



# **Arrangements Document**

## **National Progression Award (NPA) in Supply Chain Operations**

**at SCQF level 5**

**Group Award Code: G93X 45**

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## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

## History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
04	<b>Revision of Unit:</b> F37X 11 Personal Development: Self and Work <i>has been revised by</i> H18P 45 Personal Development: Self and Work <i>and will finish on</i> 31/07/2016.	30/05/2014
03	Updated Core Skills Information and Mapping(s) to include revised Personal Development Units.	29/04/2013
02	Revision of Personal Development: Self and Work (F37X 11),(lapse date 31/07/2013,finish date 31/07/2015)	13/02/2013

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# 1 Introduction

Freight logistics is a major industry sector in Scotland, employing around 5% of the Scottish workforce yet it is a sector which is largely invisible to most of the Scottish population. Young people, in particular, are unaware of the job and careers opportunities which the sector could hold for them. The result is that the age profile of the logistics workforce is heavily skewed towards older age groups and employers face difficulties in attracting younger people, especially school leavers, into the workforce.

Freight logistics was not one of the sectors selected for the development of a Skills for Work course in the initial pilots. The Sector Skills Council, Skills for Logistics however had evidence of interest that schools particularly in the central belt of Scotland were interested in taking up a course in order to give pupils knowledge and experience of this sector which is a major employer along the M8 corridor. Skills for Logistics therefore approached SQA in 2006 to discuss the possibilities of developing such a qualification. It was also felt there was a potential market in non advanced further education and the skillseekers/apprenticeship market.

SQA commissioned a consultant to undertake a scoping study in early 2007. This study involved research with employers, employer associations, local authorities, colleges and private training providers. It demonstrated a significant level of support for a Supply Chain Operations qualification at SCQF level 5.

The National Progression Award (NPA) will develop employability skills. These employability skills will be of use in the future, regardless of which career the candidate eventually chooses. The qualification also develops candidates' knowledge and understanding of the logistics sector, thus improving the job opportunities for those candidates who decide to seek a career in logistics. In particular, as it is based on the National Occupational Standards, the NPA provides a good basis for progression on to Apprenticeships at level 2 or level 3 in Driving Goods Vehicles; Warehousing and Storage; Traffic Operations or Supply Chain Management.

If sufficient market demand is established, a full National Certificate Group Award may be developed in future. It is envisaged that this NPA would form part of such a National Certificate. This would provide progression opportunities to an existing HNC/HND in Supply Chain Management and further specialist degree courses in logistics and supply chain.

The individual Units within the qualification will be of benefit to those already working in the industry. For example security employees may wish to undertake the Unit *Safety, Security and Sustainability in the Supply Chain*.

Individual Units could also be used in Driver Certificate of Professional Competence training. From August 2009 it will be a legal requirement that all LGV drivers undertake periodic training in order to achieve a CPC. Although the legislation does not specify achievement of a qualification as a necessary requirement to comply with the Driver CPC, Skills for Logistics reports that many companies, especially the larger companies who employ 80% of the logistics workforce, are indicating that they wish their drivers not merely to attend training but also to achieve a worthwhile and relevant qualification as a result of the training. All of the Units within the National Progression Award, with the exception of 'Personal development: Self and Work' would be relevant to driving work.

Training providers have stated that the qualification could be used with a number of groups. They suggest inclusion of some or all of the Units in national programmes such as *Get Ready for Work* or *Training for Work*, where combined with development of employability skills and appropriate work experience, the NPA would provide underpinning knowledge which would enhance work readiness.

## **2 Title**

The title for this award is:

### **National Progression Award in Supply Chain Operations at SCQF level 5**

The Development Team devoted some considerable time to considering the title of the award. Team members were aware that those outside the logistics industry poorly understand the term freight logistics. The title 'Supply Chain Operations' accurately reflects the content of the Units and presents an image which potential candidates are likely to understand and, perhaps more importantly, find appealing.

## **3 Rationale**

### **3.1 Nature and purpose of the award**

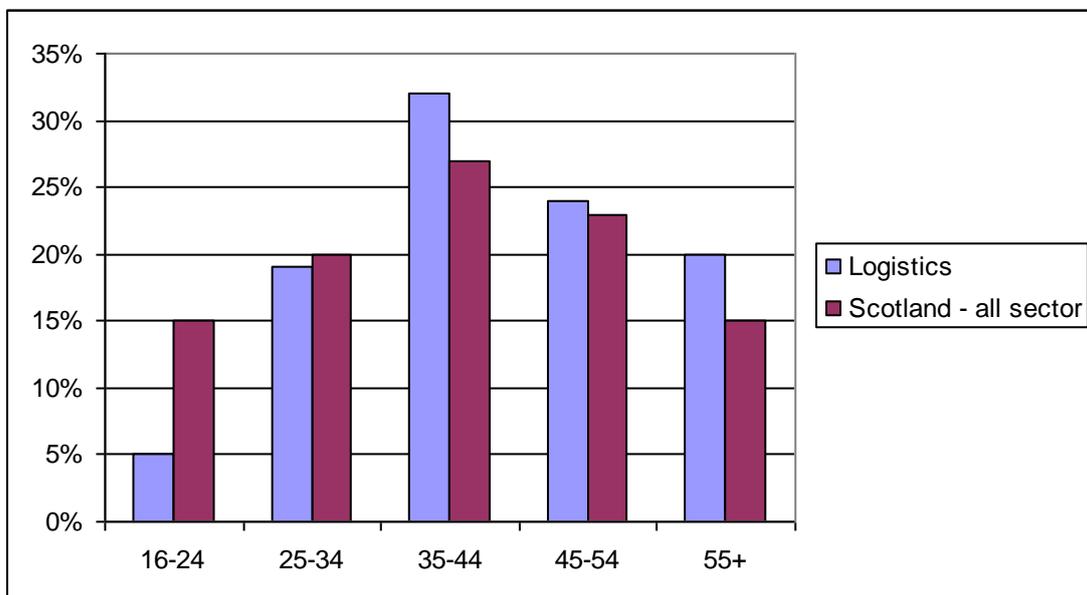
The purpose of this award is to provide a qualification which enables candidates to develop knowledge and understanding of what a supply chain is; how a supply chain operates; the roles and responsibilities of individuals within the supply chain. Successful candidates may proceed directly into employment in the logistics industry and supply chain functions (with the opportunity of Modern Apprenticeships where appropriate) or continue into further or higher education where a variety of logistics related courses are available.

### 3.2 Need for the qualification — summary of results of market research

Freight logistics is defined as the movement, handling and storage of goods. It is a major employment sector within Scotland. There are 4,655 direct logistics workplaces in Scotland, employing 68,100 people, 3% of the Scottish workforce. There are a further 58,450 people employed in logistics functions in non-logistics companies (the so-called 'own account' sector where a company whose primary function may be, for example, retail or manufacturing carries out its own logistics operations.) This means that the true size of logistics employment within Scotland is 126,550 people or 5% of all employment in Scotland. The major logistics sub-sector within Scotland is freight transport by road, accounting for almost a third of all logistics employment. This is closely followed by national post activities which employs a further 25% of the logistics workforce.

However, in spite of its size, freight logistics is a largely invisible sector for the majority of the Scottish population, most of whom are completely unaware of the number and variety of jobs and career opportunities which it offers. Skills for Logistics (the Sector Skills Council for the freight logistics sector), in its 2006 Scottish Sector Skills Agreement research, identified lack of awareness of the sector and the sector's poor image as the main reasons for recruitment difficulties experienced by employers.

A key issue for the sector is the age of the employees which is heavily skewed towards older age groups. The chart below compares the percentages in different age groups of employees in the logistics sector with the Scottish workforce as a whole.



These statistics clearly demonstrate the need to attract younger entrants into the logistics industry. One effective way of doing this would be to offer school pupils a logistics-related qualification combined with work experience in order to make them aware of the range of opportunities in the sector and the skills and knowledge associated with these. With this in mind Skills for Logistics approached the Scottish Qualifications Authority in 2006 with a request to develop a qualification. SQA commissioned a scoping report in early 2007 to explore:

- ◆ the demand for such a course from candidates, centres and employers
- ◆ the content and structure of the course — and the relationship of this to the Chartered Institute of Logistics and Transport Introductory Certificate in Logistics
- ◆ the capacity/ infrastructure to support delivery

For the scoping study the consultant interviewed:

- ◆ Members of staff from Skills for Logistics, the Sector Skills Council for freight logistics
- ◆ A member of staff from Go Skills, the Sector Skills Council for passenger transport
- ◆ A member of staff from Skillsmart Retail, the Sector Skills Council for retail
- ◆ A range of logistics employers in Scotland — from contact lists provided by the Freight Transport Association and Skills for Logistics
- ◆ Colleges
- ◆ Private training providers
- ◆ Representatives from two local authorities
- ◆ Representatives from employer associations
- ◆ Staff members from the Chartered Institute of Logistics and Transport, the professional body

## **Employers**

85% of the employers supported a course for young people. Those in favour saw the benefits as being:

- ◆ improving employers' chances of recruiting young people who are work ready
- ◆ informing young people about what logistics is and how the industry operates, thus increasing the numbers of young people likely to consider logistics as a career
- ◆ making it more likely that when young people apply for a job in logistics this is a positive choice

The benefits to young people themselves were seen to be:

- ◆ making them aware of the logistics industry, the range of jobs it offers and the career progression opportunities
- ◆ showing young people the reality of working in logistics so that they can make an informed career choice
- ◆ addressing gender imbalance by showing that logistics jobs are suitable for males and females
- ◆ illustrating the high tech nature of much of the industry

70% of the employers surveyed indicated that their company would be interested in working in partnership with schools/colleges/private providers/SQA in the design and implementation of the course.

There was a clear preference for the course to be at SCQF levels 4 and/or 5 (Intermediate 1/2).

Employers felt that the natural target group for the course was S3 and S4 school pupils, although it was recognised that it could be used in other ways too.

The employers' preferred structure was mandatory core plus options.

92% of the employers stated that it was essential that the technical content was based as far as possible on the National Occupational Standards.

#### **'Soft'/Employability skills**

- ◆ Adaptability — willing to change
- ◆ Appropriate appearance
- ◆ Customer care
- ◆ Following instructions
- ◆ H&S awareness
- ◆ Industry awareness/understanding
- ◆ Multi-tasking
- ◆ Numeracy
- ◆ Planning
- ◆ Positive attitude to work and the workplace
- ◆ Problem solving
- ◆ Self motivation
- ◆ Timekeeping
- ◆ Understanding of employee responsibilities
- ◆ Using a computer (IT skills)
- ◆ Verbal communication (listening, speaking)
- ◆ Working in a team
- ◆ Written communication (reading, writing)

## **Colleges and Private providers**

The colleges and providers agreed with the opinions of the employers regarding content, level and structure of the award.

This sample of organisations who could be potential deliverers of the award indicated that between them they were likely to be able to serve a considerable number of candidates. Most of these organisations already had existing links with schools.

## **Local Authorities**

**Local Authority 1** had around 1200 school pupils undertaking Skills for Work or equivalent courses. Their model was to replace one Standard Grade in S3 and S4 by a Skills for Work qualification delivered in the school. They preferred not to have delivery in colleges. The logistics course could fit into this model provided that it was SCQF 4 or 5.

**Local Authority 2** was already involved with the logistics industry through work experience placements. Freight logistics is a major industry sector in the area and is a growing sector with new warehouses and depots being constructed all the time. This meant that was a sector offering real jobs to school leavers. They thought that the course should be at SCQF 4 and 5. It could tie in with their NEET and New Deal Activity.

## **Employer associations**

The Sectors Skills Council and the trade associations all indicated support for the proposed course because it addressed sectoral needs which they had already identified. The organisations offered support in course design and subsequently in promoting the course to their member employers.

## ***The Course overall***

The reaction to the proposal for a course in logistics for school pupils was positive with support coming from a clear majority of the employers, all the training providers and colleges, the Sector Skills Council, the professional body, both trade associations and both local authorities. All of those in favour of the proposed course were able to identify clear benefits for the sector, for individual employers and for the young people who would participate.

It is clear that it is the medium to large employers from whom most support can be expected. Employers who are likely to participate come from both the private and public sectors and from own account and hire and reward companies. The support of the two trade associations and the Sector Skills Council would be helpful in encouraging companies to engage with the courses.

A course in logistics addresses several key themes from the Skills for Logistics' sector skills agreement and fits in with other initiatives which the Sector Skills Council is pursuing in Scotland and in the other UK nations.

## **Delivery**

The research has shown sufficient support from employers, training providers, colleges and local authorities to indicate that delivery of a course would be possible without undue difficulty.

There were differing opinions regarding the modes of delivery of the course – one year versus two years; which school years S3, S4, S5, S6; day release versus block delivery. Respondents were able to make convincing arguments for all of these options. It is therefore not possible to make recommendations on these aspects. Schools, colleges, providers and employers would simply have to make local arrangements for delivery which best suited their needs and the needs of the candidates.

Many interviewees from different categories of respondent stated that there would be no purpose in delivering courses in logistics to school pupils in areas of the country where there are few opportunities for young people to be employed in logistics firms. It would seem that the primary geographical areas for delivery of the course would be the M8 corridor, Ayrshire, Greater Glasgow, Renfrewshire, Aberdeen, Dundee, Inverness and Dumfries.

## **Level, format and content**

There was a clear consensus on the level (SCQF 4 or 5), format (core plus options) and content of the course in logistics with the exception of whether the employability skills should be integrated through the technical Units or delivered in a separate employability Unit. Opinion was equally divided on this issue.

### **3.3 How the award meets the criteria for SCQF level 5**

Six of the Units match the descriptors for SCQF level 5 as detailed below. The remaining Unit Flow of Orders in the Supply Chain matches the SCQF criteria for level 6. Both mandatory Units are at SCQF level 5.

#### **SCQF level Descriptor 5**

Knowledge and Understanding	Candidates are expected to demonstrate and/or work with: <ul style="list-style-type: none"><li>◆ basic knowledge in a subject discipline which is mainly factual but has some theoretical component</li><li>◆ a range of simple facts and ideas about, and associated with, a subject/discipline</li><li>◆ knowledge and understanding of basic processes, materials and terminology</li></ul>
Practice: Applied knowledge and understanding	Candidates are expected to: <ul style="list-style-type: none"><li>◆ relate ideas and knowledge to personal and/or practical contexts</li><li>◆ complete some routine and non-routine tasks using knowledge associated with a subject discipline</li><li>◆ plan and organise both familiar and unfamiliar tasks</li><li>◆ select appropriate tools and materials and use these safely and effectively</li><li>◆ adjust tools where necessary using safe practices</li></ul>

Generic Cognitive Skills	Candidates are expected to: <ul style="list-style-type: none"> <li>◆ use a problem solving approach to deal with a situation or issue which is straightforward in relation to a subject/discipline</li> <li>◆ operate in a familiar context but where there is a need to take account of or use information of different kinds, some of which will be theoretical or hypothetical</li> <li>◆ use some abstract concepts eg make generalisations and/or draw conclusions</li> </ul>
Communication, Information Technology and Numeracy skills	Use a range of routine skills, for example: <ul style="list-style-type: none"> <li>◆ produce and respond to detailed written and oral communication in familiar contexts</li> <li>◆ use standard applications to process, obtain and combine data</li> <li>◆ use a range of numerical and graphical data in straightforward contexts which have some complex features</li> </ul>
Autonomy, Accountability and Working with Others	<ul style="list-style-type: none"> <li>◆ work alone or with others on tasks with minimum supervision</li> <li>◆ agree goals and responsibilities for self and/or work team with manager/supervisor</li> <li>◆ take leadership responsibility for some tasks</li> <li>◆ show an awareness of others' roles, responsibilities and requirements in the carrying out of work and make a contribution to the evaluation and improvement of practices and processes</li> </ul>

### 3.4 Target client group

Many schools already offer vocational courses to pupils in S3, 4, 5 and/or 6. These are often delivered in partnership with a college, private training provider or employer. Where these vocational courses are delivered to S3 and S4 pupils they often replace one Standard Grade.

The target audience for this qualification would therefore be:

- ◆ S3 and S4 schools pupils who will undertake the qualification as part of the school's vocational education programme. For such candidates, the NPA provides a good basis for progression on to any of the suite of logistics Modern Apprenticeships at level 2 or 3.
- ◆ S5 and S6 school pupils who will undertake the qualification as a broadening of the curriculum.
- ◆ Colleges may also consider using some or all of the Units within full or part-time college programmes.
- ◆ Existing employees within the logistics sector, such as warehouse operatives or security staff, who wish to develop competence in certain areas. These candidates are likely to undertake individual Units and not the full Group Award.

- ◆ LGV drivers who may achieve one or more Units through the periodic training required for the Driver Certificate of Professional Competence from August 2009 onwards.
- ◆ Trainees of national programmes which prepare them to enter the workforce, such as Get Ready for Work or Training for Work.

### 3.5 Progression routes

Candidates who undertake this award could expect:

- ◆ Increased employment opportunities in the logistics sector if they enter employment directly from school. This could lead on to the candidate undertaking SVQs or a Skills for Logistics Modern Apprenticeships in Driving Goods Vehicles; Warehousing and Storage; Traffic Office; Supply Chain Management; International Trade and Logistics Operations.
- ◆ Progression to higher level logistics qualifications at college or university. At present colleges offer an HNC and HND in Supply Chain Management. Several universities offer undergraduate and postgraduate logistics related courses.

Typical positions in the sector include:

- ◆ Assistant Buyer
- ◆ Assistant Planner
- ◆ Distribution Assistant
- ◆ Freight forwarding assistant
- ◆ Inventory assistant
- ◆ Logistics operative
- ◆ Materials handler
- ◆ Procurement Assistant
- ◆ Purchasing assistant
- ◆ Supplies Assistant
- ◆ Warehouse Assistant

The placement of the new National Progression Award within SCQF and how they are relative to other existing Supply Chain related qualifications is illustrated on the following page.

## Progression pathways within the Scottish Credit and Qualifications Framework:

SCQF level	SQA Courses and Group Awards	National Units, Higher Education	Scottish Vocational Qualifications	SCQF level
12		Doctorates		12
11		Masters Supply Chain Management	SVQ 5 Supply Chain Management	11
10		Honours Degree		10
9		Ordinary Degree		9
8		Higher National Diploma Supply Chain Management	SVQ 4 Supply Chain Management	8
7	Advanced Higher	Higher National Certificate Supply Chain Management		7
6	<b>Potential National Certificate in Supply Chain/Logistics</b>		SVQ 3 Logistics Operations Management Driving Goods Vehicles Traffic Office Supply Chain Management	6
5	National Progression Award in Supply Chain Operations		SVQ 2 Warehousing and Storage Driving Goods Vehicles Traffic Office Carry and Deliver Goods Supply Chain Management	5
4	Intermediate 1		SVQ 1 Warehousing and Storage	4
3	Access 3			3
2	Access 2			2
1	Access 1			1

\*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.

### **3.6 Links to National Occupational Standards**

The Units have been written so as to be fully compatible with the relevant National Occupational Standards in Warehousing and Storage and Supply Chain Management. This will facilitate progression of candidates onto SVQs. It also gives the NPA credibility with freight logistics employers. A mapping to relevant NOS is attached in **Appendix 1**.

## **4 Aims of the award**

### **4.1 Principal aims**

The award aims to:

- 1 Develop candidates' knowledge and understanding of supply chain structures and processes, including customer relationships, transportation, storage and distribution and aspects of security, safety and sustainability.
- 2 Make candidates' aware of the importance of the freight logistics industry in Scotland and introduce them to the variety of job roles and careers opportunities it offers.
- 3 Prepare candidates for progression to employment within the industry or onto further or higher education.
- 4 Develop core and other transferable skills which improve the employability of candidates.

All Units focus on real supply chain situations so that candidates will achieve Aims 1 and 2 as they progress through the qualification.

Further information on progression into the workplace or further/higher education is found on Section 3.5 above.

Further information on Core and transferable skills is found in Section 8 below which illustrates how candidates will develop all five Core Skills.

## 4.2 Other aims

Specific aims of the award include:

- 1 Facilitate candidates' progression into employment and on to Modern Apprenticeships within the freight logistics sector. These MAs are:
  - ◆ Driving goods vehicles
  - ◆ Warehousing and storage
  - ◆ Traffic office supply chain management (and under development)
  - ◆ International trade and logistics
  - ◆ Mail services

As the Units within the award are based on the National Occupational Standards (something which employers in the scoping study considered to be essential), candidates completing the award will have gained some of the underpinning knowledge and understanding for the SVQs within these MAs, together with valuable insights into the working of the industry through company visits and/or work experience.

- 2 Enable progression within the SCQF and on Skills for Logistics' Professional Development Stairway.<sup>1</sup>

As the Units and the full award are credit rated and levelled on SCQF employers and education and training providers can recognise appropriate pathways on completion of the award. Skills for Logistics is currently populating its Stairway with job competences and qualifications and this award will be included in that activity.

## 5 Recommended access to the award

Access to this Award will be at the discretion of the centre, however, the following provides guidance on what is considered to be knowledge and/or experience considered appropriate for entry to the award:

It would be beneficial if candidates had the following:

- ◆ Communication skills at SCQF level 3 or equivalent
- ◆ Numeracy skills at SCQF level 3 or equivalent
- ◆ Information and Communication Technology skills at SCQF level 3 or equivalent
- ◆ Problem Solving skills at SCQF level 3 or equivalent

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<sup>1</sup> The Skills for Logistics Professional Development Stairway is framework covering job roles and their associated qualifications and work competences from level 1 (entry level) up to level 12 (managing director). The Stairway performs a number of important functions for the logistics sector - It is a **career framework** for everybody working in the sector, allowing them to see how their future can map out; It is a framework for **managers to plan** which skills they need to develop in their staff at all levels in The Stairway, and identify where they need to import new skills into the team ; It offers companies of all sizes a framework or a game board on which to base a consistent and transparent programme of **Continuous Professional Development** which is acknowledged to be a major factor in staff retention.

## 6 Structure of the award

SCQF level 5 — candidates must complete 4 SQA Unit credits (24 SCQF credit points) in total

### Mandatory section

Candidates must complete both mandatory Units.

Unit	Unit code	SCQF credit points	SCQF level	SQA credit value
How a Supply Chain Works	F4SX 11	6	5	1
Customers and Suppliers in a Supply Chain	F4SY 11	6	5	1

### Optional section

Candidates must complete a further two SQA Units (12 SCQF points) from the options listed.

Unit	Unit code	SCQF credit points	SCQF level	SQA credit value
Flow of Orders in the Supply Chain	F4T0 12	6	6	1
Distribution and Storage of Goods	F4T1 11	6	5	1
Transportation of goods	F4T2 11	6	5	1
Safety, Security and Sustainability in the Supply Chain	F4T3 11	6	5	1
*Personal Development: Self and Work	H18P 45	6	5	1

\*Refer to history of changes for revision details

### Total credits required for NPA: 24 SCQF credit points, 4 SQA credits

In total candidates would require to gain 4 SQA Units (24 SCQF points). Successful candidates require to achieve both mandatory Units and will require to achieve a further 2 Units (12 SCQF credit points) from the options listed.

A mandatory plus options approach has been chosen in order that the content of the course can be tailored to suit the needs of the candidate. The two mandatory Units provide the essential knowledge of the operation of a supply chain which is required by everybody involved in the industry. The optional Units then provide the possibility of specialising in transportation, administration or warehousing. The Unit *Personal Development: Self and Work* is particularly useful for candidates who undertake this award combined with work experience from school or as part of a national work readiness programme.

## **7 Approaches to delivery and assessment**

### **7.1 Delivery**

All Units may be delivered as part of the National Progression Award (NPA) or as freestanding Units. Where Units are delivered as an NPA it is suggested that the Unit 'How a supply chain works' should be delivered early in the programme as its content underpins the remaining Units and will assist candidates in their understanding of these. It is also suggested that, if the optional Unit 'Flow of orders in the supply chain' is selected, the Unit 'Customers and suppliers in the supply chain' is achieved beforehand. Other than these recommendations, the Units may be tackled in any sequential order or concurrently.

The delivery of the content should be generic but specific examples could be used to illustrate the structures and processes involved in supply chains, transportation and storage. The examples should be kept fairly simple as supply chains can become very complex. Both manufacturing and service examples of supply chains should be explored.

A range of delivery techniques can be employed, including group discussion, and candidates should be encouraged to draw on any experience they have. They should be encouraged to think about supply chains for any purchases that they make such as games software, clothes, food, for example, but try to ensure that at this stage the candidate does not select examples that will be too complex. Candidates should be encouraged to examine a product that they might consider manufacturing for sale to say school colleagues and /or family members or at trade fair. This will provide them with an opportunity to actually experience dealing with an actual supply chain and could be an ideal situation for assessment purposes.

Candidates should be encouraged to investigate current industry standards and organisational policies through research carried out on the internet and other sources, such as the websites of Skills for Logistics, individual major logistics employers, trade associations, government departments etc.

It would be also be helpful for candidates to gain some insight into supply chain work practices through a visit, or work experience placement in any environment within the job types listed earlier. The information gleaned from the organisation could be shared with other candidates during discussion sessions. It may also be useful to invite external speakers from relevant organisations to provide an input to the group on how they approach supply chain functions.

While it would be possible for the NPA to be delivered through e-learning or other distance learning methods, it is considered that the target candidates are likely to derive maximum benefit from undertaking the award in groups and through face to face experiential learning.

## 7.2 Assessment

For all the Units it is recommended that, wherever possible, all Outcomes are covered by one integrated Instrument of Assessment. Alternatively each Outcome can be assessed separately or in any combination of the Outcomes. Where candidates are undertaking the full award of four Units, assessors are recommended to take a holistic approach to assessment and to integrate the assessment as far as possible across the Units.

The assessment should provide the candidates with an opportunity to report on the findings related to their own supply chain. If this is not possible or practical then candidates could be presented with a case study of a given supply chain model for a given product or service where they will be asked to report on a number of situations. In addition the assessor may wish to include one or two scenarios to ensure that the Outcomes and Evidence Requirements are fully covered. The assessment should consist of a report which will be completed under open-book conditions based on a supply chain model, and the scenarios if they are included.

In undertaking the award candidates are likely to develop many transferable skills which are valued by logistics employers and, indeed, by employers in most other industry sectors. These include self motivation, time management, attention to detail, timekeeping, team working etc. While these transferable skills may not be formally assessed, assessors should make candidates aware that they are developing such skills and point out specific evidence of their progress in relation to them.

The award would be suitable for e-learning and e-portfolio technology to support learners or create communities of learners.

## 8 Details of opportunities to achieve the Core Skills needed for progression

Skills for Logistics' existing Modern Apprenticeships at SVQ level 3 include a mandatory requirement for all five SQA Core Skills to be separately certificated at Intermediate 1 (SCQF 4). In 2004 Skills for Logistics undertook extensive research on the levels of numeracy and literacy skills required for the three most common job roles in the industry in Scotland, namely:

- ◆ LGV driver
- ◆ Warehouse operative
- ◆ Removals porter

This research confirmed the level of SCQF level 4 for *Communication* and *Numeracy* chosen in the Modern Apprenticeship frameworks.

Candidates commencing the NPA are expected to have four Core Skills (*Communication, Numeracy, IT and Problem Solving*) at Access 3. Throughout the award there are opportunities to develop and enhance these four Core Skills and to develop the remaining Core Skill (*Working with Others*). It is expected that the majority of candidates would have progressed towards all five Core Skills at SCQF level 4 on completion of the NPA.

The individual Units give the following guidance on Core Skills:

Unit	Core Skill statement
How a Supply Chain Works	In this Unit, candidates may have the opportunity to work in groups and could develop their skills of working with others during the course of the Unit, especially if they can agree a common product that they can either manufacture or enhance in some way and sell to customers, ie develop their own supply chain. They are also likely to gain experience in <i>Communication</i> and <i>Problem Solving</i> and <i>Working with Others</i> though working with their own supply chain and these skills would also be enhanced through work experience. Both experiences will introduce the candidate to <i>Numeracy</i> through planning quantities, scheduling timings and looking at purchase and selling prices. It may also provide opportunities to enhance <i>Information Technology</i> skills through involvement in planning and/or financial recording.

Unit	Core Skill statement
Customers and Suppliers in a Supply Chain	In this Unit, candidates may have the opportunity to work in groups and could develop their skills of working with others during the course of the Unit, especially if they can agree a common product that they can either manufacture or enhance in some way and sell to customers, ie develop their own supply chain. They are also likely to gain experience in <i>Communication</i> and <i>Problem Solving</i> through working with their own supply chain and these skills would also be enhanced through work experience. Both experiences will introduce the candidate to <i>Numeracy</i> through planning quantities, scheduling timings and looking at purchase and selling prices. It may also provide opportunities to enhance <i>Information Technology</i> skills through involvement in planning and/or financial recording.
Flow of Orders in the Supply Chain	In this Unit, candidates may have the opportunity to work in groups and could develop their skills of working with others during the course of the Unit, especially if they can agree a common product that they can either manufacture or enhance in some way and sell to customers, ie develop their own supply chain. They are also likely to gain experience in <i>Communication</i> and <i>Problem Solving</i> through working with their own supply chain and these skills would also be enhanced through work experience. Both experiences could introduce the candidate to <i>Numeracy</i> through monitoring quantities and schedules. It may also provide opportunities to enhance <i>Information Technology</i> skills through involvement in an order tracking system.
Distribution and Storage of Goods	In this Unit candidates may have the opportunity to work in groups and could develop their skills of working with others. During the course of the Unit they are also likely to gain experience in <i>Communication</i> and <i>Problem Solving</i> and these would be enhanced through work experience which may also provide opportunities to enhance <i>Numeracy</i> and <i>Information Technology</i> skills, especially purchasing or selling goods on e-bay, for example.
Transportation of Goods	In this Unit, candidates may have the opportunity to work in groups and could develop their skills of <i>Working with Others</i> during the course of the Unit. They are also likely to gain experience in <i>Communication</i> and <i>Problem Solving</i> and these would also be enhanced through work experience which may also provide opportunities to enhance <i>Numeracy</i> and <i>Information Technology</i> skills.

Unit	Core Skill statement
Safety, Security and Sustainability in the Supply Chain	In this Unit, candidates may have the opportunity to work in groups and could develop their skills of <i>Working with Others</i> , especially if they are able to do a risk assessment. During the course of the Unit they are also likely to gain experience in <i>Communication</i> and <i>Problem Solving</i> and these would be enhanced through work experience which may also provide opportunities to enhance <i>Numeracy</i> , especially in Outcome 3 and <i>Information Technology</i> skills in Outcome 2.
Personal Development: Self and Work(H18P 45)	This Unit has the embedded Core Skill Component of <i>Critical Thinking</i> at SCQF level 5. It also provides good opportunities for developing aspects of <i>Working with Others</i> , where the project is carried out as a group activity.
Personal Development: Self and Work(F37X 11)	This Unit has the embedded Core Skill of <i>Problem Solving</i> at SCQF level 5. There are also opportunities to develop aspects of <i>Working with Others</i> as part of a group project.

### Employability skills

In various parts of the Units there is mention of groups of candidates setting up and running their own supply chain. This will provide candidates with practical experience and under the guidance of their teacher/tutor they will be required to take on certain responsibilities and will be working to time scales, very much as though they were in employment, thereby exposing them to employability skills albeit in a simulated way.

Additionally there are also suggestions of candidates acquiring work placements that will also introduce them to employability skills first hand during that placement.

## 9 General information for centres

### Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

### Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 10 General information for candidates

The purpose of this award is to provide a qualification which enables candidates to develop knowledge and understanding of what a supply chain is; how a supply chain operates; the roles and responsibilities of individuals within the supply chain. Successful candidates may proceed directly into employment in the logistics industry and supply chain functions (with the opportunity of Modern Apprenticeships where appropriate) or continue into further or higher education where a variety of logistics related courses are available.

Typical positions in the sector include:

- ◆ Assistant Buyer
- ◆ Assistant Planner
- ◆ Distribution Assistant
- ◆ Freight Forwarding assistant
- ◆ Inventory Assistant
- ◆ Logistics Operative
- ◆ Materials Handler
- ◆ Procurement Assistant
- ◆ Purchasing Assistant
- ◆ Supplies Assistant
- ◆ Warehouse Assistant

The NPA is made up of the following Units:

### **How a Supply Chain Works (SCQF level 5)**

**F4SX 11**

This Unit is suitable for candidates who wish to develop knowledge and understanding of supply chain structures and processes. The Unit provides candidates with an introduction to the typical structure of relatively simple supply chain models and their constituent parts. Candidates will be able to identify the constituent parts of a given supply chain and explain their interaction through the various flows that exist within that supply chain. Candidates will also demonstrate their awareness of potential problems within the supply chain and of good working relationships with colleagues and other stakeholders.

### **Customers and Suppliers in a Supply Chain (SCQF level 5)**

**F4SY 11**

This Unit is suitable for candidates who wish to develop knowledge and understanding of the supply chain in the context of the relationships an organisation will have with its customers and suppliers. The Unit will look at customer requirements and follow the supply chain upstream to the suppliers. Candidates will consider the likely source of customer demand for a product or service together with customer expectations. Candidates will be aware of any legal requirements, including safe working practices and they will also be able to consider how to identify potential suppliers and any difficulties that could occur between the organisation and the suppliers.

**Flow of Orders in the Supply Chain (SCQF level 6)****F4T0 12**

This Unit is suitable for candidates who wish to develop knowledge and understanding of dealing with the flow of orders in a supply chain context. Candidates will be expected to gain an understanding about orders in terms of their specification and delivery schedules and how orders are monitored against the specifications and delivery schedules. Candidates should also be aware of how any problems relating to the delivery of orders are dealt with and they will demonstrate their awareness of the legal and organisational requirements when orders are being progressed.

Candidates should also understand the procedures for dealing with returns whether related to faults or sustainability. They should also have an appreciation of the impact of the geographical location of goods to be returned.

**Distribution and Storage of Goods (SCQF level 5)****F4T1 11**

This Unit is suitable for candidates who wish to develop a basic knowledge and understanding of the distribution and storage of goods. The Unit will examine the basic roles of distribution and storage. Candidates will be able to demonstrate their understanding of what should be considered for both distribution and storage systems and the typical activities that will be carried out in a distribution centre.

**Transportation of Goods (SCQF level 5)****F4T2 11**

This Unit is suitable for candidates who wish to develop a knowledge and understanding of the transportation of a range and variety of goods. The Unit provides an introduction to the basic requirements that have to be considered during the process of transporting goods and will look at the characteristics of different goods and their transportation requirements, the different modes of transport available and the basic legal requirements.

**Safety, Security and Sustainability in the Supply Chain (SCQF level 5)****F4T3 11**

This Unit is suitable for candidates who wish to develop knowledge and understanding of Safety, Security and Sustainability factors in relation to Supply Chain Operations. The Unit provides an introduction to the basic requirements for all three areas and will examine who has responsibility for safety in the workplace along with prevention of accidents in terms of looking at potential risks that may be present. Candidates will also be able to identify security issues that exist in the supply chain, especially in the functions of warehousing and transportation. Candidates should also understand issues that relate to sustainability within supply chains and measures being taken to improve the efficiency of supply chains and to protect the environment.

<b>Personal Development: Self and Work (National 5)</b>	<b>H18P 45</b>
<b>Personal Development: Self and Work (Intermediate 2)</b>	<b>F37X 11</b>

These Units are designed to allow learners to improve their self-reliance and confidence by developing task management skills while carrying out a vocational project, with minimum support. The vocational project must be related to the world of work and can be carried out individually or in a group. The wide range of contexts and locations suitable for the project allows a flexible approach to teaching and learning. Learners will increase their self awareness by evaluating their own task management skills and then reviewing their progress on the development of these skills on completion of the project.

## 11 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2-6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

**SCQF levels:** The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2-7.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised National Certificates/National Progression Awards** are those developments or revisions undertaken by a group of centres in partnership with SQA.

**Appendix 1: Mapping to National Occupational Standards  
— National Progression Award (NPA) in Supply  
Chain Operations SCQF level 5**

# **Mapping to National Occupational Standards**

**SCOTTISH QUALIFICATIONS AUTHORITY**

**Mapping Report — Supply Chain Operations**

## Purpose

To map the Units of the National Progression Award in Supply Chain Operations against the National Occupational Standards for Supply Chain Management and Warehousing and Storage.

## National Progression Award in Supply Chain Operations

The award consists of seven Units of which candidates must achieve four. Two Units are mandatory which leaves the candidates with two optional Units from five.

One Unit — *Personal Development: Self and Work* — has been imported from another award and will therefore not feature in the mapping exercise. It was the opinion of the members of the Qualifications Development Team that this Unit would be a very useful Unit for the target candidate groups that the award is aimed at.

## Mapping

### 1 How a Supply Chain Works

This is a mandatory Unit and the three Outcomes match well with the first three Outcomes from Unit T21, which is also a mandatory Unit at level 2 for the SVQ in Supply Chain Management.

- a) Outcome 1 of this Unit examines the supply chain process and focuses on the interaction among the different tiers of suppliers and customers, including internal customers, and the various stakeholders. These requirements map particularly well with Outcome 1 of Unit T21 which asks candidates to provide evidence that they contribute to the maintenance and improvement of current 'operational relationships' within the supply chain.
- b) Outcome 2 of this Unit examines the major 'flows' within a supply chain. It looks, in particular, at how these flows can best be operated to meet customer needs and the sustainability of the supply chain. It also looks at information and communication. These also map well with Outcome 2 of Unit T21 which asks candidates to provide evidence that they can provide information to develop operational relationships within the supply chain.
- c) Outcome 3 of this Unit looks at potential supply chain problems and how these may be resolved and emphasises the importance of good working relationships within the supply chain. These almost provide an identical match with Outcome 3 of Unit T21 which asks candidates to provide evidence that they can identify problems with supply chain relationships.

## 2 Customers and Suppliers in the Supply Chain

This is the second mandatory Unit and this does not map so easily as the previous Unit although there are similarities over a number of Units from the National Standards. The Standards place the candidate in the role of the customer and as such concentrate more on the procurement aspects of the supply chain. This Unit, in comparison, concentrates on 'the product' and it was agreed that candidates should have an awareness of how and where orders originate.

- a) Outcome 1 of this Unit looks at simple marketing techniques together with appropriate communication techniques to promote an organisation's products or services. There is no equivalent in the National Standards at level 2.

Another difference in emphasis is that this Unit looks at the organisation's approach to dealing with problems, and making improvements, in relation to their products or services. The nearest equivalent to this in the National Standards is found in Unit T19 but looks at identifying and improving problems associated with the flow of returned supplies.

Other National Standards Units also deal with problems but these are associated with placing orders, delivery of orders, flow of supplies, storage locations and facilities, distribution requirements and distribution, so there will be some similarities. These are covered in Units T12 to T19 inclusive and are all level 2 Units

- b) Outcome 2 of this Unit deals with legal and regulatory requirements for both standard products and also those specified by the customer. Similar to Outcome 1 the National Standards are slightly different and they look at legal and organisational requirements for a number of situations and are covered in a variety of Units from T12 to T20. The difference is again that whereas the NPA deals with the product the National Standards deal with the various processes. Again there will be some similarities.
- c) Outcome 3 of this Unit can be mapped to the National Standards and deals with identification and selection of suitable suppliers and problems that may arise while dealing with suppliers.

These requirements map fairly closely to the National Standards Unit T12, Outcomes 3, 4 and 5, which asks the candidates to provide evidence that they can:

- obtain information on suppliers in the market
- identify potential suppliers
- identify any problems in using the suppliers

The one requirement that does not have an equivalent in the National Standards is the procedure used for selecting suitable suppliers although this would probably be covered although not mentioned specifically.

### 3 Flow of Orders in the Supply Chain

This is an optional Unit and is the only Unit to be set at level 6. There are four Outcomes and while they map to the National Standards the connection is not always strong.

- a) Outcome 1 of this Unit looks at supplies that need to be ordered and asks the candidate to be able to describe various factors relating to the order such as specification, quality, rate of supplies delivery schedules and any special requirements. These requirements map quite closely with Outcomes 1 of Unit T13 which requires candidates to obtain information on the supplies that need to be ordered.
- b) Outcome 2 of this Unit expects candidates to be able to describe the processes for checking supplies to confirm accuracy in terms of quantity and specification. Candidates are also required to explain potential problems that may arise and describe how they may be resolved. They are also required to describe the likely consequences of failing to resolve a particular problem. The accuracy requirements map quite closely with Outcomes 2 and 3 of Unit T14, which requires candidates to be able to monitor the delivery of orders and progress orders with suppliers. The requirement for explaining potential problems maps closely with Outcome 4 of Unit T14 and the requirement of how one problem may be resolved may be considered as mapping with Outcome 5 of Unit T14. The National Standards do consider the final requirement of the NPA which is to describe the consequences of not being able to resolve a particular problem, but the Qualifications Development Team thought that this was something that should be included.
- c) Outcome 3 of this Unit deals with potential problems that may arise during the progressing of orders and looks at organisational and legal procedures that may have to be used. It also looks at possible legal actions that may have to be invoked and the importance of good communications. Most of the requirements map with the National Standards in Outcomes 4 and 6 of Unit T14 which are to identify any problems with the delivery of orders and to comply with procedures for progressing orders. The National Standards do not however specifically cover possible legal actions or the communication aspects but both factors could produce evidence that would meet the requirements of the National Standards in terms of the legal and organisational procedures.
- d) Outcome 4 of this Unit looks at the reasons for return of supplies and techniques for analysing these reasons together with corrective action to reduce the resulting impact. The Unit also looks at organisation policy on environmental responsibility, processes that would enhance sustainability and cost and environmental issues related to organisations where there is a large geographical dispersion of its products. The mapping to the National Standards could provide a reasonable fit.

Where this Unit asks candidates to establish reasons why supplies are being returned Unit T19 of the National Standards, in Outcome 4, asks candidates to identify any problems with the flow of returned supplies, which is similar albeit with a different emphasis. There may also be a match with the Warehousing and Storage Standards for Unit WS18 which deals with the processing of returned goods including establishing the reason why goods have been returned.

The next requirement of the Unit is to use suitable techniques to analyse the returns of the supplies. This maps more closely to Outcome 5 of Unit T19 which asks candidates to provide the results of analysis to colleagues.

This Unit asks candidates to describe corrective action whereas Unit T19, Outcome 6 refers to recommending options for improving the flow of returned supplies, which again maps fairly well.

The remainder of the Unit regarding environmental policies, processes for sustainability, cost and environmental consequences based on a wide geographic dispersion of products could map with the National Standards, given some interpretation. There are two Units, T2 and T3 which could be considered as a close comparison.

Unit T2, Outcomes 3 and 4, asks candidates to provide evidence on how they would analyse data on the organisation's supply chain and how they would use analysis procedures and techniques that are appropriate to the information required. These Outcomes plus the whole of Unit T3, *Apply Improvements to the Supply Chain* would cover the requirements of the NPA.

It should be noted that Units T2 and T3 are both level 3 Units and together with the other Units, which appear as both level 2 and level 3, this NPA Unit was levelled as a level 6 on the SCQF Framework.

#### **4 Distribution and Storage of Goods**

This is an Optional Unit with three Outcomes. Outcomes 1 and 3 look at different aspects of distribution while Outcome 2 looks at storage. The National Standards in Units T17 and T18 focus on the distribution of supplies whereas this Unit focuses on the distribution facilities. However there are some similarities which would match the requirements to the National Standards.

- a) Outcome 1 of this Unit looks at how a distribution centre needs to operate and how it is organised in a particular way based on the products being distributed and also the reason why a distribution centre is located in a specific location. The Outcome also looks at any specific resources that may be required, based on the types of product and whether or not the organisation would choose to operate their own distribution centre or contract this function to an external operator.

Because of the difference in focus between the National Standards and the Unit there is not a direct match but there are similarities. The issues being addressed in the Unit tend to be based on the type of product to be distributed and this will match the standards required for Outcome 1 in Unit T17, which is to confirm information on the supplies being distributed. The requirement relating to how the distribution function is organised and particular requirements of the distribution system also have similarities with Outcome 2 from Unit T17 which requires candidates to provide evidence on obtaining information on distribution requirements.

The final element in the Unit, Outcome 1, relates to the choice an organisation will have of operating their own distribution system or using an external operator could be matched to Outcomes 2 and 3 of Unit T17 which asks candidates to provide evidence that they can collate and prepare data for analysis and analyse information on the distribution system. This will be very similar to the NPA requirements.

- b) Staying with distribution, Outcome 3 of this Unit looks at changes that have occurred in the role that distribution centres carry out. Candidates are expected to describe and compare a traditional distribution function to where a distribution centre carries out more value added activities. Candidates are also required to describe the operation of a 'stockless' distribution centre.

There is no direct match with the National Standards but the activities will have a similarity with Outcomes 1, 4, and 5 of Unit T3. These Outcomes require the candidates to provide evidence that they can:

- i) Obtain information on the improvements being introduced to the supply chain.
- ii) Collate and prepare data on the impact of improvements to the supply chain.
- iii) Analyse data on the impact of improvements to the supply chain.

As the requirements for Outcome 3 of the Unit are asking candidates to look at change which has taken place with distribution systems this would equate to improvements in the supply chain from the National Standards for Supply Chain Management.

There is also a match with the National Standards for Warehousing and Storage in terms of the value added activities that take place. These are covered in a number of Warehousing and Storage Units — WS16, WS17, WS18, and WS 19 — which requires the candidates to provide evidence on assembling orders for dispatch, dispatching goods for delivery, processing returned goods and sorting goods and materials for recycling.

The only element that is not really matched is the explanation of a stockless distribution system but this may be considered as an improvement in the supply chain.

- c) Outcome 2 of this Unit looks at how a storage function needs to operate, why it is organised in a particular way and resources required to operate the storage facility based on the types of products to be stored.

These requirements can be mapped to Unit T16, from the National Standards for Supply Chain Management, in Outcomes 2, 3 and 4 which require the candidates to provide evidence that they are able to obtain information on storage location and facilities, collate and prepare data for analysis and analyse information on storage location and facilities.

The requirements from the NPA award cannot be mapped directly to the National Standards for Warehousing and Storage as there is a different emphasis. The NPA Unit focuses on the facilities whereas the Warehousing and Storage Standards focus on how the facilities are being used.

## 5 Transportation of Goods

This is an optional Unit where the three Outcomes map in varying degrees with the National Standards. Outcome 2 of the NPA Unit maps reasonably well to Unit T20 from the Supply Chain Management Standards. Outcomes 1 and 3 have a match, depending on interpretation.

- a) Outcome 1 of this Unit does not map clearly to the Nationals Standards for Supply Chain Management with the exception of two elements. The requirements for the Unit, Outcome 1, is that candidates need to describe the transportation needs of customers and the role of good communication in this process in order to meet these needs. Candidates are also asked to describe the legal and regulatory requirements for contracting for the supply and transportation of goods and ensuring that these requirements are met. Candidates are also asked to explain how new technologies can be used to assist in the transportation of goods.

Unit T20 from the National Standards is the only Unit that deals with transport at levels 2 or 3 and the only elements where a mapping occurs are those that deal with the legal and regulatory requirements. These requirements map to Outcome 8 of Unit T20 which requires the candidates to provide evidence that they can comply with procedures for monitoring the transportation of supplies.

The remaining requirements also map to Outcome 8 to some degree if one of the Achievement Criteria is interpreted loosely and the Criteria is that supply chain management systems are used. These then can be used to establish customer need and determine if they are being met. A communication process can also be considered as a supply chain management system and similarly the introduction of new technology can be regarded as a system for improving the supply chain through transportation.

The requirements relating to the meeting of customer need could also map to the National Standards for Logistics Operations Management Unit LOM3 — *Schedule Logistics Operations to Meet Customer Requirements* although it should be noted that this is a level 3 Unit.

- b) Outcome 2 of this Unit requires the candidates to describe the different modes of transport normally used and how an organisation would decide on which mode(s) to use. The Unit also looks at the advantages and disadvantages of each mode and finally candidates are asked to describe the decision making process an organisation might use in determining whether or not they should operate their own transport operation.

These requirements match fairly closely to several Outcomes from Unit T20.

The different modes of transport will match with Outcome 1 from Unit T20 which requires candidates to confirm information on the supplies being transported and one of the Achievement Criteria is that the transport requirements of different types of supplies are identified. The decision on what mode to use and the advantages and disadvantages of each will match with Outcomes 2, 3 and 4 from Unit T20 which requires candidates to obtain information on the transport of supplies, collate and prepare data for analysis and to analyse the information on the transportation of the supplies. The results from Outcome 4 may also provide a match for the final requirement of Outcome 1 of the NPA Unit which is to determine whether or not an organisation should operate its own transport system.

There may also be a match with Outcome 6 from Unit T20 which is to identify any problems with the transportation of supplies.

The best match for the requirements of using different transport modes, including the advantages and disadvantages can be found in the National Standards for Logistics Operations Management, Unit LOM6 — *Utilise Transport Modes in Logistics Operations* — again it should be noted that LOM6 is a level 3 Unit.

- c) Outcome 3 of this Unit loosely maps to the Nationals Standards. The requirements are very specific and relate to decisions being made in relation to specific types of products and their corresponding transport requirements, for example fragile objects or hazardous materials. The requirements also require the candidates to consider safety precautions where appropriate and also route planning.

In mapping to the Supply Chain Management Standards the requirements for the specific types of goods could be matched with Unit T20, Outcomes 2, 3 and 4 as described in b) above. The requirements for dealing with safety requirements can be matched to Outcome 6 from Unit T20, also described above. Matching the route planning is more difficult unless it was described as a problem in which case Outcome 6 of Unit T20 would also apply.

The requirements for the Unit could also be mapped to Unit LOM6 from the National Standards for Logistics Operations Management again as described above in terms of selecting the mode of transport to meet the requirements of specific types of products.

## 6 Safety, Security and Sustainability in the Supply Chain

This is an optional Unit where two of the Units will map against the National Standards for Warehousing and Storage. The third Unit, covering sustainability does not match but was requested by members of the Qualifications Development Team as being an increasingly important topic for any supply chain.

- a) Outcome 1 of this Unit covers the safety factors for any organisation's work place and covers the safety in the work place, safe systems of work, safety relating to articles and substances and safety procedures. In addition it covers the responsibilities that each individual has for themselves and others and also the process for identifying hazards and how to gather information during a risk assessment. This information also needs to be evaluated and steps taken to avoid risks.

These requirements map closely with the performance requirements for Unit LOG1 from the National Standards for Warehousing and Storage. The performance requirements cover the following:

- ◆ Regulations and organisational procedures
- ◆ Providing support for the work of colleagues and checking that they comply
- ◆ Using personal protective equipment
- ◆ Identifying any hazards and security issues
- ◆ Identifying any hazards and security issues
- ◆ Taking action to prevent injury, theft, or damage
- ◆ Responding to any incidents
- ◆ Reporting accidents and emergencies

- b) Outcome 2 of this Unit covers security arrangements for different situations under three areas relating to goods or services, namely:

- ◆ in storage
- ◆ being transported
- ◆ internet transactions

These requirements also map with the performance requirements for Unit LOG1 from the National Standards for Warehousing and Storage, but not as closely as the Outcome above. In particular they will match with the following performance requirements:

- ◆ regulations and organisational procedures
- ◆ identifying any hazards and security issues
- ◆ taking action to prevent injury, theft, or damage
- ◆ responding to any incidents
- ◆ reporting accidents and emergencies

c) Outcome 3 of this Unit covers sustainability and again is broken down to three main areas:

- ◆ Environmental issues
- ◆ Social aspects
- ◆ Economic considerations

As explained above there are no matching standards for this Outcome.

## Summary

Overall the Outcomes for the NPA in Supply Chain Operations match reasonably well to three sets of National Occupational Standards, at appropriate levels, mainly level 2.

The Standards are:

- ◆ Supply Chain Management
- ◆ Warehousing and Storage
- ◆ Logistics Operations Management

There are however a number of Outcomes and/or individual requirements that don't have a match but these were deemed suitable and necessary by the Qualifications Development Team.