelf availability will be explored. As such methods of	Module Learning Outcomes By the end of the module it is expected that programme members should be able to: <ol style="list-style-type: none"> 1. Define the specifics of budgeting, profit and loss reporting and cash flow forecasting in complex supply chains (K7) 2. Identify how procurement processes impact across the supply-chain to ensure cost efficiencies, security of supply, continuity of service and mitigation of risk (K8) 3. Develop a critical evaluation of the range of sourcing strategies for managing cost, quality, service and time across supply chain networks (K9) 4. Assess the principles of inventory, supply and demand planning and associated metrics, such as on-time, in-full, error-free and on-shelf availability (K1) 5. Effective communicator (GA2): Critically evaluate methods of forecasting including effects of fluctuations and seasonality and use of scheduling techniques (K2) Learning and Teaching Objectives Depending upon the mode of study, there are a range of activities to develop programme members' proficiency in analysing delivery systems and processes in both individual and group situations. By the end of the module it is expected	Supply Network Design K4, K5, K6 Finance and Procurement K7, K8, 9	Finance and Procurement S8, S9, S10, S11	Collaborative B2

	forecasting including effects of fluctuations and seasonality and use of scheduling techniques. actively integrate and use data across enterprise lines will be reviewed in relation to applied use in a business context.	<p>that programme members will be able to demonstrate their ability to:</p> <ol style="list-style-type: none"> 1. Gather, analyse, interpret and use data from across the supply chain to propose and make effective decisions (S2) (LO1, LO4) 2. Examine the sustainable and ethical way all sourcing and buying decisions are made (S10) (LO3) 3. Assess and leverage, and capitalise on, supply chain assets to deliver financial targets (S8) (LO1, LO2) 4. Examine the drivers of cost efficiencies and service level improvements through the distribution network (S9) (LO2, LO5) 5. Develop a critical evaluation of the flows and control of information and material flow on-time and in-full (S11) (LO3) 6. be a persuasive negotiator and approachable by all partners and stakeholders in the end to end supply chain (B5) (LO1, LO2) 			
4	<p>Governance in a Global Business Environment</p> <p><u>Introduction</u></p> <p>The impact of national and international policy frameworks and legislation including employment, health and safety, security, environment, quality, common transport policy, tariff and taxes, trading protocols, customs classification, contracts and insurance all have a direct effect on the globalised supply chain operation. As such leaders need to be in a position to deliver guidance on meeting environmental and legal requirements and maintain a high regard for risk identification and reduction, and safety management. At the end of this module participants will be able articulate business purpose, values and establish key accountabilities for contract formation and negotiation. Additionally, participants will be able to demonstrate an understanding through critical evaluation of the ethical,</p>	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Appreciate the impact of national and international policy frameworks and legislation including employment, health and safety, security, environment, quality, common transport policy, tariff and taxes, trading protocols, customs classification, contracts and insurance (K19) 2. Understand the concepts of supply chain network coordination and leadership and their application to practice (K24) 3. Understand the ethical, environmental, political, social, economic, technological and legal implications of operating in a supply chain life-cycle (K15) 4. Evaluate the key ethical and governance theories that impact organisations in a range of international jurisdictions (K19) 	<p>External Environment K14, K15</p> <p>Law K19</p> <p>Leadership K23, K24, K25</p>	<p>External Environment S17, S18, S19</p> <p>Law S23, S24</p>	<p>Adaptive B1</p> <p>Motivating B6</p>

	<p>environmental, political, social, economic, technological and legal implications of operating in a supply chain lifecycle.</p> <p><u>Aims</u></p> <p>This module will allow students to develop their knowledge of corporate governance and legal principles. They will be given the opportunity to apply and explore these principles to a range of organisations. A range of ethical theories and principles that impact organisations will similarly be explored. Students will be requested to compare a range of global corporate governance systems and asked to evaluate the principles using case studies. Finally, they will explore and evaluate corporate social responsibility, social value and sustainability in a range of organisational contexts.</p>	<p>5. Lifelong learning (GA6): Diagnose legal, governance and ethical challenges in organisations (K14)</p> <p>Learning and Teaching Objectives</p> <p>Depending upon the mode of study, there are a range of activities to develop programme members' proficiency in analysing delivery systems and processes in both individual and group situations. By the end of the module it is expected that programme members will be able to demonstrate their ability to:</p> <ol style="list-style-type: none"> 1. Evaluate guidance on meeting environmental and legal requirements and maintain a high regard for risk identification and reduction, and safety B1management (S23) (LO1, LO2) 2. Articulate business purpose and values and establish key accountabilities for contract formation and negotiation (S24) (LO5) 3. Examine how communication assists with collaboration for supply chain and network imperatives with finance, HR, IT, sales and marketing functions and with key partners (S28) (LO3, LO4) 4. Assess and diagnose key legal, governance and ethical challenges that impact organisations using case studies (LO5) 5. Critically analyse how flexible changes to business requirements meet desires for achieving supply chain optimisation (B1) (LO1, LO2) 			
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5	<p>Introduction to Project Management</p> <p>Introduction This module introduces the management of projects and addresses the principles of managing successful projects. Its focus includes project governance, project methodologies, project lifecycle, and the role of the PMO and business-related behaviours associated with the profession of project management. From this you will gain clear insight into project management and completion, including the fundamental business skills and behaviours associated with project success.</p> <p>Aim The module aims to introduce the key concepts of project, programme and portfolio management (P3M). Students will understand the project life cycles, and how P3M is used to create strategic change.</p>	<p>Module Learning Outcomes On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of basic project variables/success criteria and the relationship to one and another to deliver successful project outputs. 2. Understand the situational context of projects 3. Evaluate a range of best practice concepts within different project management methodologies/approaches and their use in the Project lifecycle. 4. Demonstrate an understanding of the importance of roles and responsibilities in temporary organisation structures and evaluate the impact on different project approaches. 5. GA: Discipline Expertise. Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change. <p>Learning and Teaching Objectives The Module LOs will be achieved by the activities outlined in Section 17 and by:</p> <ol style="list-style-type: none"> 1. Assessing the impact of challenges within project management, using case understanding (LO 1, 2, 3, 4). 2. Developing appropriate best practice skills to meet the challenges of the contemporary project management environment (LO 2, 3). 3. Reflection on personal skills development through the use of relevant approaches, tools and techniques within project management (LO 4 and 5). 	Technology K16. K17, K18	Technology S20, S21, S22 Leadership S27, S28, S29	Collaborative B2
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6	<p>Principles of Professional practice (apprenticeship)</p> <p>This module provides an opportunity for the Apprentices to analyse and reflect upon their professional skills and knowledge and encourages the development of transferable skills relevant to the attainment of the individual's goals. It also allows students to develop skills in self-management and leadership. Students will be required to assess their existing skills in project management, enabling them to build on these skills using appropriate models and techniques in order to enhance their current performance, in addition to developing skills for future personal and career development. The emphasis is on both the learners' individual needs and how these make an effective contribution to teamwork management and the demands of the workplace. Finally, some practical considerations are made relating to specific communication skills, including how to present information in an appropriate way for the target audience and purpose, how to conduct effective interviews for various purposes and how to successfully manage meetings both in the chair and as a participant.</p>	<p>Module Learning Outcomes on successful completion of this module students will be able to</p> <ol style="list-style-type: none"> 1. Identify the key transferable skills required within the workplace 2. Employ a self-assessment approach for identifying personal learning and development needs, enabling better-informed judgements to be made regarding project management choices. 3. Describe a work- based problem within the organisation and propose a project management plan to address the issue. 4. Provide evidence of managerial and team working skills in a vocational context. 5. GA: Reflective Practitioner. Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions <p>Learning and Teaching Objectives Activities undertaken will provide students with a range of formative opportunities: discussions on the group learning space, group seminar sessions, and draft feedback. In particular these will refer to leadership, learning styles, communication, reflection, motivation and presentation skills.</p>	Leadership K23, K24, K25	Leadership S27, S28, S29	Influential B5
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7	<p>Operations & Supply chain Management</p> <p><u>Summary</u> Technological innovations are transforming global supply chains. As such Operations and Supply chain management practices are needing to evolve to meet this challenge by harnessing and applying new technologies to drive logistical and operational efficiencies. This module provides an introduction to the fundamentals of Operations and Supply chain, explores the concepts of historic operations management theories in the context of the modern digitised global supply chain context.</p> <p>The module will focus on the concepts of the operations and supply chain management in terms of the impact these areas have on manufacturing and service aspects of modern business.</p> <p>The module is designed to enable an understanding of the:</p> <ul style="list-style-type: none"> - alignment of operating system and process design to the strategic requirements of organisations - implement process change through the application of project management techniques - evaluate and improve the ongoing delivery of goods and services 	<p>Module Learning Outcomes on successful completion of this module students will be able to</p> <ol style="list-style-type: none"> 1. evaluate critically the applicability of module concepts to specific organisational contexts in a multi-channel cross border supply chain (K10) 2. describe, analyse and evaluate the design of delivery systems and processes using appropriate models and frameworks (K11) 3. describe, analyse and evaluate the performance of delivery systems and processes using appropriate models and frameworks to outline commercial, ethical and social context of supply chain management (K12) 4. identify opportunities to improve delivery performance and design appropriate strategies for achieving that improvement (K13) 5. Reflective practitioner (GA5): employ operations management techniques to manage novel activity to realise benefits from process change in a complex environment (K10) <p>Learning and Teaching Objectives Depending upon the mode of study, there are a range of activities to develop programme members' proficiency in analysing delivery systems and processes in both individual and group situations. By the end of the module it is expected that programme members will be able to demonstrate their ability to</p> <ol style="list-style-type: none"> 1. communicate their analysis clearly and confidently, through written reports (S16) (LO2) 2. work autonomously, as well as collaboratively, managing their process of study, prioritising appropriately (S13) (LO1) 3. manage the research process to gather required information and data with minimum of guidance (S16) (LO4, LO5) 4. select and use appropriate tools, models and frameworks to develop a critical analysis of a business situation (S15, S16) (LO3) 	<p>Capacity Planning and Forecasting K1. K2, K3</p> <p>Inventory K10, K11</p> <p>Operational Design K12, K13</p>	<p>Capacity Planning and Forecasting S1. S2, S3, S4</p> <p>Inventory S12, S13, S14</p> <p>Operational Design S15, S16</p>	Adaptive B1
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8	<p>Agile and Hybrid Project Management</p> <p><u>Introduction</u> The rate of businesses changing their Business As Usual (BAU) activities is growing. Consequentially, project implementations may have shorter project horizons and increased complexity. The nature of these projects require more flexibility and agility in project approaches. However, shifting some of the basic understanding on how to control and manage projects needs to be carefully considered and understood</p> <p><u>Aim</u> This module focuses on the various agile and hybrid approaches to deliver successful projects in an increasingly volatile, uncertain, complex and ambiguous (VUCA) business environment. As such the emphasis will be on establishing an agile mindset.</p>	<p>Module Learning Outcomes On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the use of methodologies in the implementation of projects with agile lifecycles 2. Understand planning for success within iterative life cycles (PMQ-LO6) 3. Differentiate between traditional and agile tools and techniques during project implementation 4. Evaluate project lifecycles and the subsequent advantages and challenges which arise from the use of agile approaches in project management 5. GA: Reflective Practitioner. Students will undertake critical analysis and reach reasoned and evidenced decisions. They will contribute problem-solving skills to find innovative solutions. <p>Learning and Teaching Objectives The Module LOs will be achieved by the activities outlined in Section 17 and by:</p> <ol style="list-style-type: none"> 1. Differentiate between an agile and traditional project management mindset (LO:1,2,3,4,5) 2. Outline the change in project pressures and performance targets for agile and hybrid approaches (Iterative approaches) (LO:1,3,5) 3. Outline the roles and responsibilities that be more suitable for iterative development (LO:1,4,5) 4. Describe how resources are categorised and allocated to an iterative life cycle schedule PMQ-LO8.4); (LO:1,4,5) 5. Understand AgileFrame® and contextualise the framework. (LO: 1 and 5) 	<p>External Environment K14, K15</p> <p>Technology K16, K17, K18</p>	<p>Technology S20, S21, S22</p> <p>Reverse Logistics S25, S26</p> <p>Leadership S27, S28, S29</p>	<p>Adaptive B1</p> <p>Collaborative B2</p>
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9	<p>Sustainable & circular supply chains</p> <p><u>Introduction</u></p> <p>The contemporary business environment is being transformed by an increasing emphasis on business's impact on the natural world. The concepts of climate change and sustainability are now mainstream considerations for all sectors of activity to the point that environmental and humanitarian concerns must now be kept in balance with the commercial focus on efficiency and profit.</p> <p>This module will focus on ways in which sustainability and circularity can be embedded into the way logistics and supply chain operations are formed, monitored and managed, and with the ways in which increasing digitalisation can be harnessed to reinforce this.</p> <p><u>Aims</u></p> <p>Learners will gain an appreciation of the applied practice related to sustainable and ethical sourcing decisions enabling greater supply chain asset use to deliver financial targets. The module will introduce innovative distribution, delivery and return methods while managing risk against sustainability metrics. Methods of forecasting including effects of fluctuations and seasonality and use of scheduling techniques will be revised, alongside the value of targeted research on sustainable and circular supply chain dynamics. Differing commercial, environmental, ethical and social models related to applied aspects of manufacturing, storing and distributing across extended supply chains will be reviewed. Exploration of optimal supplier to customer supply chain ratios, which feed into an ability to understand and implement change in response to changes in production, scheduling and demand.</p>	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Critically evaluate different commercial, environmental, ethical and social contexts of manufacturing, storing, distributing and selling across an extended supply chain (K12) 2. Define the optimal sustainable supplier to customer supply chain infrastructure/process (K13) 3. Critically evaluate the importance of tracking, recycling and building in asset management processes into e-commerce practices (K20, K21) 4. Evaluate the use of the 7 R's of sustainability with respect to make-buy, sourcing and resource decisions within global supply chain operations (K9, K22) 5. Reflective practitioner: prepare supporting documentation and evidence to support best practice sustainable supply chain operations (K25) <p>Learning and Teaching Objectives</p> <p>Depending upon the mode of study, there are a range of activities to develop programme members' proficiency in analysing delivery systems and processes in both individual and group situations. By the end of the module it is expected that programme members will be able to demonstrate their ability to:</p> <ol style="list-style-type: none"> 1. Define how the introduction of innovative distribution, delivery and return methods while managing risk can effect sustainability (S25) (LO2) 2. implement the 7 "R's" of sustainability: remove, reduce, reuse, renew, recycle, revenue and read (S26) (LO3, LO4) 3. Identify how to implement change in the supply chain in response to changes in production, scheduling and demand, through building collaboration strategies across geographically dispersed logistics actors (S15, S16) (LO4, LO5) 4. Design and evaluate cost efficiencies and service level improvements leading to sustainable and circular global distribution networks (S9) (LO5) 5. Critically evaluate the role of ethics and reputation have in relation to sustainable development in a global supply chain community (B6) (LO1, LO4) 	<p>Finance and Procurement K7, K8, K9</p> <p>Operational Design K12, K13</p> <p>Reverse Logistics K20, K21, K22</p>	<p>Finance and Procurement S8, S9, S10, S11</p> <p>Operational Design S15, S16</p> <p>Reverse Logistics S25, S26</p>	<p>Motivating B6</p>
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10	<p>Applied logistics Management</p> <p><u>Introduction</u></p> <p>The principal aim of the module is to prepare students with advanced knowledge and practice of logistics and supply chain network dependencies and measurement within global business environments. It also develops the essential skills to apply the knowledge when facing or anticipating real-world business situations, with a focus on the network design, evaluation, finance and measurement of performance in the applied logistics environment.</p> <p><u>Aims</u></p> <p>The module will take learners through the nature and scope of technologies that can drive supply chain behaviour including virtual networks, including the benefits of modelling and simulation as a key enabling tool when applied to supply chain management problems. Furthermore, the principles of inventory, supply and demand planning and associated metrics, such as on-time, in-full, error-free and on-shelf availability will be reviewed. Learners will gather, analyse, interpret and use data from across the supply chain to propose and make effective decisions, including abilities to source and plan optimal transport solutions that integrate and use data across differing enterprise systems.</p>	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Define methods of forecasting including effects of fluctuations and seasonality and use of scheduling techniques that connect to the end-end movement of goods through a globalised supply chain (K1, K2) 2. Critically evaluate the nature and scope of technologies that can drive supply chain behaviour including virtual networks (K16) 3. Define the benefits of investment modelling and simulation as a key enabling tool when applied to supply chain management problems (K17, K18) 4. Reflective practitioner (GA5): Critically evaluate the value of targeted research on supply chain dynamics (K3) <p>Learning and Teaching Objectives</p> <p>Depending upon the mode of study, there are a range of activities to develop programme members' proficiency in analysing delivery systems and processes in both individual and group situations. By the end of the module it is expected that programme members will be able to demonstrate their ability to:</p> <ol style="list-style-type: none"> 1. Gather, analyse, interpret and use data from across the supply chain to propose and make effective decisions with global logistics infrastructure (S1, S2) (LO3) 2. Define the data requirements for global intermodal planning along with the cross functional enterprise systems and barriers to seamless integration (S3, S4) (LO1, LO3) 3. Identify next generation technology systems that are disruptive/game changing in their approach to delivering sustained business change (S20, S21) (LO1, LO4) 4. Critically evaluate the benefits that data transfer and technology has in building connected, traceable and ethical supply chain operations (S22, S26) (LO4) 	<p>Capacity Planning and Forecasting K1, K2, K3</p> <p>Technology K16, K17, K18</p>	<p>Capacity Planning and Forecasting S1, S2, S3, S4</p> <p>Technology S20, S21, S22</p>	<p>Enterprising B4</p>
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11	<p>Operational risk & resilience</p> <p><u>Introduction</u></p> <p>The purpose of this module is to provide future business managers with an introduction to risk and resilience. It also enables the students to understand the workings of holistic supply chains and the required managerial decisions and how these intercede with risk mitigation strategies and resilience planning.</p> <p><u>Aims</u></p> <p>The module aims to develop learners understand of risk and resilience building matching current and future innovations with business needs including technological, resource and infrastructure needs against the international trade context. Additionally, the module demonstrates the challenges supply chain management has in relation to geopolitical risks. It further moves toward the aspects of resilience building through the deployment of digital infrastructure across extended supply chain actors, and looks to the key areas of risk and how these can be understood and potentially prevented. Lastly, the module will delve into the human behaviours and interactions that sit around the subject area of fraud, pilferage and review the aspects of loss prevention in the global supply chain. Delegates will develop an understanding of sector specific applied approaches to this thematic area and how support mechanisms are being developed to assist the leaders of the future instil greater resilience into their global supply chain operations.</p>	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Investigate and evaluate key concepts and frameworks of risk and resilience in relation to value/supply chain systems, making appropriate use of relevant data sources. (K17) 2. Develop a deep understanding of the opportunities and constraints in the supply chain with a focus on risk and resilience. (K18) 3. Demonstrate originality and initiative in problem solving for supply chain management evaluation and resilience building, making use of real life case studies. (K23) 4. Lifelong learning (GA6): Relate theory to practice in the supply chain context and to apply quantitative and qualitative techniques to solve complex and conceptually challenging problems. (K24) <p>Learning and Teaching Objectives</p> <p>Depending upon the mode of study, there are a range of activities to develop programme members' proficiency in analysing delivery systems and processes in both individual and group situations. By the end of the module it is expected that programme members will be able to demonstrate their ability to:</p> <ol style="list-style-type: none"> 1. Critically assess the links between risk management and resilience in value chains. Identification of relevant data sources within value chain that can promote resilience (S20) (LO1, LO3) 2. Critically analyse information to identify patterns, trends and impacts on supply chain resilience (S23) (LO4) 3. Formulate processes and methodologies for analysing the impact of information on the resilience of value chain management. (S21) (LO3) 4. Make discriminating use of a range of learning resources to solve problems within the domain of holistic supply chain management connected to risk and resilience. (S29) (LO1, LO4) 	<p>Supply Network Design K4, K5, K6</p> <p>Technology K16, K17, K18</p> <p>Leadership K23, K24, K25</p>	<p>Technology S20, S21, S22</p> <p>Leadership S27, S28, S29</p>	
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12	<p>Advanced Professional Practice (Apprenticeship)</p> <p>This module introduces the concept of systematic and critical reflection. You will explore your role in your own workplace by reflecting on specific significant instances that provide opportunities for learning what, when, and why you do things, and how they affect you and those around you. You will learn about models of reflective practice and use some of these models to help you to critically reflect upon significant incidents from your experiences of working as a project or supply chain manager.</p>	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Review action plans and achievements and select appropriate significant incidents upon which to base your reflection and further study 2. Compare your own practice with examples of good practice from the literature 3. Understand theories of reflective practice and select and use an appropriate model to assist in your reflection of the significant incidents 4. Construct an outline plan for a structured programme of learning/ development which will address your individual learning and development needs and include within it appropriate learning outcomes 5. GA: Reflective Practitioner. Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions <p>Learning and Teaching Objectives</p> <p>Activities undertaken will provide students with a range of formative opportunities: discussions on the group learning space, group seminar sessions, and draft feedback. In particular these will refer to reflective techniques and critical evaluation of work based incidents</p>	Leadership K23, K24, K25	Leadership S27, S28, S29	<p>Collaborative B2</p> <p>Influential B5</p>
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13	<p>Digital supply chain 4.0</p> <p>Digital and other technologies are transforming global supply chains. Supply chain management practices are changing to meet this challenge by harnessing and applying new technologies to drive logistical and operational efficiencies. This module provides an introduction to supply chain fundamentals, explores the concept of the digital supply chain and discusses the accompanying technologies and ethical issues.</p> <p>Specialist business simulation software will be incorporated into the teaching strategy and will “bring to life” the theory and knowledge covered in the module.</p> <p>The module will focus on the concept of the digital supply chain management in terms of the impact of digital technology on conventional supply chains and upon the emerging digital product and service supply chains.</p> <p><u>Aims</u></p> <p>The module aims to:</p> <ul style="list-style-type: none"> - provide an overview of contemporary supply chain management practice and issues - differentiate between digital supply chain management and digital product supply chain management - evaluate the main technological and digital disrupters impacting supply chains - consider the roles of Big Data and data analytics in enhancing supply chain efficiency - appreciate the importance of ethical decision making, resilience and regulations in supply chain decision-making. 	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Evaluate fundamental supply chain principles in a range of organisational contexts 2. Evaluate the contribution of digital technology, Big Data sets and analytics in driving supply chain improvements 3. Critically assess the technological disrupters facing contemporary supply chains 4. Examine the ethical and regulatory issues associated with digital supply chain management 5. (GA) Responsible Global Citizenship .Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt selfawareness, openness and sensitivity to diversity in culture <p>Learning and Teaching Objectives</p> <p>The Module LOs will be achieved by the activities outlined in Section 17 and by:</p> <ol style="list-style-type: none"> 1. The exploration of a range of business models, tools, digital technologies and strategies applicable to digital supply chain management (LO1, 2 & 5) 2. A critical assessment of the various technological enablers and disrupters relevant supply chains including software appraisals and case study analyses (LO3 & 5) 3. Engagement with business simulation exercises and tasks (LO1, 2, 3, 4 & 5) 4. The examination of ethical, legal and regulatory framework specific to the digital supply chain environment using case study analyses, evaluation of industry codes of practice and group exercises. (LO4) 	<p>Supply Network Design K4, K5, K6</p> <p>Inventory K10, K11</p> <p>Technology K16, K17, K18</p>	<p>Supply Network Design S5, S6, S7</p> <p>Inventory S12, S13, S14</p> <p>Technology S20, S21, S22</p>	<p>Adaptive B1</p>
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14	<p>Quality Management</p> <p>Introduction</p> <p>The quality management module will explore the principles of quality management and how they can be translated into actions that support project management success. You will gain knowledge of traditional and agile quality management frameworks, measuring performance indicators, and integrating high quality project deliverables. Through this, you will learn how quality assurance and control are essential to improving project management processes</p> <p>Aim</p> <p>The module focuses on quality control processes, tools and working practices. Furthermore, this module is mapped against the apprenticeship standard, APM recognised assessment competencies and components of the PMQ qualification.</p>	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Critically define quality management, quality tools and techniques within the context of delivering successful projects. (PMQ-LO11) 2. Critically analyse how to apply quality management frameworks and monitor their impact in a project environment. (KSB: K_QM) 3. Distinguish how to deliver quality within different project environments including assurance, control and continuous improvement of deliverables, processes and procedures. (KSB: K_QM) 4. Critically define engagement activities with stakeholders to create a quality assurance process for a project. Synthesise typical quality processes for a project (RA-E19-1and2) 5. GA: Discipline Expertise. Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change. <p>Learning and Teaching Objectives</p> <p>The Module LOs will be achieved by the activities outlined in Section 17 and by:</p> <ol style="list-style-type: none"> 1. Identify, achieve and maintain quality standards appropriate to the context and specific requirements of project activities. (KSB: S_CPTTCQ) (LO:1,2,3,5) 2. Explain what is meant by quality planning and critically analyse approaches for developing quality management plans (RA-E19-TK1.3) (PMQ-11.1) (LO:1,2,3,4,5) 3. Differentiate between quality control and quality Assurance (PMQ-11.2) (LO:1,5) 4. Analyse the characteristics of effective quality management processes and evaluate the importance and potential sources of effective quality indicators (RA-E19-TK1.1-1.2) (LO:4,5) 5. Evaluate principles and practical implications of continual improvement (RA-E19-TK2.2) (LO:4,5) 	<p>Finance and Procurement K7, K8, K9</p> <p>External Environment K14, k15</p>	<p>Operational Design S15, S16</p>	<p>Co-operative B3</p>
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15	<p>Strategic supply chain management</p> <p>The principal aim of the module is to prepare students with advanced knowledge and practice of logistics and supply chain network dependencies and measurement within global business environments. It also develops the essential skills to apply the knowledge when facing or anticipating real-world business situations, with a focus on the network design, evaluation, finance and measurement of performance based on strategic decision making processes.</p> <p>Aims</p> <ol style="list-style-type: none"> 1. To evaluate various supply chain and logistics management strategies within globalized business environments 2. To apply key concepts within supply chain logistics network design, distribution and fulfillment systems 3. To critically discuss sustainability, ethical and cultural differences when reaching supply chain logistics strategic decisions 4. To evaluate appropriate software and technological tools in the design of network and fulfilment systems 5. To develop problem solving, team working, presentation and practical skills 	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. develop differentiated supply chain strategies aligned to relevant business unit or function to achieve longterm sustainable growth (S5) 2. use end customer insight to design and evaluate endto-end supply chain networks (S6) 3. use current market and product information to influence and challenge supply chain network design (S7) 4. introduce innovative distribution, delivery and return methods while managing risk (S25) 5. (GA) Responsible Global Citizenship .Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt selfawareness, openness and sensitivity to diversity in culture (B5) <p>Learning and Teaching Objectives</p> <p>The Module LOs will be achieved by the activities outlined in Section 17 and by:</p> <ol style="list-style-type: none"> 1. The exploration of a range of tools and digital technologies to assist with the creation and management of a supply chain strategies (LO1, 2 & 5) 2. Critically assess various theoretical models and tools to derive good process management within a global supply chain network (LO3 & 5) 3. Engage with case study analysis to gain an appreciation of differing strategic supply chain models across alternative sectors (LO1, 2, 3, 4 & 5) 4. The examination of models, tool and theoretical frameworks that permit adoption of good governance with reverse logistics operations. (LO4) 	<p>Supply Network Design K4, K5, K6</p> <p>Reverse Logistics K20, K21, K22</p>	<p>Supply Network Design S5, S6, S7</p> <p>Reverse Logistics S25, S26</p>	<p>Influential B5</p>
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16	<p>Social Value Supply Chain</p> <p>Milton Friedman, back in the 1970s, famously said that “the social responsibility of business is to increase its profits”. Whilst this may once have been the overarching focus of most PLCs, the lines between profit and social conscience are no longer so easily defined. The buy in for social value shouldn’t just be about protecting an organisation’s reputation – there is significant business value that can be unlocked (as well as having a phenomenal impact on people’s lives) and this is the key to getting buy-in from your business. Being responsible doesn’t mean that you can’t increase profits or cut costs.</p> <p>Therefore, this module looks to equip the learner with an understanding of social value, how this can benefit differing stakeholders and the delivery of sustained difference for end-end supply chain management, alongside the leadership approaches to achieving social success.</p> <p>Aims</p> <ol style="list-style-type: none"> 1. To evaluate various supply chain and logistics operations and how these can deliver social value, both local and global 2. To apply key concepts within supply chain relating to social value 3. To critically discuss sustainability, ethical and cultural differences when looking to embed social value across end-end supply chains 4. To evaluate appropriate metrics for measuring the benefits to a wide ranger of stakeholders relating to social value <p>To develop a self-reflective approach to social value review</p>	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Appreciate the value of alternative solutions that impact positively on time and cost, on end users and all parts of the supply chain (K14) 2. Understand the ethical, environmental, political, social, economic, technological and legal implications of operating in a supply chain life-cycle (K15) 3. Understand the impact of national and international policy frameworks and legislation including employment, health and safety, security, environment, quality, common transport policy, tariff and taxes, trading protocols, customs classification, contracts and insurance (K19) 4. Identify the impact questions needed to account for impact (S23) 5. (GA) Responsible Global Citizenship .Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt selfawareness, openness and sensitivity to diversity in culture (B6) <p>Learning and Teaching Objectives</p> <p>The Module LOs will be achieved by the activities outlined in Section 17 and by:</p> <ol style="list-style-type: none"> 1. The exploration of a range of tools and processes to assist with the creation of social value and management of supply chains (LO1, 2 & 5) 2. Critically assess various approaches to derive good social value management within a global supply chain network (LO3 &, 5) 3. Engage with case study analysis to gain an appreciation of differing social value approaches that can be utilised within a global supply chain models (LO1, 2, 3, 4 & 5) 4. The examination of models, tool and theoretical frameworks that permit adoption of good governance with socially geared supply chain operations. (LO4) 	<p>External Environment K14, K15</p> <p>Law K19</p>	<p>External Environment S17, S18, S19</p> <p>Law S23, S24</p>	<p>Motivating B6</p>
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17	<p>Logistics & Supply chain research project</p> <p>The Logistics and supply chain module gives the learner the opportunity to plan and execute a substantial piece of independent work related to an applied logistics and supply chain business challenge. The subject matter is chosen by the learner, but will align to several taught modules studied earlier in the degree programme.</p> <p>The project will rely on substantive evidence from a work-specific task, such as (but not limited to) inventory reduction, use of lean practices or tracking multiple outcomes of a given supply chain process, to demonstrate the application of skills, knowledge and behaviours. The Project will be in relation to (but not limited to) business improvement, customer value, gaining competitive advantage, innovation, sustainability and / or demonstrate positive returns on investment</p> <p>Aim</p> <p>The aim is to make the learner responsible for the full sequence of project tasks, from concept to delivery. A supervisor guides the learner's thinking, especially in the critical early stages when the biggest decisions are usually taken. The supervisor reviews and approves the project concept and a short specification document, then reviews each draft chapter of the learner's report. The process also includes an ethics review.</p>	<p>Module Learning Outcomes</p> <ol style="list-style-type: none"> 1. Research a complex problem or situation relevant to the degree. 2. Review requirements for supply chain and network change using contemporary supply chain thinking (K23) 3. Critically evaluate the concepts of supply chain network coordination and leadership along with their application to practice (K24) 4. Analyse how supply chain visibility and brand appeal can be enhanced by enhancing knowledge exchange (K25) 5. Review the optimal supplier to customer supply chain structure (K13) 6. Critical review the principles of supply chain strategy and how this has an effect on business performance (K4) 7. Explore the range of alternative solutions that impact positively on stakeholders across the wider supply chain, including aspects of social value and sustainability (K14) 8. GA: Lifelong Learning - Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace 	Capacity Planning and Forecasting K1, K2, K3	Supply Network Design S5, S6, S7 Operational Design S15, S16	Enterprising B4
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		<p>Learning and Teaching Objectives</p> <p>The Module LOs will be achieved by the activities outlined in Section 17 and by:</p> <ol style="list-style-type: none"> 1. Critically evaluate the importance of understanding organisational strategies and constraints when developing a business case and analyse methods of establishing a benefits framework (K12, K14, K24, S5); (LO:1,2,3,4,5, 12,13) 2. Analyse different formats of a business case that could be used to engage with stakeholders to secure support and evaluate the importance of monitoring and refining operational processes (K7, K11, K13, S8, S9); (LO:1,2,3,4,5, 12,13) 3. Critically evaluate characteristics and limitations of different frameworks and methodologies as well as approaches to tailoring which could be used in a supply chain management context (K12, K15, K18, S2, S7, S21); (LO:1,2,3,4,6,11,12,13) 4. Critically evaluate the sources of information which could inform the selection of an appropriate framework and/or methodology and analyse the benefits and costs of prescribing frameworks/methodologies. (K16, K19, K25, S23, S28); (LO:1,2,3,4,6,11,12,13) 5. Evaluate cost tracking tools and techniques, limitations of cost estimation, importance of cash flow and cash flow forecasts in the context of supply chain management and suggest why the monitoring of the financial performance is important to business objectives (K1, K3, K6, K9, K14, K21, S1, S4, S7, S8, S11); (LO:1,2,3,4,7,11,12,13) 6. Analyse the risks and/or opportunities for the business based on a range of internal and external factors including legal and technological requirements showing an understanding of how they support the efficient operation of the supply chain taking account of business needs and/or objectives (K14, K15, K16, K17, K18, K19). (LO:1,2,3,4,8,11,12,13) 	<p>Supply Network Design K4, K5, K6</p> <p>Finance and Procurement K7, K8, K9</p> <p>Inventory K10, K11</p> <p>Operational Design K12, K13</p> <p>External Environment K14, K15</p> <p>Technology K16, K17, K18</p> <p>Law K19</p> <p>Reverse Logistics K20, K21, K22</p> <p>Leadership K23, K24, 25</p>	
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7. Critically evaluate the application of capacity planning and forecasting techniques, taking account of potential fluctuations, and these are used to demonstrate the feasibility of the proposals **(K1, K2, K3, K23, K24, K25) (LO:1,2,3,4,8,11,12,13)**
8. Explore the concepts of supply chain network coordination and leadership are effectively applied in practice to negotiate a proposal(s) that is acceptable to all key stakeholders. The project output(s) incorporates the principles of supply chain strategies, sustainable
9. practices and the specific needs of the product, market and customer to effectively address the feasibility of the design of new or adapted complex supply chain networks that meet business needs and/or objectives **(K4, K5, K6, K10, K11, K12, K13, K20, K21, K22) (RA-C5-TK1.1-2); (LO:1,2,3,4,9,11,12,13)**
10. Critically analyse and interpret complex information and data gathered from a range of relevant sources across the supply chain including the use of current market and customer insight together with product information to optimise business efficiency **(S1, S2, S3, S4, S5, S6, S7, S15, S16, B4). (LO:1,2,3,4,9,11,12,13)**
11. Demonstrate the importance of relationships between self and others across the supply chain when collaborating and communicating with others. Is able to demonstrate the effective use of a range of appropriate communication skills for different purposes in supply chain leadership contexts **(S23, S24, S28, B5, B6). (LO:1,2,3,4,10,11,12,13)**
12. Evaluate the ability to advance ideas and be creative and enterprising in the design of supply chain solutions **(S18, S19, S20, S21, S25). (LO:1,2,3,4,10,11,12,13)**

Grading Descriptors

End-Point Assessment method 1: a major work-based project report followed by (b) a project presentation to The Panel

Fail (demonstrates limited ability to meet the requirements of the assessment which may be evident in the following ways)	Pass (demonstrates competency in all knowledge, skills and behaviours)	Merit (a progression of the pass criteria - builds on the demonstration of pass criteria and surpasses the outcomes)	Distinction (builds on both pass and merit criteria, fully realises and develops assessment outcomes far beyond normal expectations)
Does not meet the pass criteria	<ul style="list-style-type: none"> ▪ The work based project output(s) take account of capacity planning and forecasting techniques and how concepts of supply chain network coordination and leadership are applied in practice (K1, K2, K3, K23, K24, K25). ▪ The output(s) incorporates the principles of supply chain strategies, sustainable practices and the specific needs of the product, market and customer in the design of new or adapted supply chains (K4, K5, K6, K10, K11, K12, K13, K20, K21, K22). ▪ The output(s) takes account of a range of internal and external 	<ul style="list-style-type: none"> ▪ The conclusion(s) for the work based project incorporates application of capacity planning and forecasting techniques, taking account of potential fluctuations. The concepts of supply chain network coordination and leadership are applied in practice to establish stakeholder perspective on the project focus. (K1, K2, K3, K23, K24, K25). ▪ The project output(s) incorporates the principles of supply chain strategies, sustainable practices and the specific needs of the product, market and customer to consider the feasibility of the design of new or adapted supply chain networks that takes account of business needs and/or objectives (K4, K5, K6, K10, K11, K12, K13, K20, K21, K22). 	<ul style="list-style-type: none"> ▪ The conclusion(s) for the work based project incorporates relevant and focussed application of capacity planning and forecasting techniques, taking account of potential fluctuations, and these are used to demonstrate the feasibility of the proposals (K1, K2, K3, K23, K24, K25). ▪ The concepts of supply chain network coordination and leadership are effectively applied in practice to negotiate a proposal(s) that is acceptable to all key stakeholders. The project output(s) incorporates the principles of supply chain strategies, sustainable practices and the specific needs of the product, market and customer to effectively address the feasibility of the design of new or adapted complex supply chain networks that meet

	<p>factors including legal and technological requirements showing an understanding of how they support the efficient operation of the supply chain network (K14, K15, K16, K17, K18, K19).</p> <ul style="list-style-type: none"> ▪ The work based project output(s) includes an analysis and interpretation of data gathered from across the supply chain that is used to support conclusions (S1, S2, S3, S4, S5, S6, S7, S15, S16, B4). ▪ Financial forecasting and/or reporting is used to validate conclusions (S8, S9, S10, S11, B2). 	<ul style="list-style-type: none"> ▪ The proposal(s) is based on an analysis of the risks and/or opportunities for the business based on a range of internal and external factors including legal and technological requirements showing an understanding of how they support the efficient operation of the supply chain taking account of business needs and/or objectives (K14, K15, K16, K17, K18, K19). ▪ The work based project output(s) include conclusion(s) and proposal(s) based on the analysis and interpretation of information and data gathered from a range of relevant sources across the supply chain (S1, S2, S3, S4, S5, S6, S7, S15, S16, B4). ▪ Financial forecasting or reporting is used to validate the conclusions, which promote opportunities for the business (S8, S9, S10, S11, B2). 	<p>business needs and/or objectives (K4, K5, K6, K10, K11, K12, K13, K20, K21, K22).</p> <ul style="list-style-type: none"> ▪ The proposal(s) is based on an indepth analysis of the risks and opportunities for the business based on a range of relevant internal and external factors including legal and technological requirements showing an indepth understanding of how they support the efficient operation of the supply chain to meet business needs and/or objectives (K14, K15, K16, K17, K18, K19). ▪ The work based project output(s) include conclusion(s) and proposal(s) drawn from the analysis and interpretation of complex information and data gathered from a range of relevant sources across the supply chain including the use of current market and customer insight together with product information to optimise business efficiency (S1, S2, S3, S4, S5, S6, S7, S15, S16, B4). ▪ Financial forecasting and reporting is used to validate the conclusions and feasibility of proposal(s), which promote opportunities for business growth and reduce supply chain related risks (S8, S9, S10, S11, B2).
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Assessment method 2: Viva examination, carried out by The Panel based on the apprentice's evidence portfolio

Fail (demonstrates limited ability to meet the requirements of the assessment which may be evident in the following ways)	Pass (demonstrates competency in all knowledge, skills and behaviours)	Merit (a progression of the pass criteria - builds on the demonstration of pass criteria and surpasses the outcomes)	Distinction (builds on both pass and merit criteria, fully realises and develops assessment outcomes far beyond normal expectations)
Apprentice has failed to meet the pass criteria.	<ul style="list-style-type: none"> ▪ Demonstrates the importance of relationships between self and others when collaborating and communicating with others. Is able to demonstrate effective communication skills in supply chain leadership contexts (S23, S24, S28, B5, B6). ▪ Demonstrates the ability to advance ideas in the design of supply chain solutions (S18, S19, S20, S21, S25). ▪ Demonstrates the ability to meet the challenges of supply chain operational management (S17, S22, S26, S27, S29, B1, B3). 	<ul style="list-style-type: none"> ▪ Demonstrates the importance of relationships between self and others across the supply chain when collaborating and communicating with others. Is able to demonstrate the use of a range of communication skills in supply chain leadership contexts (S23, S24, S28, B5, B6). ▪ Demonstrates the ability to advance ideas and be creative in the design of supply chain solutions (S18, S19, S20, S21, S25). ▪ Demonstrate the ability to meet the challenges arising from the supply chain through effective operational management of people and processes (S17, S22, S26, S27, S29, B1, B3). 	<ul style="list-style-type: none"> ▪ Demonstrates and promotes the importance of relationships between self and others, between functions and across the supply chain when collaborating and communicating with others. Is able to demonstrate the effective use of a range of appropriate communication skills for different purposes in supply chain leadership contexts ((S23, S24, S28, B5, B6). ▪ Demonstrates the ability to advance ideas and be creative and enterprising in the design of supply chain solutions (S18, S19, S20, S21, S25). ▪ Demonstrates the ability to meet the challenges arising from the supply chain through effective and efficient operational management of people and process in different contexts and situations. Is able to use their skills to respond effectively to a range of changing business needs and situations (B1).

