



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## Qualifi Level 7 Diploma in Logistics and Supply Chain Crisis Management

Specification (For Centres)

July 2020

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## About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual-recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

### Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

### Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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# 1 Introduction

## 1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environment and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learners' ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

## 1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualifications.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

### **1.3 Qualification Titles and Codes**

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is:

Qualifi Level 7 Diploma in Logistics and Supply Chain Crisis Management (603/6067/7)

### **1.4 Awarding Organisation**

QUALIFI LTD

## **2 Qualification Purpose, Rational, Aims Outcomes**

### **2.1 Qualification Purpose**

The level 7 Diploma in Logistics and Supply Chain Crisis Management is a qualification for aspiring strategic leaders within the logistics and supply chain sector. In particular this course looks to equip leaders with the tools necessary to build strategic resilience into their supply chains, in a blend of historic models and modern day techniques.

The Diploma is designed to provide learners with the expertise required to undertake a career as a logistics and supply chain leader and it also provides a sound basis for progression to postgraduate study.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and knowledge. It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential but also that of organisations across the industry.

### **2.2 Rationale for the Diploma**

The rationale of the qualification is to provide a career path for learners who wish to develop their academic and practitioner research and critical thinking capabilities within the logistics and supply chain sector. The expected outcome of the Diploma, which is the achievement of a recognised UK qualification, is for learners to develop the skills required by organisations and the industry globally. This qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

This qualification is suitable for part-time learners in the workplace but is equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment in the logistics and supply chain sector.

## 2.3 Overall Aims of the Diploma

The Level 7 Diploma in Logistics and Supply Chain Crisis Management will require Learners to evaluate a wide range of occupational health and safety implementation standards, risk assessment techniques and models critically and to implement data mining methods. It will also require learners to demonstrate a deep understanding of globalization and sustainability issues that have an impact on the safety culture of an organisation.

By analysing and making critiques of health and safety implementation standards, learners will examine how the different functions and disciplines affect an organisation's HSE strategy, success and the way that it operates.

The qualification requires learners to demonstrate a range of skills required of executive level management including problem solving, research and analytical skills. The qualification will enable learners to deal with the complexities of leadership and strategic management in a business context and to develop their ability to lead change in organisations.

The Qualifi Level 7 Diploma in Logistics and Supply Chain Crisis Management aims to give learners the opportunity to:

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
3. Develop new skills and knowledge that can be applied immediately and in the context of supply chain risk and resilience management.
4. Prepare for higher level positions in leadership and management through personal and professional development as a leader that thrives in complex and globally diverse environments.
5. Have assessments marked and moderated by respected academic and practitioner professionals with practical experience across a number of logistics and supply chain sectors.
6. Progress along a pathway to gain a higher-level qualification.

## 2.4 Learning Outcomes

The overall learning outcomes of the Diploma are to:

1. Apply and make critiques of different approaches and implementation standards with regards logistics and supply chain operations
2. Evaluate the role of strategic leadership in supply chain risk management
3. Review the impact of globalization on an organisations extended logistics and supply chain operations
4. Understand and apply the principles of sustainability in supply chain leadership
5. Analyse problem-solving techniques that are specific to supply chain crisis management and resilience building
6. Manage strategic risks and build resilience in a global supply chain
7. Analyse the impacts of supply chain shocks on business operations
8. Evaluate resilience measures in context to differing global supply chain operations

These are the overall learning outcomes in line with a level 7 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

### **3. Delivering the Qualifications**

#### **3.1 Quality Assurance Arrangements**

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres.

#### **Trainer Requirements**

- Trainers must be appropriately qualified and occupationally competent in the areas in which they are training. They must have a minimum of 4 years' experience in strategic leadership for which they will be training and supervising
- They must hold a Level 7 qualification or above in an operations and supply chain related subject
- They must hold or be working toward a Level 3 Award in Education and Training or equivalent.

#### **Assessor/Examiner Requirements**

- Assessors must be appropriately qualified and occupationally competent in the areas in which they are assessing. They must have a minimum of 5 years' experience in strategic operational management for which they will be assessing
- They must hold a Level 7 qualification in an operational or supply chain related subject area
- They must hold a Level 3 Award in Education and Training or equivalent

#### **Internal Verifier/Moderator Requirements**

- Internal Verifiers must be appropriately qualified and occupationally competent in the areas in which they are moderating. They must have a minimum of 4 years' experience in strategic leadership for which they will be verifying internally
- They must hold or be working towards a Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and/or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- They must demonstrate that they have undertaken Continued Professional Development (CPD) activities relating to occupational health and safety or auditing quality assurance to maintain and update their skills and knowledge within the last year.

## **3.2 Access to Study**

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Certificate handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

## **3.3 Entry Criteria**

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners will be expected to hold the following:

- A minimum of a Level 6 qualification in a related sector or;
- Bachelors degree or;
- A minimum of 3 years' managerial work experience which demonstrates current and relevant industry knowledge.

In certain circumstances, individuals with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

## **4 Structure of the Qualification**

### **4.1 Units, Credits and Total Qualification Time (TQT)**

The QUALIFI Diploma in Logistics & Supply Chain Crisis Management is a Level 7 qualification with 6 mandatory units, 120 credits and 1200 TQT.

These units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.



Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Qualification Structure

The **Qualifi Level 7 Diploma in Logistics & Supply Chain Crisis Management** comprises six units in total. All units are mandatory, and all units cover a number of topics relating to learning outcomes.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
M/618/2775	Critical Issues: Strategic Framework for Understanding Risk and Resilience Building	7	200	20	126
T/618/2776	Engineering Systems Views of Supply Chain Resilience	7	200	20	126
A/618/2777	Sector Specific Supply Chain Resilience Management	7	200	20	126
F/618/2778	Ethical and Social Supply Chain Management	7	200	20	126
J/618/2779	Critical Issues: Supply Chain Crime, Corruption and Terrorism	7	200	20	126
A/618/2780	Critical Issues: Management of Supply Chains during Natural Disasters, Climate Change and Pandemics	7	200	20	126

### **4.3 Progression and Links to other QUALIFI Programmes**

Learners completing the QUALIFI Level 7 Diploma in Logistics and Supply Chain Crisis Management can progress to:

- a QUALIFI Level 7 and 8 Diploma,
- directly into employment in an associated profession,
- an appropriate dissertation only for a Masters Degree at one of our University partnerships.

### **4.4 Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

## **5 Guidance to Teaching and Learning**

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

## 6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

### 6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 7. Assessment

This qualification is vocational as can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method, each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate their knowledge, understanding, original thought, problem-solving and recommendations on actions will also be asked for where appropriate. Intellectual rigour will be expected that is appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments, there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking schemes are available on request as part of the Qualification Specification supplied to centres.

For further information please contact Qualifi.

## **8. Course Regulations**

### **8.1 Course Requirements**

Learners must complete all units and pass the appropriate mark to receive the full Diploma.

QUALIFI will issue certificates to all successful learners through the registered centres.

### **8.2 Classification of Awards**

This qualification is pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of learners' overall profile and performance subject to the minimum requirements.

### **8.3. Learner Voice**

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

### **8.4 Complaints**

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## **9 Equality and Diversity**

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

## **10. Further Professional Development and Training**

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

## Appendix 1: Unit Descriptors

### QUALIFI Level 7 Diploma in Logistics and Supply Chain Crisis Management

#### Unit C701: Critical Issues: Strategic Framework for Understanding Risk and Resilience Building

Unit code: M/618/2775

RQF level: 7

#### Aim

The aim of this unit is to enable learners to identify, co-ordinate and implement the activities and processes required for the creation of logistics and supply chain strategies. At the end of the unit, learners will understand how to provide superior business performance, with an emphasis on developing resilience and recovery mechanisms for organisations.

#### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes.</b> When awarded credit for this unit, a learner will be able to:	<b>Assessment Criteria.</b> Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Evaluate tools and strategic perspectives for managing the resources of global supply chains.	1.1 Assess the links between different tools and concepts in managing information technology resources from the perspective of disaster recovery and resilience building.  1.2 Assess different supply chain threats, both internal or external to an organisation.  1.3 Formulate a threat severity matrix relating to global supply chains.
2. Design systematic solutions for planning, designing and delivering supply chain operations.	2.1 Evaluate the potential for digital strategies to build resilience and recovery mechanisms for organisations.  2.2 Formulate specific, measurable, achievable, realistic and time-bound (SMART) plans for the adoption of digital integration across wider supply chains, including developing nations and SMEs.  2.3 Assess tactical responses to risk and resilience through supply chain operational design.  2.4 Assess operational responses to risk and resilience through supply chain operational design.

3. Evaluate the strategic management of risk identification.	<p>3.1 Construct strategies that deliver critical resilience and recovery for globalised supply chains.</p> <p>3.2 Prioritise actions and predict a set of circumstances that meet operational, tactical and strategic requirements for resilience-building.</p> <p>3.3 Assess the effectiveness and implications of collaborative multi-stakeholder approaches to risk identification</p>
4. Propose recommendations for managing the capability and resources of a supply chain.	<p>4.1 Solve problems within the domain of holistic supply chain management connected to strategic frameworks.</p> <p>4.2 Create a strategy of emerging trends within supply chain risk management.</p> <p>4.3 Assess the causes of supply chain disruptions to be able to differentiate against internal, external and natural disaster risk.</p>

### Assessment Guidance

To demonstrate all learning outcomes and assessment criteria, each unit should follow the same assessment methodology:

- Formative: development of discussion boards (1 a week for 12 weeks, academic referencing required, c. 800 words per board) and participation in discussion groups;
- Summative: business report, synthesising key themes from the 12 formative discussion boards, with academic referencing, and a reflective statement (c. 3,000 words).

### Delivery Guidance

The course will be delivered by a series of workshops. Communication with the cohort will be facilitated using instant messaging tools via a VLE to support a collaborative approach to learning. Learners will have on-line and group tutorials and will be encouraged to use the VLE to discuss topics with fellow learners. Each topic content release will encourage students to research, read around the subject, take part in discussion board activities and communicate with the tutor.

### Indicative Content

In this unit learners will study a number of models, concepts and ideas that can be used to manage resilience and recovery for supply chains. Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to develop risk awareness and resilience creation in supply chains, both local and global.

Content includes:

- Analytical tools and strategic management
- Framework for understanding risk
- Analysis of supply chain threats
- Causes of supply chain disruption
- Severity of threat
- Internal, external and natural disruption risk
- Risk analysis and management
- Lessons learned for supply chain risk management

### **Core Text**

Manners-Bell, J. (2017)  
Supply Chain Risk: Understanding Emerging Threats to Global Supply Chains  
Print ISBN 9780749471101, E-book ISBN 9780749471118

### **Supporting text**

Schroeder, R.G and Goldstein, S.M. (2020)

ISE Operations Management in The Supply Chain: Decisions & Cases 8th Edition  
1260571432 · 9781260571431

Bowersox, D., Closs, D. & Cooper, M.B. (2013)  
Supply Chain Logistics Management  
4th Edition

Additional resources will be made available within the VLE to ensure that current peer reviewed journals and papers are used to contextualise learner experience and keep the reading and learner experience fresh.



## Unit C702: Engineering Systems Views of Supply Chain Resilience

Unit code: T/618/2776

RQF level: 7

### Aim

System views are the methodologies used to deliver the greatest risk mitigation within the modern-day globalised supply chain. Within this unit, learners will have the opportunity to investigate how to engineer systems views alongside related theories and practices.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes.</b> When awarded credit for this unit, a learner will be able to:	<b>Assessment Criteria.</b> Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Assess the underlying concepts related to the World Economic Forum’s risk response network.	1.1 Assess the links between different concepts against global supply chain operations.  1.2 Conduct a comparative analysis of the link between resilience building and risk response.  1.3 Analyse the benefits of systems views and global supply chain management strategies.
2. Appraise the potential of business continuity management theories and practices to create greater resilience in supply chains.	2.1 Analyse the potential for digital strategies to build resilience and recovery mechanisms for organisations in a business continuity context.  2.2 Evaluate the ability for preparedness strategies to build resilience.  2.3 Formulate plans for the adoption of business continuity plans, particularly in the context of developing nations.  2.4 Formulate plans for adoption of business continuity plans, across globalised supply chains.
3. Evaluate different approaches in devising maintenance strategies for infrastructure management.	3.1 Construct strategies aligned with digital engagement that deliver critical resilience and recovery for globalised supply chains.  3.2 Evaluate the ability for systems views practices to offset risk of business interruption in the globalised supply chain.  3.3 Review constructs of infrastructure management strategy allied differing global governmental and policy areas.

<p>4. Formulate optimisation techniques related to the adoption of technology in the supply chain.</p>	<p>4.1 Solve problems within the domain of holistic supply chain management connected to digital adoptions and the use of internet of things.</p> <p>4.2 Identify the strengths and weaknesses of technology in building supply chain resilience.</p> <p>4.3 Evaluate the capabilities of technology to build multi-stakeholder risk assessment processes.</p>
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### Assessment Guidance

To demonstrate all learning outcomes and assessment criteria, each unit should follow the same assessment methodology:

- Formative: development of discussion boards (1 a week for 12 weeks, academic referencing required, c. 800 words per board) and participation in discussion groups;
- Summative: business report, synthesising key themes from the 12 formative discussion boards, with academic referencing, and a reflective statement (c. 3,000 words).

### Delivery Guidance

The course will be delivered by a series of workshops. Communication with the cohort will be facilitated using instant messaging tools via a VLE to support a collaborative approach to learning. Learners will have on-line and group tutorials and will be encouraged to use the VLE to discuss topics with fellow learners. Each topic content release will encourage students to research, read around the subject, take part in discussion board activities and communicate with the tutor.

### Indicative Content

In this unit, learners will study a number of models, concepts and ideas that can be used to manage resilience and recovery for supply chains, utilising digital innovation and systems views. Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to develop risk awareness and resilience supply chain management.

Content includes:

- Introduction to Innovation and Technology Adoption
- Industry 4.0 and the fourth industrial revolution
- Internet of Things, and Industrial Informatics
- Value Chain and Infrastructure Asset Management
- Maintenance Strategies
- Decision making: practices within the context
- Risk, Safety, Security and Ethical concepts related to the above
- Preparedness strategies for response/Business continuity management
- Offsetting the risk of business interruption
- Flexible technology solutions
- Government and policy challenges with data interchange

## **Core Text**

Manners-Bell, J. (2017)  
Supply Chain Risk: Understanding Emerging Threats to Global Supply Chains  
Print ISBN 9780749471101, E-book ISBN 9780749471118

## **Supporting texts**

Schroeder, R.G and Goldstein, S.M. (2020)

ISE Operations Management in The Supply Chain: Decisions & Cases 8th Edition  
1260571432 · 9781260571431

Bowersox, D., Closs, D. & Cooper, M.B. (2013)  
Supply Chain Logistics Management  
4th Edition

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## Unit C703: Sector Specific Supply Chain Resilience Management

Unit code: A/618/2777

RQF level: 7

### Aim

The aim of this unit is to provide future business managers with an introduction to risk and resilience, with reference to sector specific examples. It will enable learners to understand the workings of holistic supply chains and the required managerial decisions that support risk mitigation strategies and resilience planning.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes.</b> When awarded credit for this unit, a learner will be able to:	<b>Assessment Criteria.</b> Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Evaluate concepts and frameworks of risk and resilience in relation to value/supply chain systems.	1.1 Analyse the links between risk management and resilience in value chains.  1.2 Identify data sources within a value chain that can promote resilience.  1.3 Determine risk by sector type along with evaluation of measures to build resilience.
2. Understand the opportunities and constraints in a supply chain with a focus on risk and resilience.	2.1 Identify patterns, trends and impacts on supply chain resilience through an analysis of information.  2.2 Formulate processes and methodologies for analysing the impact of information on the resilience of value chain management.  2.3 Evaluate the opportunities that reside with multi-stakeholder engagement and risk identification.  2.4 Analyse the resilience measures along with opportunities for adoption against the operational, tactical and strategic operations management measures.
3. Understand the importance of problem-solving in connection to supply chain resilience building.	3.1 Analyse current problem-solving models and the context these have in different supply chain types.  3.2 Evaluate problem-solving models in the context of resilience-building.  3.3 Formulate and deploy a problem-solving matrix for risk identification.

	3.4 Analyse processes and methodologies for measuring the impact of decision-making in supply chain management.
4. Solve problems that arise in global supply chain operations relating to resilience management.	<p>4.1 Analyse tools and methodologies that solve problems within the domain of holistic supply chain management connected to risk and resilience.</p> <p>4.2 Identify data and information sources that are able to support managing complex supply chain operations.</p> <p>4.3 Formulate processes and methodologies that support the capture of data to support resilience management.</p> <p>4.4 Analyse the cultural and policy challenges that arise when managing supply chain complexity.</p>

### Assessment Guidance

To demonstrate all learning outcomes and assessment criteria, each unit should follow the same assessment methodology:

- Formative: development of discussion boards (1 a week for 12 weeks, academic referencing required, c. 800 words per board) and participation in discussion groups;
- Summative: business report, synthesising key themes from the 12 formative discussion boards, with academic referencing, and a reflective statement (c. 3,000 words).

### Delivery Guidance

The course will be delivered by a series of workshops. Communication with the cohort will be facilitated using instant messaging tools via a VLE to support a collaborative approach to learning. Learners will have on-line and group tutorials and will be encouraged to use the VLE to discuss topics with fellow learners. Each topic content release will encourage students to research, read around the subject, take part in discussion board activities and communicate with the tutor.

### Indicative Content

In this unit learners will study a number of models, concepts and ideas that can be used to manage Risk and Resilience in value chains. Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to develop risk awareness and resilience creation in value chains.

Content includes:

- The relationship approach to holistic supply chain and business strategy
- Objectives of risk mitigation strategies
- Contractual considerations and resilience building
- Challenges of risk, fraud & resilience
- Procurement strategies
- Supplier and demand management
- Tiered supplier risk mitigation management
- E-Systems and data risk mitigation

### **Core Text**

Manners-Bell, J. (2017)  
Supply Chain Risk: Understanding Emerging Threats to Global Supply Chains  
Print ISBN 9780749471101, E-book ISBN 9780749471118

### **Supporting texts**

Schroeder, R.G and Goldstein, S.M. (2020)

ISE Operations Management in The Supply Chain: Decisions & Cases 8th Edition  
1260571432 · 9781260571431

Bowersox, D., Closs, D. & Cooper, M.B. (2013)  
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## Unit C704: Ethical and Social Supply Chain Management.

Unit code: F/618/2778

RQF level: 7

### Unit Aim

The aim of this unit is to provide the opportunity for learners to evaluate the underlying concepts of ethical considerations and social capital in contemporary global supply chains. Learners will also engage with of a range of different case studies and strategies related to risk and resilience with ethical and social considerations.

### Learning Outcomes, Assessment Criteria

<b>Learning Outcomes.</b> When awarded credit for this unit, a learner will be able to:	<b>Assessment Criteria.</b> Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Appraise current theory and practice relating to ethics and social capital in the context of supply chain management.	1.1 Evaluate the links between ethics and social capital when looking to build resilience in supply chains.  1.2 Evaluate tools and techniques to manage resilience against ethical issues in a supply chain context, with particular focus on data and decision support systems.  1.3 Evaluate the value of data and decision support techniques in relation to ethical and social supply chain risk identification.
2. Appraise the role of ethical and social capital strategy in context to global supply chain operations.	2.1 Analyse patterns, trends and impacts on supply chain resilience with identified ethical and socially derived strategies.  2.2 Formulate processes and methodologies for analysing the impact of ethical and social capital strategies on supply chain management.  2.3 Evaluate how strategic operations management can be enhanced ethical and socially led support systems adoption.
3. Provide recommendations to different audiences on decision support systems and ethical/social impacts.	3.1 Analyse tools and methodologies that can support multi-stakeholder (non-expert) contextualisation.  3.2 Analyse and interpret how data can support identified supply chain management strategies to mitigate issues around ethics and social capital.  3.3 Evaluate how culture and geographic region affect supply chain management with ethical and social capital-derived decision-making.

<p>4. Appraise emerging trends within the field of ethics and social capital with supply chain management.</p>	<p>4.1 Analyse how emerging trends in supply chain management can gain the commitment of individuals internal to an organisation.</p> <p>4.2 Evaluate how emerging trends can benefit external supply chain actors in globalised business relationships.</p> <p>4.3 Evaluate the impact that emerging trends in business have with consideration to the areas of ethics and social capital.</p>
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### Assessment Guidance

To demonstrate all learning outcomes and assessment criteria, each unit should follow the same assessment methodology:

- Formative: development of discussion boards (1 a week for 12 weeks, academic referencing required, c. 800 words per board) and participation in discussion groups;
- Summative: business report, synthesising key themes from the 12 formative discussion boards, with academic referencing, and a reflective statement (c. 3,000 words).

### Delivery Guidance

The course will be delivered by a series of workshops. Communication with the cohort will be facilitated using instant messaging tools via a VLE to support a collaborative approach to learning. Learners will have on-line and group tutorials and will be encouraged to use the VLE to discuss topics with fellow learners. Each topic content release will encourage students to research, read around the subject, take part in discussion board activities and communicate with the tutor.

### Indicative Content

In this unit learners will study a number of models, concepts and ideas that can be used to identify and manage ethical considerations and social capital models relevant to risk management in value chains. Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to develop risk awareness and resilience creation in value chains.

Content includes:

- Introduction to ethics and social capital
- Fair labour
- Conflict-free minerals
- Environmental practices of supply chain partners
- Food shortages in developing countries
- Ethics and big data
- Social capitals role in developing culture
- Culture and governance in global supply chains
- Combating fraudulent behaviours
- Engaging with social capital to build better value



## **Core Text**

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## Unit C705: Critical Issues: Supply Chain Crime, Corruption and Terrorism

Unit code: J/618/2779

RQF level: 7

### Aim

This unit is designed to focus learners' attention on strategic issues that the logistics and supply chain industry needs to address, particularly in relation to the hidden aspects of crime, corruption and terrorism. These strategic issues include the pressures and challenges that operations have with recovery and resilience.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes.</b> When awarded credit for this unit, a learner will be able to:	<b>Assessment Criteria.</b> Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Evaluate the range of strategic issues that face the logistics Industry over the medium to long term.	1.1 Assess the links between recovery and resilience and logistics and supply chain infrastructures.  1.2 Assess sources of data both organisational and 3 <sup>rd</sup> party that support identification of issues affecting logistics industry.  1.3 Evaluate elements of strategic design that leave logistics and supply chains open to threats related to crime, corruption and terrorism.  1.4 Analyse the factors that impact on logistics operations globally, identifying the regional and cultural differences which give rise to risks associated with crime, corruption and terrorism.
2. Evaluate a range of strategic aims that embed resilience against external threats to logistics operations.	2.1 Analyse patterns, trends and impacts on logistics and supply chain resilience.  2.2 Formulate processes and methodologies for analysing the impact of logistics strategy in building recovery mechanisms against crime, corruption and terrorism.  2.3 Assess the multi-stakeholder process to building cross cultural resilience against crime, corruption and terrorism.
3. Understand the strategic implications for the logistics and supply chain industry with corruption.	3.1 Assess the drivers for corruption within the logistics and supply chain management.  3.2 Evaluate the legislation for anti-bribery and anti-corruption legislation, both local and global, identifying how this builds resilience against crime, corruption and terrorism.

	<p>3.3 Evaluate hot spots for bribery and corruption, constructing strategies to mitigate in a global context.</p> <p>3.4 Assess the challenges with customs and VAT fraud and analyse the operational, tactical and strategic measures to mitigate issues associated both local and global</p> <p>3.5 Determine the implications for developing countries on logistics crime, corruption and terrorism, with specific focus on humanitarian logistics operations</p>
<p>4. Evaluate the response needed by the industry and their own organisation to the challenges posed by strategic issues associated cargo crime and piracy.</p>	<p>4.1 Assess the effects of deep-sea freight piracy on the areas of cost, carbon and customer service.</p> <p>4.2 Develop strategic priorities for logistics operations to mitigate identified challenges associated with cost, carbon and customer service.</p> <p>4.3 Evaluate the issues associated with cargo crime in emerging markets, and strategies to build resilience in new markets.</p> <p>4.4 Assess the connection to cyber- and data-related crime, building operational, tactical and strategic measures across a globalised multi-stakeholder supply chain.</p>

### Assessment Guidance

To demonstrate all learning outcomes and assessment criteria, each unit should follow the same assessment methodology:

- Formative: development of discussion boards (1 a week for 12 weeks, academic referencing required, c. 800 words per board) and participation in discussion groups;
- Summative: business report, synthesising key themes from the 12 formative discussion boards, with academic referencing, and a reflective statement (c. 3,000 words).

### Delivery Guidance

The course will be delivered by a series of workshops. Communication with the cohort will be facilitated using instant messaging tools via a VLE to support a collaborative approach to learning. Learners will have on-line and group tutorials and will be encouraged to use the VLE to discuss topics with fellow learners. Each topic content release will encourage students to research, read around the subject, take part in discussion board activities and communicate with the tutor.

## Indicative Content

In this unit learners will study a number of models, concepts and ideas that can be used to manage logistics and supply chain strategies. Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas that could be used to develop risk awareness and resilience creation in business.

These include:

- Modal selection
- Location decisions (local vs global)
- Reverse logistics
- Global sourcing strategies
- Supply chain collaboration
- Sustainability
- Social capital
- Trends of logistics and supply chain
- Terrorism and security
- Sea Freight security
- Infrastructure exposure to cargo crime
- Vehicle based cargo crime
- Aviation based cargo crime
- Cyber threats to supply chains

## Core Text

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## Supporting texts

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## Unit C706: Critical Issues: Management of Supply Chains During Natural Disasters, Climate Change and Pandemics

Unit code: A/618/2780

RQF level: 7

### Aim

The purpose of this unit is to provide a critical discussion and reflection of the contemporary and emerging issues around the management of operations during and post climate change, natural disaster and pandemic-type events. Learners will have the opportunity to evaluate related theories and techniques against local and global challenges in multi-stakeholder, geographically dispersed and extended supply chain operations.

### Learning Outcomes and Assessment Criteria

<b>Learning Outcomes.</b> When awarded credit for this unit, a learner will be able to:	<b>Assessment Criteria.</b> Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Analyse the value and importance of an integrated approach to multi-stakeholder understanding with non-man-made risks.	1.1 Assess the links and design approaches to understanding non-man-made risks such as natural disasters and pandemics.  1.2 Evaluate the way the design approaches of risk identification are developed to build resilience and recovery measures in a globalised context.  1.3 Assess the ability of technology to assist in mitigating issues associated with non-man-made events and risk identification.  1.4 Develop operational, tactic and strategic plans to build greater resilience both during and post supply chain shock [non-man made].
2. Analyse the value and importance of integrated approaches to multi-stakeholder understanding with man-made risks.	2.1 Assess the links to design approaches with understanding of man-made risks such as climate change and weather events.  2.2 Evaluate the identification of tools and methodologies to be deployed globally to identify risks associated with man-made risks.  2.3 Assess the ability of technology to build greater resilience against man-made risk.  2.4 Develop operational, tactical and strategic plans to build greater resilience for global supply chains during and post supply chain shock [man-made].

<p>3. Apply analytical models and conceptual tools and techniques to the analysis of risk identification for supply chain shocks.</p>	<p>3.1 Analyse patterns, trends and impacts on both man-made and non-man-made risks on global supply chains.</p> <p>3.2 Formulate processes and methodologies that address a multi-stakeholder and geographically dispersed approach to risk identification.</p> <p>3.3 Evaluate the economic benefits of technology adoption with supply chain shock identification.</p> <p>3.4 Assess the social capital benefits of technology use with utilising technology to build resilience in global supply chain.s</p>
<p>4. Evaluate theoretical models and their applications in risk and resilience building against man-made and non-man-made risk events.</p>	<p>341 Evaluate and develop a series of strategic options based on identified theoretical models to meet organisational strategic aims and objectives, both short and longer terms.</p> <p>4.2 Assess the critical points in a globalised supply chain that require greater focus based on review of existent data both organisational and 3<sup>rd</sup> party.</p> <p>4.3 Assess operational plans and how these are aligned to existent theoretical models, identifying both positive and negative correlations.</p> <p>4.4 Construct and justify a revised strategic positioning based on identified methodologies, existing organisational processes and available data/technologies.</p>

### Assessment Guidance

To demonstrate all learning outcomes and assessment criteria, each unit should follow the same assessment methodology:

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### Delivery Guidance

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## Indicative Content

In this unit learners will study a number of models, concepts and ideas that can be used to manage project management strategies to build greater resilience into logistics and supply chain operations. Learners will further be introduced to, and encouraged to discuss, some of the project management models, concepts and ideas that could be used to develop risk awareness and resilience creation in business.

Content includes:

- Relevant theories, techniques and tools in risk identification
- Pervasive issues in global man-made disasters
- Globalisation within the context
- Sustainability within the context
- Ethical considerations with global supply chains
- Impact of disasters on supply chains
- Climate change, the global effect
- Pandemics, lessons learnt
- Differing sectors, and the effect of supply chain shocks
- Mitigation techniques against supply chain shocks
- Use of third-party data to make better decisions
- Overuse of data, the lack of interpretation
- Value contribution to risk identification
- Take a multi-stakeholder approach to resilience building
- Keeping suppliers closer, the way to recover quicker

## Core Text

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