



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Supply Chain Management Level 3

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Qualification Overview

NVQB

in

Supply Chain Management

Level 3

NVQB in Supply Chain Management - Level 3

Qualification Overview

Who is the qualification for?

This unit is aimed at persons who supervise the supply chain within the sector. Candidates should be familiar with the skills and capabilities used in managing the procurement, logistics and transportation of supplies, and knowledgeable in the storage and disposal of these supplies. Delivery of reliable customer service is also a necessary skill set in this area.

Some units are likely to be assessed in conjunction with each other.

Jobs within the occupational area

Relevant occupations include:

- Inventory Analyst
- Inventory Control Supervisor
- Supply and Inventory Supervisor
- Inventory Planner
- Procurement Supervisor
- Purchasing Supervisor
- Invoice Control Supervisor
- Supply Supervisor
- Expediter
- Supply Chain Analyst
- Supply Chain Administrator

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

Where could it be used?

These competencies are for persons who are likely to be in roles where duties include:

- Supervising the procurement of supplies
- Supervising the logistics and transport of supplies
- Supervising the storage and disposal of supplies

A04103 -APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

SUPPLY CHAIN MANAGEMENT - LEVEL 3

To achieve the full qualification, candidates must complete thirteen (13) units in total made up of ten (10) mandatory units plus three (3) optional units.

<u>MANDATORY UNITS</u> (All Must Be Completed)	<u>CODE</u>
1. Maintain operational relationships within the supply chain	U72103
1.1 Build and maintain relationships	
1.2 Identify problems with supply chain relationships	
2. Analyze information on the supply chain	U72203
2.1 Prepare for analysis	
2.2 Analyze data and recommend solutions	
2.3 Report on results	
2.4 Identify problems or opportunities	
3. Monitor and implement improvements to the supply chain	U72303
3.1 Monitor procedures and identify key findings	
3.2 Apply improvements to the supply chain	
3.3 Provide feedback on the application of improvements to the supply chain	
4. Manage and control inventory	U72403
4.1 Monitor receipt procedures and requirements	
4.2 Monitor issuing procedures	
4.3 Gather information	
4.4 Analyze information on inventory	
4.5 Provide results of monitoring	
4.6 Comply with inventory procedures	
5. Monitor export procedures	U72503
5.1 Supervise the completion of export requirements	
5.2 Monitor the export process	
6. Monitor import procedures	U72603
6.1 Monitor importation procedures and requirements	
6.2 Provide feedback on import process	

MANDATORY UNITS (All Must Be Completed)

CODE

7. Monitor Contracts

U72703

- 7.1 Review contracts
- 7.2 Monitor the implementation of contracts

8. Analyze information on the procurement of inventory in the supply chain

U72803

- 8.1 Prepare for analysis
- 8.2 Analyze data
- 8.3 Report on results
- 8.4 Identify problems or opportunities

9. Identify and evaluate the capability of suppliers

U72903

- 9.1 Determine supply needs
- 9.2 Obtain information on potential suppliers
- 9.3 Evaluate suppliers
- 9.4 Implement purchases with suppliers

10. Analyze the performance of suppliers

U73003

- 10.1 Prepare for analysis
- 10.2 Analyze data
- 10.3 Make recommendations

ELECTIVE UNITS (Select Three)

CODE

11. Expedite and monitor orders

U73103

- 11.1 Obtain information on inventory
- 11.2 Place and authorize orders
- 11.3 Expedite purchase orders
- 11.4 Identify problems
- 11.5 Make and implement recommendations

12. Monitor the flow of inventory

U73203

- 12.1 Gather information
- 12.2 Analyze data
- 12.3 Report results
- 12.4 Identify problems or opportunities and determine solutions

13. Manage the disposal of materials

U73303

- 13.1 Gather information on materials
- 13.2 Identify and implement appropriate disposal strategy

13.3 Monitor and evaluate disposal performance

ELECTIVE UNITS (Select Three)

CODE

14. Supervise and train staff

U73403

14.1 Supervise staff

14.2 Train staff

15. Report on the performance of the department

U73503

15.1 Analyze data

15.2 Report on results

15.3 Make recommendations

16. Deliver reliable customer service

U73603

16.1 Give consistent service to customers

16.2 Check customer service delivery

17. Monitor the supply and demand planning process

U73703

17.1 Monitor the supply and demand planning process

17.2 Analyze information and develop replenishment plan

17.3 Identify problems/opportunities and recommend options
for supply chain

U72103

Maintain operational relationships within the supply chain

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain and improve relationships within the supply chain. It examines options to improve communication and supply chain processes and how to develop and share these ideas with relevant colleagues to ensure maximum benefit. In addition, the unit considers the importance of monitoring relationships, communication and process effectiveness and the need to address problems promptly to maintain the performance of the supply chain.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------------|---|
| 1. Build and maintain relationships | 1.1 Identify and initiate relationships that are beneficial to the supply chain . |
| | 1.2 Maintain and improve relationships in the supply chain using appropriate communication methods . |
| | 1.3 Demonstrate measures that develop positive relationships with team members and other stakeholders . |
| | 1.4 Promote customer satisfaction by serving stakeholders according to the organizational customer service guidelines. |
| | 1.5 Conduct operational relationships in ways that are mutually beneficial. |
| | 1.6 Evaluate and monitor relationships according to organizational requirements. |
| | 1.7 Promptly resolve conflict by taking appropriate action in line with organizational requirements. |

2. Identify problems with supply chain relationships
 - 2.1 Monitor **supply chain processes** according to organizational procedures.
 - 2.2 Clearly identify **problems** as soon as they arise.
 - 2.3 Promptly research and identify possible solutions.
 - 2.4 Promptly inform **relevant persons** of **problems** and possible solutions according to organizational procedures.
 - 2.5 Implement **problem** solving activities within sphere of own authority as soon as they are approved by the relevant persons.

RANGE STATEMENT

All range statements must be assessed:

1. Supply chain:

- Procurement
- Logistics
- Transport
- Operations Management

2. Communication methods:

- Oral
- Written
- Electronic

3. Stakeholders:

- Internal
- External

4. Supply chain processes:

- Planning
- Procurement
- Production
- Distribution
- Customer Service

5. Relevant persons:

- Internal stakeholders
- External stakeholders

6. Problems:

- Technical
- Interpersonal
- Procedural

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the tiers of a supply chain.
2. What are the important relationships within the supply chain.
3. How to initiate relationships within the supply chain.
4. What are the different methods and procedures for communication and how to select and use them.
5. Which communication methods and procedures should be used to maintain relationships within the supply chain.
6. How to develop positive relationships with team members and stakeholders.
7. Who are the main internal and external stakeholders in the supply chain and how they influence supply chain activities.
8. Who are the internal and external customers and their priorities for procurement.
9. What is customer satisfaction and how it should be promoted.
10. What are the organizational customer service guidelines and how to use relationship building techniques.
11. What are mutually beneficial relationships.
12. What are the organizational objectives, activities and requirements.
13. What and how to motivate individuals involved in the procurement and supply function.
14. What are evaluative methods and procedures and how to use them.
15. How to monitor relationships within the supply chain.
16. What are the different conflict resolution strategies and how these can be used.
17. What conflicts of interest may exist in the work of procurement and how these can be resolved.
18. What are the supply chain management theories, models and practices and how to apply them.
19. What information sources are available on supply chain processes and how these can be accessed.
20. What are the database management and monitoring methods and procedures and how to use them.
21. What are information systems and monitoring methods and how to use them to manage problems.
22. How to identify problems and solutions.
23. How to prepare reports, presentations, letters, emails and memoranda to colleagues and other stakeholders.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of three months**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U72203**Analyze information on the supply chain**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to use data analysis to identify and make recommendations for potential improvements within the supply chain. It requires a clear purpose for the analysis, careful collection and preparation of relevant data and a clear set of results, which should highlight any problem areas. The unit also deals with the importance of presenting the results of the analysis to colleagues in an appropriate format so that key findings are immediately clear.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Prepare for analysis | 1.1 Clearly specify the purpose of the analysis. |
| | 1.2 Access suitable sources of data on the supply chain . |
| | 1.3 Collect relevant data on the supply chain using the appropriate methods . |
| 2. Analyze data and recommend solutions | 2.1 Accurately prepare and collate data for analysis . |
| | 2.2 Use appropriate analysis methods and techniques. |
| | 2.3 Findings are correctly collated within the agreed upon schedule. |
| 3. Report on results | 3.1 Prepare and discuss key findings with all relevant persons . |
| | 3.2 Report results and discuss with all relevant persons . |
| 4. Identify problems or opportunities | 4.1 Clearly identify problems and opportunities in the supply chain . |
| | 4.2 Inform colleagues of problems and opportunities according to organizational procedures. |

- 4.3 **Identify** possible solutions.
- 4.4 Thoroughly discuss the feasibility of solutions with all **relevant persons**.
- 4.5 Determine and implement appropriate solutions within agreed time schedules.

RANGE STATEMENT

All range statements must be assessed:

1. Sources of data:

- Electronic
- Written
- Stakeholders
- Observations

2. Supply chain:

- Procurement
- Logistics
- Transport
- Operations management

3. Data may include but is not limited to:

- Quantitative
- Qualitative

4. Relevant persons may include but are not limited to:

- Internal stakeholders
- External stakeholders

5. Problems and opportunities may include but are not limited to:

- Technical
- Procedural

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the supply chain management theories, models and practices and how to apply them.
2. What sources of information are available on the supply chain process and how to select and use the most appropriate one.
3. How to collect, prepare and collate information on the supply chain.
4. How to use data to support problem diagnosis and decision making.
5. What analysis methods and procedures are used in supply chain management and how to use them.
6. What are performance measurement and benchmarking theories, models and practices and how to use them.
7. How to develop metrics to measure performance of the supply chain.
8. How and to whom analysis is to be reported.
9. How to prepare reports, presentations, letters, emails and memoranda to colleagues and other stakeholders.
10. How to identify and prioritize key findings.
11. Why it is important to inform colleagues of problems and opportunities.
12. What are the different presentation theories, models and practices and how to use them to effectively present information.
13. How to identify problems/opportunities and solutions.
14. How to use information systems and monitoring methods and procedures to manage problems.
15. What are the organizational objectives, activities and requirements.
16. How to determine the feasibility of solutions.
17. Why it is important to discuss the feasibility of solutions with other stakeholders.
18. How to determine appropriate solutions.
19. Why it is important to meet agreed schedules.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **on one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U72303

Monitor and implement improvements to the supply chain

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to illustrate the potential to add value by improving a process, service or activity. It looks at collating and analyzing information, drawing up results and the need to discuss findings with colleagues to verify their usefulness before any implementation decisions are taken. The unit also considers any impact that may arise from applying the improvements and the importance of sharing this information with all relevant stakeholders.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Monitor procedures and identify key findings | <ul style="list-style-type: none"> 1.1 Access and collect data relevant to the improvements of the supply chain. 1.2 Access suitable sources of data on the impact of improvements to the supply chain. 1.3 Collect relevant data on the improvements to the supply chain. 1.4 Use appropriate analysis methods and techniques. 1.5 Correctly collate findings within the agreed schedules. 1.6 Clearly identify key findings. |
| 2. Apply improvements to the supply chain | <ul style="list-style-type: none"> 2.1 Consult relevant persons and design a plan for improvements. 2.2 Implement plan according to organizational procedures and agreed timelines. 2.3 Promptly review information and design a plan for improvement. |

3. Provide feedback on the application of improvements to the supply chain
 - 4.
- 3.1 Prepare concise results for dissemination to **relevant persons**.
 - 3.2 Discuss and review results with **relevant persons** and clearly identify **problems**.
 - 3.3 Inform **relevant persons** of **problems** according to organizational procedures.
 - 3.4 Clearly express **problems** that impact on the organization's effectiveness.

RANGE STATEMENT

All range statements must be assessed:

1. Supply Chain:

- Procurement
- Logistics
- Transport
- Operations management

2. Sources of data:

- Electronic
- Written
- Stakeholders
- Observations

3. Data:

- Quantitative
- Qualitative

4. Problems:

- Technical
- Procedural

5. Relevant persons:

- Internal stakeholders
- External stakeholders

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are supply chain management theories, models, and practices and how to use them.
2. What are the available sources of the supply chain process and how to select and use the appropriate one(s).
3. How to collect, prepare and collate information on the supply chain.
4. How to use data to support problem diagnosis and decision making.
5. What are analysis methods and procedures used in supply chain management and how to select and use the appropriate one(s).
6. How to use statistical analysis to examine issues affecting the performance of the supply chain.
7. How to develop metrics to measure the performance of the supply chain.
8. How to identify and prioritize key findings.
9. Why it is important to meet agreed schedules.
10. Why it is important collaborate with stakeholders.
11. How to use planning methods and procedures.
12. How and to whom analysis is to be reported.
13. What are presentation theories, models and practices and how to use them to effectively present information.
14. What are the organizational objectives, activities and requirements.
15. Which communication methods and procedures should be used within the supply chain.
16. How to prepare reports, presentations, letters, emails and memoranda to colleagues and other stakeholders.
17. How to identify problems.
18. What are the organizational procedures for communicating problems.
19. How to use information systems and monitoring methods and procedures to manage problems.
20. What are quality management theories, models, and practices and how to use them.
21. What are change management theories, models and practices and how to use them.
22. How to use supply chain management systems.
23. How to use inventory control systems.
24. How to identify projects and improve strategies.
25. How to apply the various methodologies for developing supply chains.
26. How to use systems to enhance internal and external communications in procurement and supply.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(4) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U72403**Monitor and control inventory**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to monitor and control the storage of inventory. It covers the type of information that will be required, the need for accurate sorting and collating of information, the regular monitoring of inventory and the identification and resolution of problems. The unit also considers compliance with procedures for controlling the inventory being stored.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Monitor receipt procedures and requirements | 1.1 Review receipt documentation to ensure it meets legal, regulatory and organizational requirements. |
| 2. | 1.2 Obtain approval and sign off on receipt documentation by relevant persons . |
| | 1.3 Identify compliance issues and pass the information to relevant persons . |
| 3. Monitor issuing procedures | 2.1 Review issuing documentation to ensure it meets legal, regulatory and organizational requirements. |
| | 2.2 Obtain approval and sign off on issuing documentation from relevant persons . |
| | 2.3 Identify problems and pass the information to relevant persons according to organizational guidelines. |
| 4. Gather information | 3.1 Monitor accuracy of information on quantities, specifications, handling, storage and quality of the inventory being stored in accordance with organizational procedures. |
| | 3.2 Clearly identify delivery schedules. |
| | 3.3 Obtain appropriate information from relevant persons. |

- 3.4 Appropriately access suitable **sources of data** according to organizational procedures.
- 4. Analyze information on inventory
 - 4.1 Sort and collate relevant **data on inventory**.
 - 4.2 Select and use appropriate analysis methods and procedures.
 - 4.3 Correctly collate findings according to the agreed schedule.
 - 4.4 Clearly identify key findings.
- 5. Provide results of monitoring
 - 5.1 Accurately prepare and discuss results with **relevant persons** before disseminating within agreed timeframes.
 - 5.2 Promptly identify **problems** and or **opportunities** for improvement and inform colleagues according to organizational procedures.
- 6. Comply with inventory procedures
 - 6.1 Utilize **supply chain management systems** according to organizational requirements.
 - 6.2 Control **inventory** according to legal and organizational requirements

RANGE STATEMENT

All range statements must be assessed:

1. Relevant persons:

- Internal stakeholders
- External stakeholders

2. Inventory:

- Raw materials
- Chemicals and fuels
- Spare parts
- Perishable and non-perishable goods
- Finished goods

3. Sources of data:

- Electronic
- Written

4. Data:

- Qualitative
- Quantitative

5. Problems/opportunities:

- Technical
- Procedural

6. Supply chain management systems:

- Computerized
- Manual

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is receipt documentation.
2. What are the legal, regulatory and organizational requirements related to receiving inventory.
3. What are the organizational standards for approving and signing off receipt documentation.
4. What are compliance issues and how to identify them.
5. How to identify when compliance issues need to be passed on to the appropriate stakeholders.
6. What is issuing documentation.
7. What are the legal, regulatory and organizational requirements related to the issuing of inventory.
8. What are the organizational standards for approving and signing off issuing documentation.
9. How to identify problems.
10. How to communicate problems according to organizational procedures.
11. What are the organizational procedures for monitoring information on the quantities, specifications, handling, storage specification and quality of inventory.
12. Where to find primary & secondary information sources on supply chain processes.
13. What are delivery schedules and how to identify them.
14. What are the available sources of information on inventory.
15. How to collect, prepare and collate information on inventory.
16. What are appropriate analysis methods and procedures and how to use them.
17. How to identify key findings.
18. What are presentation theories, models and practices and how to use them to effectively present information.
19. Why it is important to meet agreed timelines.
20. How to identify problems/opportunities and solutions.
21. What are supply chain management systems and how to use them.
22. What are the legal and regulatory requirements for controlling inventory.
23. What are the organizational requirements and policies relating to control of inventory.
24. What are performance measurement and benchmarking theories, models, and practices.

25. What are supply chain management theories, models and practices.
26. Who are the main internal and external stakeholders in procurement and supply and how do they influence procurement and supply activities.
27. What are the different types of inventory and how are they classified.
28. What are the direct and indirect costs of holding inventories.
29. What are the main techniques associated with managing inventories.
30. What are the benefits and costs associated with the use of bar coding in inventory operations.
31. How to use forecasting in inventories to identify and resolve problems that can affect the scheduling of inventory.
32. How to prepare reports, presentations, letters, emails and memoranda to colleagues and other stakeholders.
33. What are the organizational objectives and activities.
34. How to set and maintain a Health and Safety program according to regulations e.g. Safety and Health Acts, Material Safety Data Sheet guidelines and Hazard Analysis & Critical Control Points (HAACP).

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence can be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U72503**Monitor export procedures**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to provide support for export procedures. It examines the financial, legal and transportation compliance requirements for exportation. It also examines the need for complete export documentation to be made available. Additionally, it highlights the need for the monitoring of export procedures so that problems can be shared with the relevant persons and resolved promptly.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Supervise the completion of export requirements | 1.1 Document and monitor export requirements and procedures to ensure they meet legal, financial, transportation and organizational requirements. |
| | 1.2 Review export documentation and obtain sign off by relevant persons . |
| | 1.3 Disseminate information to relevant persons appropriately. |
| 2. Monitor the export process | 2.1 Monitor key stages of the exportation process for problems in a timely manner according to organizational requirements. |
| | 2.2 Provide relevant persons with required the information on the export of inventory . |
| | 2.3 Clearly identify problems with export procedures and requirements. |
| | 2.4 Inform relevant persons of problems as soon as they arise. |

RANGE STATEMENT

All range statements must be assessed:

1. Relevant persons:

- Internal stakeholders
- External stakeholders

2. Inventory:

- Raw materials
- Chemicals and fuels
- Spare parts
- Perishable and non-perishable goods
- Finished goods

3. Problems:

- Technical
- Procedural

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the export methods and procedures and what is the specific exportation process to be followed.
2. What are the legal, financial, transportation and organizational requirements related to exporting.
3. What documentation is used in the transportation of inventory and what are the organizational standards for signing off this documentation.
4. What is the classification of internal and external stakeholders and the roles they can play in procurement and supply.
5. What are the main types of Incoterms in International logistics E, F, C and D terms.
6. What are the different methods and procedures of communication and how to select and use them.
7. Which communication methods and procedures should be used to disseminate information on the supply chain.
8. What is the exportation process.
9. What are the different types of inventory and how are they classified.
10. How to identify problems with export procedures.
11. What are the organizational procedures for communicating problems.
12. What are supply chain management theories and models.
13. Where to find information sources on supply chains.
14. What are supply chain management systems and how to use them.
15. What are cost and benefit analysis methods and procedures.
16. What are the organizational objectives and activities.
17. How to manage a team and what are the characteristics of a successful team.
18. What are the stages of team development and what are the barriers to team work.
19. How to successfully use negotiation techniques to influence colleagues and other stakeholders in negotiations.
20. How to build partnerships with stakeholders for the exporting process.
21. How to prepare reports, presentations, letters, emails and memoranda to colleagues and other stakeholders.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U72603

Monitor import procedures

Unit Descriptor:

This unit deals with the knowledge, skills, and attitudes required to monitor the importation of inventory and the procedures and requirements that are associated with it. It looks at the access to data, the completion of insurance and financial details and the effective monitoring of information. The unit also highlights the importance of using supply chain management systems and the need for compliance with legal, regulatory and organizational requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Monitor importation procedures and requirements | <ul style="list-style-type: none"> 1.1 Review import and supporting documentation to ensure that it is clearly identified and complies with legal, regulatory and organizational requirements. 1.2 Obtain sign off for import and supporting documentation from relevant persons. 1.3 Use supply chain management systems to monitor import procedures along all key stages. |
| 2. Provide feedback on import process | <ul style="list-style-type: none"> 2.1 Immediately disseminate problems and opportunities within the process to the relevant persons according to organizational procedures. 2.2 Identify and implement solutions and potential improvements according to agreed timelines. 2.3 Provide key information on the import of inventory to all relevant persons according to organizational standards. |

RANGE STATEMENT

All range statements must be assessed:

1. Documentation:

- Financial
- Regulatory
- Legal
- Customs
- Transportation
- Orders

2. Relevant persons:

- Internal stakeholders
- External stakeholders

3. Supply chain management systems:

- Computerized
- Manual

4. Key stages:

- Order placement
- Order fulfillment
- Order shipped
- Arrival at ports
- Customs assessment
- Arrival at warehouse

5. Problems and opportunities:

- Technical
- Interpersonal
- Procedural

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are supply chain management theories and models and how to use them.
2. What are import methods and procedures.
3. What are import and supporting documentation and what are the organizational standards for signing off this documentation.
4. What are the legal, regulatory and organizational requirements relative to import procedures.
5. How to review and clarify requirements from internal stakeholders.
6. What is a supply chain management system and how to use it.
7. What are the key stages of the importation process.
8. How to identify problems and opportunities in the importation process.
9. How to engage in problem solving.
10. How to use information systems and monitoring methods and procedures to manage the import process.
11. What are cost and benefit analysis methods and procedures and how to use them.
12. How to communicate problems according to organizational procedures.
13. What are communication methods and procedures and how to use them.
14. Why it is important to communicate problems.
15. How to prepare reports, presentations, letters, emails and memoranda to colleagues and other stakeholders.
16. How to identify solutions and potential improvements.
17. How to implement solutions and potential improvements.
18. Why it is important to implement solutions according to agreed timelines.
19. Where to find information sources on supply chain.
20. What is inventory.
21. What are the organizational objectives and activities.
22. What are the codes and ethics related to supply chain management.
23. How to build partnerships with stakeholders for the importing process.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U72703**Monitor contracts**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to manage contracts. It looks at obtaining authorization to administer contracts, analyzing and exchanging information on contract outcomes with appropriate persons and the express need for confidentiality at all times. The unit also deals with the importance of compliance with organizational, legal and regulatory requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|---|
| 1. | Review contracts | 1.1 | Obtain instructions, information and authorization to administer and negotiate contracts from relevant persons . |
| | | 1.2 | Carefully review contracts to ensure compliance with all legal, regulatory and organizational requirements. |
| 2. | | | |
| 3. | Monitor the implementation of contracts | 2.1 | Collate and sort relevant data from contractual outcomes. |
| | | 2.2 | Use appropriate analysis methods and procedures to evaluate outcomes. |
| | | 2.3 | Clearly and promptly identify problems relating to contractual outcomes. |
| | | 2.4 | Promptly inform relevant persons of problems according to organizational procedures. |
| | | 2.5 | Maintain confidentiality of information at all times. |

RANGE STATEMENT

All range statements must be assessed:

1. Relevant persons:

- Internal stakeholders
- External stakeholders

2. Data:

- Qualitative
- Quantitative

3. Problems:

- Technical
- Contractual
- Procedural
- Interpersonal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are supply chain management theories, models, and practices and how to use them.
2. What are the legal and regulatory requirements relating to contracts for the supply of goods or services.
3. Who are the stakeholders in the contract process.
4. What are the different documents that comprise a contract for procurement of goods or services.
5. What details should be included in contractual documents.
6. What stages are involved in forming contracts for purchased goods or services.
7. What are the main types of contracts and agreements.
8. What are the key tasks associated with contract administration to ensure completion of contractual documentation.
9. What are the sources of express terms used to regulate contracts.
10. What are the legal issues pertaining to the creation of commercial agreements with customers, suppliers or supply chain partners relating to offers, counter offers, acceptance and other matters.
11. What are the core clauses that comprise commercial agreements with customers or suppliers.
12. What are contractual outcomes.
13. How to collect, collate and sort data from contractual outcomes.
14. What are the appropriate analysis methods and procedures used to evaluate outcomes.
15. What are the different methods and procedures of communication and how to select and use them.
16. How to identify problems in contractual outcomes and why it is important to communicate information about problems.
17. What are the organizational procedures for communicating problems.
18. What is confidentiality and why it is important.
19. How to successfully use negotiation techniques to influence colleagues and other stakeholder in negotiations.
20. What are presentation theories, models and practices and how to use them to effectively present information.
21. What are the organizational objectives and activities.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a 3- 6 month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U72803

Analyze information on the procurement of inventory in the supply chain

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to analyze data on the procurement of inventory within the supply chain. It looks at the most appropriate sources of data, what analysis methods are appropriate and the need for involving colleagues to ensure potential problems are dealt with efficiently. The unit also outlines the need for providing analysis results according to agreed schedules, with key findings clearly identified.

ELEMENT	PERFORMANCE CRITERIA
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To be competent you must achieve the following:

- | | |
|-------------------------|---|
| 1. Prepare for analysis | 1.1 Clearly specify the purpose of the analysis .
1.2 Access suitable sources of data on the procurement of inventory.
1.3 Collect relevant data on the supply chain using the appropriate methods. |
| 2. Analyze data | 2.1 Accurately prepare and collate data for analysis according to organizational procedures.
2.2 Use appropriate analysis methods and techniques.
2.3 Correctly collate findings within the agreed schedule. |
| 3. Report on results | 3.1 Prepare key findings and discuss with relevant persons .
3.2 Report results to all relevant persons using the appropriate format. |
| 4. | 4.2 Inform colleagues of problems or opportunities according to organizational procedures. |

- 4.3 Discuss the feasibility of solutions with **relevant persons**.
- 4.4 Determine and implement appropriate solutions within agreed time schedules.
- 4.5 Evaluate solutions for their impact within agreed time schedules.

RANGE STATEMENT

All range statements must be assessed:

1. Analysis:

- Quantitative
- Qualitative

2. Sources of data may include but are not limited to:

- Electronic
- Written
- Stakeholders

3. Supply chain may include but is not limited to:

- Procurement
- Logistics
- Transport
- Operations management

4. Data may include but is not limited to:

- Quantitative
- Qualitative

5. Relevant persons may include but are not limited to:

- Colleagues
- External stakeholders

6. Problems may include but are not limited to:

- Technical
- Procedural
- Interpersonal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational objectives, activities and requirements.
2. What are supply chain management theories, models and practices and how to apply them.
3. What are the available sources of information on the supply chain process and how to select and use the appropriate one(s).
4. How to collect, prepare and collate information on the supply chain.
5. How to use data to support problem diagnosis and decision making.
6. What are the analysis methods and procedures used in supply chain management and how to use them.
7. What are performance measurement and benchmarking theories, models and practices.
8. What are procurement theories, models and practices.
9. What is value for money criteria.
10. How to measure savings on goods and services to recognize efficiencies.
11. How to compare forecasts with actual expenditure.
12. How to assess the quality of inventory of goods and services to ensure that quality standards are achieved.
13. How to measure internal and external lead times of inventory.
14. How to measure the delivery performance of inventory of goods and services.
15. How to achieve functional targets in supply chain management.
16. How to measure service levels for inventory of goods and services.
17. What are industry specific metrics and how to use them.
18. How to identify and prioritize key findings.
19. How to identify problems/opportunities and solutions.
20. What are presentation theories, models and practices and how to use them to effectively present information.
21. Why it is important to inform colleagues of problems and opportunities.
22. How to use information systems and monitoring methods and procedures to manage problems.
23. How to determine the feasibility of solutions.
24. Why it is important to discuss the feasibility of solutions with other stakeholders.
25. How to determine appropriate solutions.
26. Why it is important to meet agreed schedules.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U72903

Identify and evaluate the capability of suppliers

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to ensure that the best possible suppliers are identified and to evaluate existing suppliers in order to ensure that they are able to meet the supply needs of the business. The focus is on identifying supply needs, analyzing information about the capability of suppliers to meet those needs and discussing the various findings with colleagues to gain a rounded view of the best options to take. It also highlights the importance of compliance with supply chain management systems and legal, regulatory and organizational requirements to ensure suppliers are evaluated effectively.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Determine supply needs | <ul style="list-style-type: none"> 1.1 Determine supply requirements and carefully review and clarify with relevant persons. 1.2 Review documentation used in the procurement process to ensure that all the required details are accurately entered and that all regulatory, legal and organizational requirements are met. 1.3 Evaluate pre-qualification criteria or processes for supplier appraisal in the procurement process based on stakeholder requirements. |
| 2. Obtain information on potential suppliers | <ul style="list-style-type: none"> 2.1 Access suitable sources of data and consult relevant persons on their views 2.2 Analyze obtained data to ensure alignment with legal and organizational regulations as well as the defined supply requirements 2.3 Shortlist potential suppliers who are capable and available to provide supplies and services in accordance with organizational procedures. |

- 3.
4. Evaluate suppliers
 - 3.1 Access potential suppliers using appropriate methods as defined and agreed by **relevant persons**
 - 3.2 Comprehensively analyze **data** on new and existing suppliers using the appropriate analysis methods and make recommendations based on the outcomes of the assessments.
 - 3.3 Promptly disseminate **problems and possible solutions** with new and existing suppliers to **relevant persons** according to organizational procedures
5.
 - 3.4 Make recommendations based on the outcomes of the assessments of both existing and potential new suppliers
6. Implement purchases with suppliers
 - 4.1 Obtain approvals within delegated levels of authority for the placement of award or contracts.
 - 4.2 Complement the implementation of purchases with suppliers according to agreed timelines ensuring compliance with legal and organizational procedures and **supply chain management systems**.
 - 4.3 Review delivery times and commencement of work to ensure that they are in line with stated requirements.

RANGE STATEMENT

All range statements must be assessed.

1. Relevant persons:

- Internal stakeholders
- External stakeholders

2. Documentation:

- Financial
- Regulatory
- Legal
- Customs
- Transportation
- Orders

3. Sources of data:

- Electronic
- Written
- Stakeholders

4. Data:

- Qualitative
- Quantitative

5. Problems/solutions:

- Contractual
- Technical
- Procedural
- Interpersonal

6. Supply chain management systems:

- Computerized
- Manual

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are supply requirements and how are they determined.
2. How to verify the specifications of parts.
3. What is the documentation used in the procurement process.
4. What are the regulatory, legal and organizational requirements related to the procurement process.
5. What are pre- qualification criteria or processes for supplier appraisal in the sourcing process and how to use them.
6. What are performance measurement and benchmarking theories, models and practices and how to use them.
7. What are information sources on supply chain processes.
8. What are analysis methods and procedures and how to use them.
9. What are the supplier evaluation methods and procedures.
10. How to shortlist potential suppliers.
11. What are the appropriate methods for accessing potential suppliers.
12. How to review and clarify requirements from internal stakeholders.
13. How to generate requests for information or request quotes.
14. How to analyze and compare quotations to achieve value for money outcomes.
15. How to identify problems and solutions.
16. Why it is important to obtain approval from the delegated levels of authority.
17. What are supply chain management theories, models and practices.
18. What are order placements and contract awards.
19. What are the performance and delivery aspects of the sourcing process.
20. What are the legal and organizational procedures for implementing purchases.
21. What are supply chain management systems and how to use them.
22. What are presentation theories, models and practices and how to use them to effectively present information.

23. How to build relationships with stakeholders.
24. How to prepare correspondence and reports.
25. What are the ethical considerations in supply chain management.
26. What are the organization's objectives and activities.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of three months**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U73003**Analyze the performance of suppliers**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to develop and provide robust guidelines for analyzing the effectiveness of suppliers. It focuses on the need to specify the organization's requirements of suppliers, the quantity and rate of the goods and services that they supply and any associated delivery schedules. It also covers the process of analysis and evaluation and the need for recommending options for improving the performance of suppliers.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|----------------------|--|
| 1. | Prepare for analysis | 1.1 Determine the supply needs of the organization. |
| | | 1.2 Determine suitable sources of information on the performance of suppliers. |
| | | 1.3 Collect relevant data on the performance of suppliers using the appropriate methods. |
| 2. | Analyze data | 2.1 Prepare and collate relevant data on supplier performance for analysis. |
| | | 2.2 Use appropriate analysis methods and procedures. |
| | | 2.3 Correctly collate results within agreed time frames according to organizational procedures. |
| | | 2.4 Clearly identify key findings. |
| | | 2.5 Prepare concise results for dissemination to all relevant persons within agreed time frames. |
| 3. | Make recommendations | 3.1 Discuss results with all relevant persons . |
| | | 3.2 Make a determination on the continuity of the relationship with suppliers after results have been discussed with all relevant persons . |

- 3.3 Clearly identify appropriate options for improving the performance of suppliers.
- 3.4 Discuss the feasibility of options with all **relevant persons**.
- 3.5 Determine and implement the most applicable options within agreed time frames.
- 3.6 Evaluate solutions for their impact within the agreed time frames.

RANGE STATEMENT

All range statements must be assessed:

1. Sources of information:

- Written
- Electronic
- Stakeholders

2. Data:

- Qualitative
- Quantitative

3. Relevant persons:

- Internal stakeholders
- External stakeholders

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are procurement theories, models and practices.
2. How to determine the supply needs of the organization.
3. What are the available sources of information on supply chain processes and suppliers and how to use them.
4. What are analysis methods and procedures and how to use them.
5. How to find and use available sources of information about suppliers.
6. How to assess financial statements to evaluate the performance of suppliers.
7. How to collect, collate and prepare data for analysis.
8. What are the appropriate analysis methods and procedures and how to use them.
9. What are supplier evaluation methods and procedures.
10. How to clearly identify key findings.
11. What are presentation theories, models and practices and how to use them to effectively present information.
12. Why it is important to discuss results with stakeholders.
13. What are the performance measurement and benchmarking theories, models, and practices.
14. What are the options for improving the performance of suppliers.
15. How to use negotiation skills.
16. How to build relationships with stakeholders.
17. How to evaluate the impact of solutions.
18. What are the organizational objectives and activities.
19. What are supply chain theories, models, and practices.
20. How to prepare correspondence and reports.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U73103**Expedite and monitor orders**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to ensure that shipments from suppliers are made in a timely and efficient manner. It looks at the placement and authorization of orders and the information that is required to establish exactly what has been ordered and when delivery is due. It considers how to monitor actual shipments and the progression of those that are still to be made. It also examines the identification of problems, the sharing of relevant information with colleagues and the need to source alternative suppliers should this become necessary. The unit also reinforces the importance of the supply chain management system and compliance with legal, regulatory and organizational requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------|---|
| 1. Obtain information on inventory | 1.1 Confirm order specifications with relevant persons within the specified time frames. |
| | 1.2 Accurately enter the order into the supply chain management system according to organizational procedures. |
| | 1.3 Carefully review orders in the supply chain management system to ensure that all relevant information is included and meets legal, regulatory and organizational requirements. |
| 2. Place and authorize orders | 2.1 Place orders and obtain authorization according to the stated schedule within scope of authority. |
| | 2.2 Review order confirmation from suppliers for accuracy and fulfillment rate |
| | 2.3 Identify potential challenges with specifications. |

- 2.4 Inform **relevant persons** in accordance with organizational procedures, using the appropriate format
 - 2.5 Determine and implement appropriate solutions to challenges within agreed time frames.
- 3. Expedite purchase orders
 - 3.1 Confirm order **specifications** with **relevant persons**.
 - 3.2 Expedite purchase orders according to the specified schedule and procedures outlined by the supplier.
 - 3.3 Carefully monitor the cost, quality, delivery times and specifications.
- 4. Identify problems
 - 4.1 Clearly and promptly identify **problems**.
 - 4.2 Inform **relevant persons** of **problems** according to organizational procedures
 - 4.3 Diagnose the causes of **problems** using appropriate analysis methods and procedures
- 5. Make and implement recommendations
 - 5.1 Recommend appropriate solutions for discussion with **relevant persons**.
 - 5.2 Implement approved solutions according to organizational procedures

RANGE STATEMENT

All range statements must be assessed:

1. Supply chain management systems:

- Manual
- Computerized

2. Specifications:

- Cost
- Quantity
- Delivery times
- Product

3. Relevant persons:

- Internal stakeholders
- External stakeholders

4. Supplies:

- Raw materials
- Chemicals and fuels
- Spare parts
- Perishable and non-perishable goods
- Finished goods

5. Problems:

- Technical
- Procedural
- Interpersonal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are order specifications and how to review and confirm them.
2. What is supply chain management.
3. What are the authorization levels within the organization.
4. What are the available sources of information on supply chain processes.
5. What are the organizational objectives and activities.
6. What are presentation theories, models and practices.
7. How to use supplier evaluation methods and procedures.
8. What are supply chain management theories, models and practices.
9. What are supply chain management systems.
10. What are analysis methods and procedures and how to use them.
11. How to prepare correspondence and reports.
12. How to expedite and track the shipments of goods and services.
13. How to use problem solving techniques in expediting shipments of products or services.
14. How to plan milestones and activities.
15. How to use forecasting to achieve timely delivery of supplies.
16. What are negotiation skills and how to use them.
17. What are conflict resolution skills and how to use them.
18. What are communication skills and how to use them .
19. What are the organizational procedures related to communicating problems.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of three months**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U73203**Monitor the flow of inventory**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to ensure that inventory flows through the supply chain in an efficient and effective manner. It looks at what information is needed as a starting point, and at clearing specifications in terms of quality, quantity and delivery schedules. It also outlines the process for monitoring the actual flow of goods, indicates what to do should a problem arise and highlights the need to share key findings and relevant information with colleagues.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Gather information | 1.1 Collect relevant data on the flow of goods in the supply chain using the appropriate methods . |
| | 1.2 Determine suitable sources of data on the flow of goods in the supply chain . |
| | 1.3 Confirm information on inventory flowing through the supply chain with relevant persons . |
| 2. Analyze data | 2.1 Accurately prepare and collate data for analysis according to organizational procedures. |
| | 2.2 Use appropriate analysis methods and techniques. |
| | 2.3 Collate findings within the agreed schedule. |
| | 2.4 Prepare key findings and discuss with all relevant persons . |
| 3. Report results | 3.1 Prepare concise results for dissemination to all relevant persons . |
| | 3.2 Report results to all relevant persons using the appropriate format. |
| 4. Identify problems or opportunities and determine solutions | 4.1 Clearly identify problems or opportunities and solutions related to the flow of goods in the supply chain . |

- 4.2 Inform **relevant persons** of **problems or opportunities** and solutions according to organizational procedures.
- 4.3 Discuss the feasibility of solutions with all **relevant persons**.
- 4.4 Determine and implement appropriate solutions within the agreed time schedule.
- 4.5 Evaluate solutions for their impact within the agreed schedule

RANGE STATEMENT

All range statements must be assessed:

1. Sources of data:

- Electronic
- Written
- Stakeholders
- Observation

2. Supply chain:

- Procurement
- Logistics
- Transport
- Operations management

3. Data:

- Quantitative
- Qualitative

4. Relevant persons:

- Internal stakeholders
- External stakeholders

5. Problems/opportunities:

- Technical
- Procedural
- Interpersonal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the analysis methods and procedures used in supply chain management.
2. What are cost and benefit analysis methods and procedures and how to use them.
3. What are the information sources on supply chain processes.
4. What are performance measurement and benchmarking theories, models and practices and how to use them.
5. What are operations management theories, models and practices and how to use them.
6. What are the organizational objectives and activities.
7. What are the supply chain management theories, models and practices and how to use them.
8. What are the organizational reporting structures.
9. How to present information.
10. How to identify problems and opportunities and prioritize key findings.
11. How to develop solutions.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur

U73303

Manage the disposal of materials

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to dispose of materials safely and efficiently. It looks at the types of materials that need to be disposed of and the appropriate strategies to be used for disposal. It takes into consideration the views of internal stakeholders and ensures that the process occurs according to organizational and regulatory standards. It also speaks to the importance of making recommendations for improving the disposal of materials.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Gather information on materials | <ul style="list-style-type: none"> 1.1 Accurately maintain redundant materials within the supply chain management system according to organizational standards. 1.2 Confirm, by using appropriate sources, information on materials to be disposed of 1.3 Evaluate materials to identify their potential reuse. |
| 2. Identify and implement appropriate disposal strategy | <ul style="list-style-type: none"> 2.1 Develop a waste disposal strategy according to organizational, regulatory and legal requirements. 2.2 Put preventative measures in place for areas susceptible to fraud or risks. 2.3 Disseminate strategy to relevant persons for feedback using the appropriate format. 2.4 Draft contracts where necessary to facilitate waste disposal. 2.5 Supervise disposal to ensure it meets organizational, regulatory and legal requirements. |

3. Monitor and evaluate disposal performance
 - 3.1 Clearly identify **problems or opportunities** for the disposal of materials.
 - 3.2 Determine appropriate options for improving waste disposal.
 - 3.3 Inform **relevant persons** of **problems or opportunities** and recommendations according to organizational procedures.
 - 3.4 Discuss the feasibility of recommendations with all **relevant persons**.
 - 3.5 Determine and implement appropriate recommendations within agreed time frames.
 - 3.6 Evaluate recommendations for their impact within agreed time frames.

RANGE STATEMENT

All range statements must be assessed:

1. Supply chain management systems:

- Computerized
- Manual

2. Materials:

- Assets
- Stocks
- Hazardous materials
- Production waste
- Packaging

3. Sources:

- Electronic
- Written
- Stakeholders
- Observation

4. Waste disposal strategy:

- Auction
- Bidding
- Transfer
- Destroy
- Sale
- Trade-in
- Donations
- Dump
- Recycling

5. Relevant persons:

- Internal stakeholders
- External stakeholders

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational objectives and activities.
2. What are supply chain management theories, models and practices.
3. What are the classifications of different types of waste and what are the relevant disposal procedures for each.
4. What is the supply chain management system and how to use it.
5. What are the organizational, regulatory and legal requirements regarding the disposal of waste.
6. What are the appropriate methods for confirming information about the supply chain.
7. How to evaluate materials to determine if they are re-usable.
8. What analysis methods and procedures are to be used and how to use them.
9. How to use cost/benefit analysis methods and procedures.
10. What are the ethical considerations associated with the disposal of materials.
11. What is a waste disposal strategy and how to develop one.
12. What are planning methods and procedures and how to use them.
13. What are the direct and indirect costs related to waste disposal.
14. What are risk analysis methods and procedures and how to use them.
15. What are the preventative measures for reducing risks and fraud in the disposal of waste.
16. What are contract law and drafting measures and procedures.
17. How to supervise the disposal of materials.
18. How to identify problems and opportunities.
19. How to test, evaluate the feasibility of, and implement recommendations.
20. How to use evaluation methods and procedures.
21. What are the different methods and procedures of communication and how to use them.
22. How to prepare reports, letters, emails and memoranda to colleagues and other stakeholders.
23. What are presentation theories, models and practices and how to use them.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U73403**Supervise and train staff**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to supervise and train staff in the supply chain. It deals with scheduling and evaluating activities for staff, identifying poor performance and supporting improved performance. It includes effectively addressing any conflict that may arise as well as assessing and meeting training needs according to organizational goals.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Supervise staff
 - 1.1 Coordinate work **activities** by scheduling work assignments, setting priorities and directing the work of employees in accordance with organizational objectives.
 - 1.2 Objectively evaluate and verify employee performance against the expected standards of performance and provide constructive feedback where necessary.
 - 1.3 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with employees.
 - 1.4 Provide support and advice to team members during periods of setback and change.
 - 1.5 Monitor conflict within the team, identify the causes and deal with them promptly and effectively.
 - 1.6 Recognize successful completion of significant pieces of work activities by the team.
2. Train staff
 - 2.1 Identify staff development and training needs and prioritize according to organizational goals.
 - 2.2 Identify **learning activities** in collaboration with colleagues to address identified learning needs.

- 3.
 - 2.3 Train staff using appropriate methods.
 - 2.4 Use specialist expertise in training where necessary.
- 4.
 - 2.5 Evaluate **learning activities** to ensure that learning objectives are achieved.
 - 2.6 Encourage team members to take responsibility for own learning, including practicing and reflecting on what has been learned.
 - 2.7 Recognize **unplanned learning** and use as training opportunities.

RANGE STATEMENT

All range statements must be assessed:

1. Activities:

- Procurement
- Logistics
- Transport
- Operations management

2. Learning activities:

- Performance task
- Assignment
- Exam

3. Unplanned learning opportunities:

- Technical
- Procedural

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to produce a plan of work for own area of responsibility, including how to identify priorities or critical activities and the available resources.
2. What are the effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the expected standards or levels of performance.
3. How to provide prompt and constructive feedback to individuals and/or teams.
4. Why it is important to monitor own area for conflict and how to identify the causes of conflict when they occur and deal with them promptly and effectively.
5. Why is it important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause(s) and agree ways of improving performance.
6. What are the types of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them.
7. What additional support and/or resources individuals and/or teams may require to help them complete their work and how to assist in providing this.
8. How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes.
9. What are the labour laws of the country.
10. What are the organizational policies and procedures relating to personal development.
11. What are the organizational standards or levels of expected performance.
12. What are the organizational policies and procedures for dealing with poor performance.
13. What are the organizational grievance and disciplinary policies and procedures.
14. What are the benefits of learning for individuals and organizations and how to promote these to colleagues.
15. Why is it important to encourage colleagues to take responsibility for their own learning.
16. How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills.
17. How to prioritize learning needs of colleagues, including taking account of organizational needs and priorities and the personal and career development needs of colleagues.
18. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
19. What are the sources of specialist expertise in relation to identifying and providing learning for colleagues.
20. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
21. What are the sources of specialist expertise in relation to identifying and providing learning for colleagues.

22. What are the different types of learning activities, their advantages and disadvantages and the required resources.
23. What type of support colleagues may need to undertake learning activities, the required resources and types of obstacles they may face and how these can be resolved.
24. How to evaluate whether a learning activity has achieved the desired learning objectives.
25. How to plan, develop and conduct training sessions.
26. How to prepare and select training materials.
27. How to train others in the work place.
28. How to communicate effectively.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U73503**Report on the performance of the department**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to collate and analyze information and data to communicate performance of the department to stakeholders. Candidates will be required to regularly schedule reports for the organization and deal with special requests made by colleagues.

The unit also deals with the importance of presenting the results of the analysis to colleagues in an appropriate format so that key findings are immediately clear.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------------|---|
| 1. Analyze data | <ul style="list-style-type: none"> 1.1 Access suitable sources of data on the supply chain for information on performance. 1.2 Collect relevant data on the performance of the supply chain using appropriate methods. 1.3 Accurately prepare and collate data for analysis. 1.4 Use appropriate analysis methods and techniques. 1.5 Correctly collate results within agreed time frames according to organizational procedures. 1.6 Clearly identify key results. |
| 2. Report on results | <ul style="list-style-type: none"> 2.1 Create management information reports in the appropriate format within agreed time frames. 2.2 Disseminate reports and discuss with relevant persons. 2.3 Adjust information in reports based on recommendations. |

- 2.4 Acknowledge ad hoc requests for management reports and provide within the requested time frames.
- 3. Make recommendations
 - 3.1 Analyze variances in performance and identify causes.
 - 3.2 Identify possible solutions.
 - 3.3 Discuss the feasibility of solutions with all **relevant persons**.
 - 3.4 Determine and implement appropriate solutions within the agreed time frames.
 - 3.5 Evaluate solutions for their impact within agreed schedule.

RANGE STATEMENT

All range statements must be assessed:

1. Sources of data:

- Electronic
- Written
- Stakeholders
- Observations

2. Supply chain:

- Procurement
- Logistics
- Transport
- Operations management

3. Data:

- Quantitative
- Qualitative

4. Relevant persons:

- Internal stakeholders
- External stakeholders

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What types of data are available on the performance of the supply chain department.
2. What are the available sources of information on supply chain processes.
3. How to correctly collect, collate and present information on the supply chain.
4. What are the supply chain management theories, models and practices.
5. What are the analysis methods and procedures used in reporting on departmental performance.
6. Why it is important to complete tasks according to agreed schedules.
7. What are supply chain management systems and how to use them.
8. How to disseminate information along the supply chain.
9. Why it is important to incorporate the recommendations of others into reports.
10. How to use information systems, monitoring methods and procedures to manage problems.
11. How to use performance measurement and benchmarking theories, models and practices.
12. What are key performance indicators.
13. What are the different ways of structuring information for analysis and how to select the best method.
14. How to analyse and interpret data/information for supply chain management.
15. How to use a range of basic statistics.
16. What are variances and how to identify them.
17. How to identify key findings.
18. What are management information reports and how to create them in the appropriate format.
19. How and to whom the analysis is to be reported.
20. What are the various types of ad hoc requests and how to respond to them.
21. What are the organizational objectives and activities.
22. What are the organizational reporting procedures.
23. What are the different methods and procedures of communication and how to use them.
24. How to identify solutions and ascertain their feasibility.
25. How to use Microsoft software packages to develop management reports.
26. How to implement solutions.
27. How to evaluate implemented solutions.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U73603**Deliver reliable customer service**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to deliver consistent and reliable service to customers. It looks at how to work with the organization's service systems so to meet or exceed customer expectations. It also examines how to deal with different types of customers in different circumstances and monitor whether customer expectations have been met.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Give consistent service to customers | <ul style="list-style-type: none"> 1.1 Make realistic commitments to customers regarding service delivery. 1.2 Keep commitments to customers according to organizational standards. 1.3 Promptly inform customers when commitments cannot be kept and give reasons. 1.4 Recognize changes in customer needs or expectations and promptly adapt the service to meet these new requirements. 1.5 Refer customers to appropriate persons or organizations if unable to deal with their needs and expectations and keep them informed of what is happening. |
| 2. Check customer service delivery | <ul style="list-style-type: none"> 2.1 Comprehensively check service delivery to make sure it meets customer needs and expectations. 2.2 Identify opportunities to deliver better service or improve service delivery. 2.3 Regularly share relevant information with customers in order to maintain the organization's standards of service delivery. |

RANGE STATEMENT

All range statements must be assessed:

1. Customers:

- Internal
- External

2. Service:

- Procurement
- Logistics
- Transport
- Operations

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is commitment and why it is important to keep it.
2. Why it is important to inform customers of commitments that cannot be kept and how and when to do so.
3. What are the organizational services or products.
4. What are the organizational procedures and systems for delivering customer service.
5. How to recognize changes in customer needs and expectations.
6. How to adapt customer service to changing customer needs.
7. How, when and why it is important to refer customers for resolution to a customer service issue.
8. What is service delivery and how to check it to make sure it meets customer needs and expectations.
9. How to identify opportunities to provide improved customer service.
10. What is feedback and how to obtain it.
11. What are the types of information that should be shared with customers.
12. What are the organizational standards for service delivery.
13. What is conflict resolution and how to employ it.
14. What are the methods and systems for measuring an organization's effectiveness in delivering customer service.
15. Why it is important to keep customers up to date on changes.
16. What are the organizational procedures and systems for checking service delivery.
17. What are the organizational requirements for health and safety in own area of work.
18. What is rapport and how to develop it with customers.
19. What are positive and negative body language and facial expressions.
20. How and why people are different.
21. What are the contractual agreements, customers share with the organization.
22. What are the products or services of your organization relevant to the service delivery role.
23. What are the various communication methods and procedures and how to use them.
24. How to deal with persons with diverse backgrounds and abilities.
25. What are the organizational standards and procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a three month period**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U73703

Monitor the supply and demand planning process

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to monitor the supply and demand planning process including the development of forecasts and replenishment plans. It looks at the identification of potential problems and opportunities with the intent of improving the supply and demand planning process. It also takes into consideration the importance of disseminating information and gaining feedback from stakeholders involved in the process.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Monitor the supply and demand planning process | 1.1 Access suitable sources of data on demand and supply. |
| | 1.2 Collect relevant data on the supply and demand using the appropriate methods. |
| | 1.3 Accurately prepare and collate data for analysis according to organizational procedures. |
| 2. Analyze information and develop replenishment plan | 2.1 Use appropriate analysis methods and techniques. |
| | 2.2 Develop a forecast according to organizational standards. |
| | 2.3 Disseminate forecast to all relevant persons using the appropriate format. |
| | 2.4 Develop replenishment plan based on appropriate forecasting techniques and relevant data. |
| | 2.5 Disseminate replenishment plan to all relevant persons for approval. |
| 3. Identify problems and opportunities and recommend options for supply chain | 3.1 Clearly identify problems and opportunities in supply and demand. |

- 3.2 Determine appropriate options for improving supply and demand.
- 3.3 Inform **relevant persons** of **problems or opportunities** and recommendations for resolution according to organizational procedures.
- 3.4 Discuss the feasibility of recommendations with all **relevant persons**.
- 3.5 Determine and implement appropriate recommendations within the agreed time schedule.
- 3.6 Evaluate recommendations for their impact within the agreed schedule.

RANGE STATEMENT

All range statements must be assessed:

1. Sources of data:

- Electronic
- Written
- Stakeholders

2. Data:

- Qualitative
- Quantitative

3. Relevant persons:

- Internal stakeholders
- External stakeholders

4. Problems/opportunities:

- Technical
- Procedural
- Interpersonal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the suitable sources of data on demand and supply and how to access them.
2. What are different types of data on supply and demand.
3. What are appropriate collection methods.
4. How to accurately collect, prepare and collate information for analysis.
5. What are the different analysis tools and techniques and how to use them.
6. What are forecasting methods and techniques and how to use them.
7. What are the organizational standards and procedures.
8. How to disseminate information along the supply chain.
9. What are the appropriate formats for information dissemination.
10. What are replenishment plans and how to develop them.
11. How to identify problems or opportunities.
12. What are problem solving techniques and how to use them.
13. What are the various options for improving supply and demand.
14. How to develop recommendations and determine the appropriate one(s).
15. Why it is important to discuss recommendations.
16. How to implement and evaluate recommendations.
17. Why it is important to meet agreed schedules.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of three months**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment Methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level (Level 1) through to senior management (Level 5).

Level 1 – Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 3 – Technician and Supervisory Occupations

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contributions to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what the Assessor would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied.

Range statements are prescriptive therefore, each category must be assessed.

Role Play

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, assessors are able to collect evidence and make a judgement about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of a candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are three categories of units:

Mandatory Units: These are core to a qualification and must be completed.

Optional Units: Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based Projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).