



Higher National Unit specification: general information

Unit title: Supply Chain: Business Excellence

Unit code: H31F 34

Superclass: AE

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Unit purpose

This Unit is designed to enable learners to understand the Business Excellence concept in the context of managing the supply chain. It looks at how leadership of the management of people and resources, in line with policies and strategy, combine with the processes to produce business results.

It is primarily intended for learners who aspire to take up a management position in any type of organisation where supply chain will play a major role. It would also be appropriate for those involved in the various functions associated with service, retail, public and manufacturing organisations, including inventory, stores, production, distribution, planning, demand management and purchasing.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the basic philosophy of a business excellence model.
- 2 Develop strategies to meet the business challenge.
- 3 Describe the key techniques used to support a business excellence model or framework.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

Unit title: Supply Chain: Business Excellence

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, learners are expected to have work experience relevant to the activities of the supply chain. It is not necessary that learners hold a team leader, supervisory or management position.

Learners are also expected to have competency in numeracy and communication skills to at least SCQF level 5. This may be evidenced by possession of the Core Skills Units in *Numeracy* and *Communication* or similar qualifications or experience.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable Instrument of Assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

Unit title: Supply Chain: Business Excellence

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Explain the basic philosophy of a business excellence model.

Knowledge and/or Skills

- ◆ Basic philosophy of business excellence
- ◆ Key factors affecting business excellence

Evidence Requirements

Learners will need evidence to demonstrate all aspects of their Knowledge and/or Skills in this Outcome by showing that they can:

- ◆ explain the basic philosophy of business excellence making reference to **three** key factors which affect business excellence. Reference should be made to **three** of the following key factors:
 - change within the business
 - customer profiles and expectations
 - employer and employee expectations
 - legal aspects
 - environmental issues
 - global issues

Higher National Unit specification: Statement of standards

Unit title: Supply Chain: Business Excellence

Outcome 2

Develop strategies to meet the business challenge.

Knowledge and/or Skills

- ◆ Business structures and core activities
- ◆ Working in the supply chain
- ◆ Customer behaviour
- ◆ Product development
- ◆ Financial outcomes
- ◆ Communicating the plan

Evidence Requirements

Learners will need evidence to demonstrate all aspects of their Knowledge and/or Skills in this Outcome, by developing strategies to meet the business challenge, by showing that they can:

- ◆ explain structures and core activities of organisations
- ◆ describe how the business excellence model works in the context of the supply chain
- ◆ describe the techniques for understanding customer behaviour
- ◆ explain how a strategy for product development could be formulated
- ◆ explain the formulation of an organisation's key performance results strategy for financial outcomes
- ◆ describe the major steps in communicating the business excellence plan to all employees

Higher National Unit specification: Statement of standards

Unit title: Supply Chain: Business Excellence

Outcome 3

Describe the key techniques used to support a business excellence model or framework.

Knowledge and/or Skills

- ◆ Business excellence models and frameworks
- ◆ Key techniques for achieving business excellence

Evidence Requirements

Learners will need evidence to demonstrate all aspects of their Knowledge and/or Skills in this Outcome by showing that they can, for **one** business excellence model or framework describe **three** key techniques used to achieve business excellence.

Learners should select, and describe, **one** of the following business excellence models or frameworks:

- ◆ European Foundation for Quality Management (EFQM) model
- ◆ Baldrige Criteria for Performance Excellence model
- ◆ Singapore Quality Award framework
- ◆ Canadian Framework for Business Excellence
- ◆ Australian Business Excellence framework
- ◆ British Performance Improvement Resource (BPIR) model

and describe **three** suitable techniques that may be used to achieve business excellence for the chosen business excellence model or framework, from:

- ◆ management structures
- ◆ people recognition
- ◆ objective setting
- ◆ milestone planning
- ◆ customer relations — internal and external
- ◆ innovation and continuous improvement
- ◆ waste elimination
- ◆ quality standards
- ◆ benchmarking
- ◆ six sigma
- ◆ Failure Mode and Effects Analysis (FMEA)
- ◆ balanced scorecard
- ◆ business risk management

Higher National Unit: Support Notes

Unit title: Supply Chain: Business Excellence

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is likely to form part of an HN Supply Chain Management Group Award. It is designed to enable learners to understand the basic philosophy of business excellence in the context of managing the supply chain. Learners will also be able to recognise and describe the key factors affecting business excellence. They will be able to develop strategies that will allow organisations to meet business challenges and, finally, learners will select a business and describe the various categories in a business excellence model or framework and be able to describe suitable techniques that may be employed to achieve business excellence from their chosen model or framework.

It is recommended that the learner should have experience of working in a supply chain or associated function.

There may be opportunities for learners who successfully achieve this Unit to gain exemptions from a number of professional bodies. Learners should contact the relevant professional bodies to ascertain their current exemption policies.

Outcome 1 covers the philosophy of business excellence and the key factors which may affect business excellence. The key factors include:

- ◆ change within the business
- ◆ customer profiles and expectations
- ◆ employer and employee expectations
- ◆ legal aspects
- ◆ environmental issues
- ◆ global issues

Outcome 2 looks at the strategies used to meet the business challenge.

- ◆ business structures and core activities
- ◆ working in the supply chain
- ◆ customer behaviour
- ◆ product development
- ◆ financial planning
- ◆ communication the plan/strategy

Higher National Unit: Support Notes (cont)

Unit title: Supply Chain: Business Excellence

Outcome 3 covers the business excellence models and frameworks and the key techniques used to support these.

- ◆ Business models and frameworks:
 - European Foundation for Quality Management (EFQM) model
 - Baldrige Criteria for Performance Excellence model
 - Singapore Quality Award framework
 - Canadian Framework for Business Excellence
 - Australian Business Excellence framework
 - British Performance Improvement Resource (BPIR) model

- ◆ Key techniques:
 - management structures
 - people recognition
 - objective setting
 - milestone planning
 - customer relations — internal and external
 - innovation and continuous improvement
 - waste elimination
 - quality standards
 - benchmarking
 - six sigma
 - Failure Mode and Effects Analysis (FMEA)
 - balanced scorecard
 - business risk management

Guidance on approaches to delivery of this Unit

This Unit may be delivered as one of the Units within the HND Supply Chain Management.

It is anticipated that this Unit may be delivered to a variety of learner groups and, wherever possible, teaching and research should be slanted towards their individual needs. The latest materials and examples from current and business practice should be used to highlight and illustrate the differences between organisations.

In addition to the classroom explanations and discussions that this Unit provides, learners should be encouraged to make use of relevant websites to gather information for themselves. Direction may be required on the location of useful information sources; however, learners should be encouraged to use their initiative to discover other various sources of information available.

Industrial visits, or preferably work placements, should be organised and guest speakers should be invited to speak to learners, especially where the learners do not have industrial experience.

Higher National Unit: Support Notes (cont)

Unit title: Supply Chain: Business Excellence

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of Instruments of Assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

To achieve this Unit, learners must produce satisfactory assessment evidence that shows they have achieved all of the Unit Outcomes.

It is suggested that a holistic assessment approach is taken for this Unit. One assessment could be used for all three Outcomes.

Where learners are employed or have supply chain management experience they may be assessed by a report based on their own organisation or one they have knowledge of. Where evidence is presented as a written report, it is recommended that each section of the report, reflecting each of the three Outcomes be approximately 1,000 words in length. Diagrams may be included in the report.

An alternative method of assessment, for learners who have no industrial experience, could be to provide the learners with appropriate case study material about which a set of questions can be asked. The questions must cover all the specified Evidence Requirements. The case study may be issued 2–3 weeks in advance of the assessment with the questions being issued at the assessment event. The assessment should be carried out under open-book supervised conditions.

Where the centre is using an advanced case study for Outcome 3, the centre may stipulate the model or framework and the **three** techniques to be used. Where a resit is necessary the centre may change the model or framework and the techniques.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit: Support Notes (cont)

Unit title: Supply Chain: Business Excellence

Opportunities for developing Core and other essential skills

There are no Core Skills embedded in this Unit. However, there are opportunities for developing the Written Communication component of the Core Skill of *Communication* at SCQF level 5.

***Communication* — Written Communication at SCQF level 5**

All three Outcomes provide learners with the opportunity to develop their written communication skills.

Opportunities will occur where learners present written responses as part of their work throughout the Unit, but especially in the assessment which may be a written project or responses to questions based on a specific case study. Learners will, therefore have to analyse information and organise the content of their report/responses into a logical and effective structure.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Supply Chain: Business Excellence

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

In order for an organisation to be competitive, especially in a global market supply chain, professionals need to be aware of the importance of business excellence models or frameworks and the categories within each framework or model. They will also need to be able to apply a variety of techniques to help achieve business excellence.

Outcome 1 looks at the basic philosophy of business excellence and the key factors that affect business excellence such as customer profiles and expectations, and legal and environmental issues.

Outcome 2 covers the strategies needed to meet the challenges facing businesses.

Outcome 3 focuses on business excellence models and frameworks and techniques used to achieve business excellence.

To achieve this Unit you must produce satisfactory assessment evidence that shows you have achieved all of the Unit Outcomes.

You may be assessed by a variety of methods.

If you are employed within a supply chain organisation you may be asked to produce a report based on your own organisation. Diagrams may be included within the report.

Where you are not employed within a suitable environment or lack appropriate industrial experience you may be assessed by an appropriate case study.

If you achieve this Unit there may be opportunities for you to gain exemption from a number of professional bodies. It will be your responsibility to ascertain from the professional body what is included in their current exemption policies.