

ICM

ICM Level 5 Professional Diploma in Purchasing with Logistics and Supply Chain Management Qualification Specification

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ICM

“Providing Inclusive Education in a Changing World”

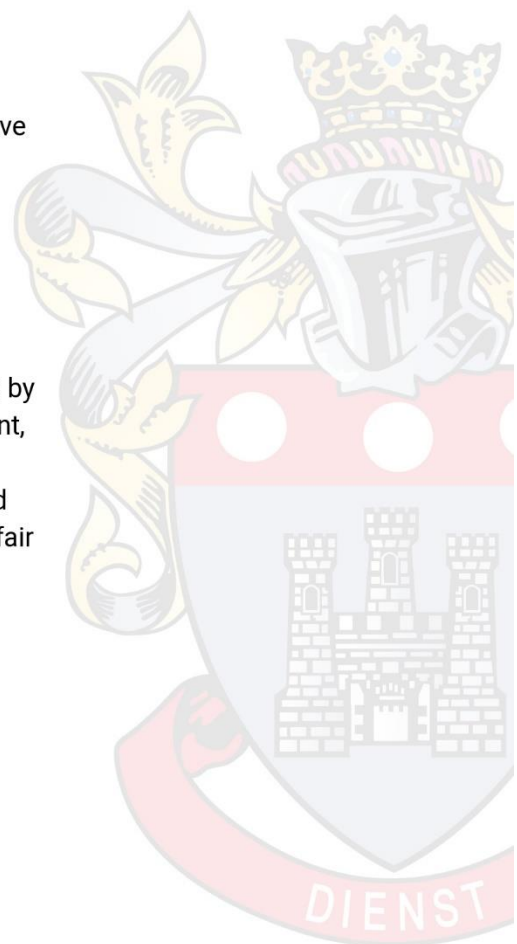


Statement of Intent

“ICM is committed to providing inclusive education in a changing world. We achieve this by responding to the needs of our Centres, Learners and other stakeholders in order to evolve our offer of fit for purpose, accessible qualifications. Taking a collaborative, open approach and to giving and receiving feedback, we are able to meet the needs of a range of employers in a range of sectors by preparing Learners for the challenges of the contemporary agile workplace.

This document is one in a series of policies, procedures and handbooks designed by ICM with consideration to equity, diversity and inclusion in the design, development, delivery and awarding of qualifications. Our continual endeavours aim to achieve accessibility in assessments (examinations for the assessment of knowledge and practical observations for the assessment of skills) and more specifically for the fair and valid assessment of Learners against educational standards.”

Adair Ford
CEO





ICM

***“Providing Inclusive Education
in a Changing World”***

Our **Mission**

To help progress people’s lives through providing affordable, inclusive and high-quality education for all, including hard to reach Learners.

Our **Vision**

We endeavour to demonstrate the provision of quality education by ensuring that we comply with all legal and regulatory requirements, our vision is twofold:

- To ensure, with professional advice as appropriate, that ICM complies with all constitutional, legal, regulatory and statutory requirements.
- To understand and comply with the constitution and rules that govern ICM, and to review the constitution regularly (at least every three years) to ensure it is fit for purpose.

Our **Values**

- ICM value transparency in the way we operate and in our charging structure.
- We value fairness in how we assess our Learners and in how we treat people.
- We value honesty, accountability and integrity in how our charity is governed.



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1.0 Introduction

This qualification specification provides details about the ICM Level 5 Diploma in Purchasing with Logistics and Supply Chain Management; it outlines the qualification's objectives and explains how the learning outcomes are assessed. This is an essential reference document for Learners, Centres and Examiners which can be used before, during and after delivery of the qualification. ICM Approved Centres will be notified of any changes to this specification. The most up-to-date version of this qualification specification can always be found on ICM's website via the Centre SharePoint at: <https://www.icm.education/centres/sharepoint> and further information on ICM and our qualifications can be found at: <https://www.icm.education/explore-our-qualifications>.

2.0 ICM Qualifications

Established as a charity for global outreach in 1979, the Institute of Commercial Management (ICM) is an Awarding Organisation (AO) for commercial and business development staff. ICM provides a wide range of self-regulated qualifications in business, management and vocational areas. Our qualifications are designed to address and respond to the regional training needs, as well as the personal development of Learners, whether entering or continuing to work within the wide and varied commercial sector.

3.0 About this Qualification: ICM Level 5 Diploma in Purchasing with Logistics and Supply Chain Management

The aim of the ICM Level 5 Diploma in Purchasing with Logistics and Supply Chain Management is to enable Learners to develop an understanding the importance of Purchasing and Supply Chain Management and application of functions involved in Purchasing, Logistics and Supply Chain of organisations. This qualification also aims to enable Learners to apply their understanding of supply chain management to reduce costs and enhance the organisation's net revenue.

3.1 Qualification Objectives

The objectives of the ICM Level 5 Diploma in Purchasing and Supply Chain Management are to:

- Provide a qualification in Purchasing, Logistics and Supply Chain Management that combines subject knowledge with relevant industrial based examples essential for Learners to initiate or advance their career in purchasing, logistics and supply chain management industries.
- Equip Learners with the skills, knowledge, and understanding of purchasing and supply chain strategies and issues within the supply and demand chain industry to enhance organisational competitiveness in both domestic and international business environments.
- Provide Learners with an understanding of efficient time and inventory management systems for cost-efficient logistics and supply chains while emphasising the importance of building strong relationship with stakeholders
- Provide an applied balance between employability skills, imparting necessary knowledge and understanding and addressing Learners' career, professional development or academic aspirations.
- Provide opportunities for Learners to develop the skills, techniques and personal attributes essential for successful working lives within the purchasing, logistics and supply chain management industries.

3.2 Qualification Rationale

This qualification serves as a structured pathway for Learners to initiate or advance their careers in purchasing or logistics and supply chain management. This qualification is designed to accommodate Learners' career advancements by offering a focused study of directly applicable topics that have a broad relevance, particularly in the roles of purchasing and/or logistics and supply chain managers.

3.3 Overview of Knowledge, Understanding and Skills

On successful completion of this qualification, Learners are equipped with a range of knowledge and understanding including, but not limited to:

- Purchasing Strategies and Organisations' Structures
- Application of Information Technology in Purchasing
- Different Approaches to Supply
- Human Resources in Supply Chain
- Securing and Managing Quality Supplies and Calculating Pricing
- Time Management in Supply Chain
- Managing Logistics Internationally

Entry requirements for Learners:

- While ICM do not set specific entry requirements for the qualification, ICM Approved Centres are required to review and make entry decisions based on learners' academic qualifications, prior knowledge and experience to ensure that learners have the ability and understanding at the right level to undertake the qualification.
- Where English is an additional language, ICM recommends Learners have a level of spoken and written English equivalent to CEFR level B2/IELTS level 6. Centres assess Learners' level of spoken and written English prior to the commencement of teaching. For more information about IELTS please go to <https://www.ielts.org/what-is-ielts/ielts-introduction>. For more information about CEFR levels please go to <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>.
- The minimum age for registration on ICM qualifications is 18 years.

3.4 Accreditation of Prior Learning (APL) and Unit Exemption

Accreditation of Prior Learning (APL) is a process for assessing and where appropriate, recognising prior learning and/or experience or prior certificated learning for academic purposes. This recognition may give the Learner unit(s) exemption and allow the previous learning to be counted towards the completion of a qualification. If a Learner has acquired any previous qualifications and can apply for Accreditation of Prior Learning (APL), they must inform the ICM Approved Centre when registering for ICM qualifications with a proof of relevant practical experience or relevant previous academic learning. For more information on APL, see the ICM [Accreditation of Prior Learning \(APL\) Policy and Procedure](#).

3.5 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

A qualification is made up of Guided Learning Hours (GLH) and Non-Guided Learning Hours (NGLH). The amount of GLH allocated to each specific unit is set out in the qualification overview section.

These hours are given for guidance only and the amount of time required by individual Learners will vary. The Total Qualification Time (TQT) is the sum of guided learning hours and independent learning hours, representing the total amount of time a Learner may take to complete each unit.

3.6 Credit Value

The credit value for the Level 5 Professional Diploma in Purchasing and Supply Chain Management is 40 credits. The credit value of the qualification is based on the total notional learning hours and as a guide, 10 notional learning hours are equal to one credit.

3.7 Progression Opportunities

This qualification provides Learners with the knowledge, understanding and attributes required to pursue a career in purchasing, logistics and supply chain. Upon successfully completing this qualification, Learners can explore various progression opportunities, including:

- Seek employment in purchasing and/or logistics and supply chain related roles.
- Specialise further in specific areas of purchasing and/or logistics and supply chain management.
- Advance their academic journey by pursuing higher education in purchasing and/or logistics and supply chain management.

For more information on the structure of qualification levels and ICM equivalencies, please visit <https://www.icm.education/explore-our-qualifications/relative-equivalencies>.

3.8 Assessment Overview

The assessment method for this qualification is via open book assignment-based assessment (set and marked by ICM). Further information about the assessment process can be found in section 5 of this document.

3.9 Levels of Attainment

Levels of attainment reflect the skills and knowledge set out in the level descriptors for the Regulated Qualifications Framework (RQF) below:

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Level 4	Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

Level 5	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>
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3.10 Delivery Requirements

Centres are required to have the facilities and resources to effectively deliver the qualification. A number of resources and (GLH) are listed within each unit.

3.11 Requirements for Centres

To offer this qualification, Centres must apply for ICM Approved Centre status. To apply please visit <https://www.icm.education/Centres/approved-Centre-application> and fill in the application form.

3.12 Assessment Command Words

ICM have provided a list of assessment command words which can be used when writing assessments at this level.

Level 4 Command Words	
Analyse	Break an idea down into separate parts and examine each of these; explain how main ideas are linked to practice of an idea/concept
Apply	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas
Assess	Use available information to make a judgement about an idea
Compare	Explain two (or more) ideas to look for similarities
Contrast	Explain two (or more) ideas to look for differences
Define	Describe the meaning of a word/term/concept
Demonstrate	Show detailed knowledge and understanding of a topic
Describe	Provide a detailed account about a topic/concept
Discuss	Give a detailed account of at least two sides of an idea
Distinguish	Explain two (or more) ideas to look for differences

Draw conclusions	Make a final decision about an argument provided in an answer
Evaluate	Examine strengths and weaknesses of an idea using a range of concepts and draw a conclusion
Explain	Show understanding of underpinning concepts and ideas
Illustrate	Give clear information about an idea with detailed descriptions
Judge	Form an opinion about an idea
Justify	Provide a clear rationale for an idea presented/argued for with an appropriate conclusion
Outline	Briefly describe an idea
Plan	Organise information in a logical manner and format
Suggest	Propose an idea or a way of doing something that is clearly based on knowledge
Summarise	Present an abstract of the main points of an idea/concept

Level 5 Command Words	
Analyse	Break an idea down into separate parts and examine each of these; explain how contemporary ideas are linked to practice of an idea/concept
Apply	Clearly explain how existing knowledge links to something different/new situation using relevant concepts/ideas using practices and standards
Assess	Use available information to make a judgement about an idea
Compare	Examine in detail two (or more) ideas and look for similarities
Contrast	Examine in detail two (or more) ideas and look for differences
Define	Describe the meaning of a word/term/concept
Demonstrate	Show detailed knowledge and understanding of a topic
Describe	Provide an extended account of a topic/concept in a logical manner
Discuss	Give a detailed account including a range of views about a particular concept with a brief conclusion
Draw conclusions	Make a final, clear decision about an argument provided in an answer
Evaluate	Examine strengths and weaknesses of an idea using a range of concepts and draw one or more conclusions
Explain	Show understanding of underpinning concepts and ideas using examples
Illustrate	Give clear information about an idea with detailed descriptions to highlight an argument
Judge	Form an opinion about an idea that is logical and based on knowledge
Justify	Provide a comprehensive explanation/rationale for an idea presented/argued with a logical conclusion

Suggest	Form an opinion about an idea that is logical and based on knowledge and justified
Summarise	Select and then present the main ideas or arguments about a concept in a concise way

3.13 Guide to the Units

The qualifications are split into units specifying the knowledge and skills a Learner must demonstrate in their assessments.

Unit Title	Title of Unit
Unit Level	The RQF level of demand placed upon Learners in line with the RQF Level Descriptors.
Unit Code	A unique code assigned to a unit.
Credit Value	The credit value of the qualification based on the total notional learning hours and, as a guide, 10 notional learning hours equate to one credit.
Unit Aims	The unit aims help to define the scope, style and depth of learning of the unit.
Learning Outcomes	Sets out what is expected of the Learner and defines the knowledge, understanding and/or skills they will acquire on completion of the unit.
Indicative Teaching Content	Facts, concepts, theories, and principles that are taught and learned for a specific unit.
Assessment Method	Defines the type of assessment and the way it will be used to assess achievement.
Teaching and Learning Resources	Resources that support the learner in understanding the content of the unit being taught
Total Qualification Time (TQT)	Total hours required to complete the unit, including independent study and assessment.
Guided Learning Hours (GLH)	This indicates the number of teaching hours required.
Non-Guided Learning Hours (NGLH)	Recommended hours of independent study.

4.0 Qualification Overview

4.1 Unit List

Qualification Title: **ICM Level 5 Professional Diploma in Purchasing with Logistics and Supply Chain Management**

Total Credit Value: **40**

Total Guided Learning Hours (GLH): **240**

Total Qualification Time (TQT): **400**

ICM Unit Code	Unit title	GLH	TQT	Credits	Assessment Method
PDPSS04	Purchasing Strategies and Structure	60	90	9	Open book Assignment
PDPSCLO4	Purchasing and Supply Chain	80	110	11	Open book Assignment
PDRSC05	Robust Supply Chains	50	100	10	Open book Assignment
PDSCM05	Supply Chain Management	50	100	10	Open book Assignment

4.2 Unit Descriptors

Unit Title	Purchasing Strategies and Structure
Level	4
Unit Code	PDPSS04
Credit Value	9
Unit Aims	
Purchasing Strategies and Structure aims to equip learners with an understanding of purchasing strategies and supply and demand issues.	
Learning Outcomes	
<p>On completion of this unit the Learner will know and understand the:</p> <ul style="list-style-type: none"> A. The distinction between and importance of strategic purchasing and purchasing strategy and the effective implementation of each B. Relative merits and demerits of various models of purchasing structure organisation C. The effective application of information technology to the purchasing process D. The distinguishing features of approaches to the supply of different categories of bought items 	
Indicative Teaching Content	
<p>1. Purchasing and Purchasing Strategy</p> <ul style="list-style-type: none"> 1.1. Purchasing and change 1.2. The evolution of purchasing 1.3. Purchasing, profitability and added value 1.4. Purchasing status 1.5. Organisational buyers 1.6. Strategic Purchasing <ul style="list-style-type: none"> 1.6.1.Levels 1.6.2.Planning process 1.6.3.Environmental scanning 1.7. Purchasing Strategy <ul style="list-style-type: none"> 1.7.1.Options, 1.7.2.Formulation 1.7.3.Implementation 1.7.4.Evaluation 1.7.5.Control 1.8. Purchasing performance 1.9. Control and research <p>2. Purchasing Organisations and Procedures</p> <ul style="list-style-type: none"> 2.1. Organisational factors <ul style="list-style-type: none"> 2.1.1.Organisational design and structure 2.1.2.Approaches to organisation structures 2.1.3.Centralised purchasing 2.1.4.Purchasing and its functional interfaces 2.1.5.Organisation of purchasing departments-internal organisation, group undertakings and horizontal organisations 2.1.6.Logistics, materials and supply chain management 2.2. Purchasing Procedures <ul style="list-style-type: none"> 2.2.1.Traditional purchasing procedures and their inefficiencies 2.2.2.Legal aspects of ordering procedures 	

- 2.2.3.The 'battle of the forms'
- 2.2.4.Purchasing records
- 2.2.5.Small orders
- 2.2.6.Purchasing manuals

3. Information Technology in Purchasing

- 3.1. Management Information Systems (MIS)
- 3.2. Information Technology (IT)
- 3.3. IT and competitive advantage
- 3.4. Computer systems
- 3.5. Computer operation
- 3.6. A typical computerised purchasing application
- 3.7. Flowcharts
- 3.8. Essential features of a computerised supplies system
- 3.9. Some computer applications relevant to purchasing
- 3.10. Some advantages of computerised purchasing
- 3.11. Telecommunications and networks
- 3.12. Applications-electronic commerce, electronic data interchange, electronic funds transfer, email, smart cards, bar coding, catalogues
- 3.13. Security and legal Issues

4. Contrasting Approaches to Supply

- 4.1. Types of products-Industrial products, capital investment items, used equipment
- 4.2. Evaluating capital investments
- 4.3. Selecting suppliers of capital items
- 4.4. Leasing
- 4.5. Production materials-raw materials, futures dealings, commodity dealing, component parts and assemblies, bills of materials
- 4.6. Consumables
- 4.7. Construction supplies and bills of quantities
- 4.8. Goods for resale in wholesaling and retailing

Assessment Method

Purchasing Strategies and Structure is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of purchasing strategies and supply and demand issues.

At level 4 Learners must demonstrate an ability to:

- (i) Analyse, interpret and evaluate information related to Purchasing Strategies and Structure.
- (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Purchasing Strategies and Structure
- (iii) Demonstrate an informed awareness of approaches to Purchasing Strategies and Structure.
- (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources

Lysons, K., & Farrington, B. (2020) Procurement & Supply Chain Management. 10th ed. Pearson

Lysons, K., & Farrington, B. (2016) Purchasing & Supply Chain Management. 9th ed. Harlow United Kingdom: Pearson

Lysons, K., & Farrington, B. (2005) Purchasing & Supply Chain Management. 7th ed. Upper saddle River NJ: Prentice Hall

**The Total Qualification Time (TQT) for this unit is 90 hours.
The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).**

GLH = 60	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 30	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

Unit Title	Purchasing and Supply Chain
Level	4
Unit Code	PDPSCLO4
Credit Value	11
Unit Aims	
Purchasing and Supply Chain aims to equip Learners with an understanding of how effective purchasing and supply management can influence an organisation's competitive position.	
Learning Outcomes	
<p>On completion of this unit the Learner will know and understand the:</p> <ul style="list-style-type: none"> A. Issues involved in managing a domestic and global workforce in the supply chain B. Approaches, strategies and techniques for ensuring the availability of quality assured production material on both a national and global scale C. Frameworks and techniques for ensuring an efficient and effective approach to the ordering and storing of supplies D. The application of financial planning approaches and techniques to supply chain management 	
Indicative Teaching Content	
<p>1. Human Resources in the Supply Chain</p> <ul style="list-style-type: none"> 1.1. Strategic aspects of HRM applied to purchasing 1.2. Human resource planning-job analysis, recruitment and selection, performance appraisal, training and development, purchasing and pay, motivation 1.3. Management <ul style="list-style-type: none"> 1.3.1. Change 1.3.2. Teamwork 1.3.3. Globalisation and multinational teams 1.3.4. Styles and leadership <p>2. Specifying and Assuring the Quality of Suppliers</p> <ul style="list-style-type: none"> 2.1. Quality management-TQM, specifying quality, quality control and assurance, quality systems, independent assurance and certification 2.2. Product and production design and re-design specifications 2.3. Standardisation 2.4. Value analysis and engineering 2.5. Tools for quality and reliability- Failure Mode and Effects Analysis (FMEA), quality circles and task teams 2.6. The cost of quality 2.7. Sourcing Supplies <ul style="list-style-type: none"> 2.7.1. Sourcing levels 2.7.2. Sourcing information 2.7.3. Analysis of market conditions 2.7.4. Directives 2.7.5. Sources of supply-make or buy decisions, outsourcing, international sourcing, partnership sourcing, tiering 2.7.6. Suppliers assessment and appraisal-supplier base, supplier performance rating 2.7.7. Types of supply-reciprocal trade and countertrade, intra-company trading, sub-contracting, local suppliers, small and large suppliers 2.7.8. Factors in deciding where to buy 2.7.9. Negotiation-stages in the negotiating process 	

3. Matching Supply with Demand

- 3.1. Inventory classifications- ABC analysis
- 3.2. The aims of inventory management
- 3.3. The right quantity-variety reduction
- 3.4. Forecasting demand
- 3.5. The economics of stock management- Economic Order Quantities (EOQs), the quantity discount model, lead times, fixed order and period review systems
- 3.6. Techniques-Materials Requirements Planning (MRP), Distribution Requirement Planning (DRP), Just-In-Time purchasing (JIT), Optimised Production Technology (OPT), lot sizing
- 3.7. Safety stocks and service levels
- 3.8. Special inventory factors
- 3.9. Stores Management-storage facilities, handling stores, identifying items, surplus stores

4. Resource Management and Purchasing

- 4.1 Controlling Prices and Costs
 - 4.1.1. Price-price information, pricing agreements
 - 4.1.2. Perfect competition, imperfect competition, monopoly
 - 4.1.3. Variations to firm and cost price agreements
 - 4.1.4. Price analysis
 - 4.1.5. Price variation and adjustment
 - 4.1.6. Currency management
 - 4.1.7. Incoterms
- 4.2. Support Tools
- 4.3. Tendering
- 4.4. Forecasting techniques
- 4.5. Techniques of investment appraisal
- 4.6. Costing-life-cycle, target costing, absorption costing, activity-based costing, standard costing, costing techniques
- 4.7. Budgets and budgetary control
- 4.8. Learning curves
- 4.9. Project management
- 4.10. Scheduling
- 4.11. Models and simulation approaches

Assessment Method

Purchasing and Supply Chain is assessed by an open book assignment-based examination. There are four questions, each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must attempt two questions. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of purchasing strategies and supply and demand issues.

At level 4 Learners must demonstrate an ability to:

- (i) Analyse, interpret and evaluate information related to Purchasing and Supply Chain Linkage.
- (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Purchasing and Supply Chain Linkage.
- (iii) Demonstrate an informed awareness of approaches to Purchasing and Supply Chain Linkage.
- (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources	
Lysons, K., & Farrington, B. (2020) Procurement & Supply Chain Management. 10 th ed. Pearson	
Lysons, K., & Farrington, B. (2016) Purchasing & Supply Chain Management. 9 th ed. Harlow United Kingdom: Pearson	
Lysons, K., & Farrington, B. (2005) Purchasing & Supply Chain Management. 7 th ed. Upper saddle River NJ: Prentice Hall	
The Total Qualification Time (TQT) for this unit is 110 hours. The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).	
GLH = 80	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 30	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

The Unit Title	Supply Chain Management
Level	5
Unit Code	PDSCM05
Credit Value	10
Unit Aims	
Supply Chain Management aims to equip Learners with an understanding of developing an efficient supply chain with regards to the significance of time management, logistical costs and inventory management.	
Learning Outcomes	
On completion of this unit the Learner will know and understand the: <ul style="list-style-type: none"> A. Development of an efficient supply chain B. Value of logistical cost in a business C. Significance of time management in logistics D. Inventory management strategies in supply chain 	
Indicative Teaching Content	
<p>1. Logistics and the Supply Chain</p> <ul style="list-style-type: none"> 1.1. Structuring the supply chain 1.2. Material and information flow 1.3. Competing through logistics 1.4. Order winners and qualifiers 1.5. Supply chain strategies 1.6. Customer service and retention <p>2. Value and Logistics Costs</p> <ul style="list-style-type: none"> 2.1. Sources of value 2.2. Representing logistics costs 2.3. Activity based costing 2.4. Balanced measurement portfolio 2.5. Supply chain operations reference model <p>3. The Lead Time Frontier</p> <ul style="list-style-type: none"> 3.1. Time based mapping 3.2. Time as a competitive advantage 3.3. Lead time and P:D ratios 3.4. Managing logistics timelines 3.5. Method for implementing time based practices <p>4. Supply Chain Control and Agility</p> <ul style="list-style-type: none"> 4.1. Just-in-Time 4.2. Quick response 4.3. Vendor managed inventory 4.4. Lean thinking and agile supply chains 	
Assessment Method	
Supply Chain Management is assessed by an open book assignment-based examination There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate	

an understanding of developing an efficient supply chain with regards to the significance of time management, logistical costs and inventory management.

At level 5 learners must demonstrate an ability to:

- (i) Analyse, interpret and evaluate relevant information and ideas related to Supply Chain Management.
- (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Supply Chain Management to address defined questions that are complex.
- (iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Supply Chain Management and the reasoning behind them.
- (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources

Harrison, A. and Van Hoek, R.I., (2007). Logistics Management and Strategy: Competing Through the Supply Chain. 3rd ed. Upper Saddle river NJ: Prentice Hall

Harrison, A. ,Van Hoek, R.I., and Skipworth, H., (2014). Logistics Management and Strategy: Competing Through the Supply Chain. 5th ed. Upper Saddle river NJ: Prentice Hall

Harrison, A. ,Van Hoek, R.I., and Skipworth, H., (2015). Logistics Management and Strategy: Competing Through the Supply Chain. 6th ed. Upper Saddle river NJ: Prentice Hall

Rushton et. al. (2014). The Handbook of Logistics and Distribution Management. 5th ed. KoganPage

Chopra, S., (2019). Supply Chain Management: Strategy, Planning and Operation (Global Edition). 7th ed. Pearson

Lloyds List Available at: <https://lloydslist.maritimeintelligence.informa.com/>

IMO Publications

The Total Qualification Time (TQT) for this unit is 100 hours.
The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).

GLH = 50	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH = 50	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

Unit Title	Robust Supply Chains
Level	5
Unit Code	PDRSC05
Credit Value	10
Unit Aims	
Robust Supply Chains aims to equip Learners with an understanding of the issues in relation to supply chain in a global context and relationship building with stakeholders.	
Learning Outcomes	
On completion of this unit the Learner will know and understand the: <ul style="list-style-type: none"> A. Supply chain management in the business context B. Role of partnership in supply chain performance C. Complexities involved in the process of international logistics management D. Challenges facing the logistics industry 	
Indicative Teaching Content	
1. Supply Chain Management <ul style="list-style-type: none"> 1.1. Collaboration in the supply chain 1.2. Efficient consumer response 1.3. Collaborative planning 1.4. Forecasting and replenishment 1.5. Managing supply chain relationships 1.6. Framework for managing the supply chain 2. Partnerships in the Supply Chain <ul style="list-style-type: none"> 2.1. Choosing the right partnership 2.2. Partnerships in the supply chain 2.3. Supply-based rationalisation 2.4. Supplier networks 2.5. Supplier development 2.6. Implementing partnerships 3. Managing Logistics Internationally <ul style="list-style-type: none"> 3.1. Drivers and logistics implications of internationalisation 3.2. Trend towards internationalisation 3.3. Challenge of international logistics and location 3.4. Organising for international logistics 4. Logistics Future Challenge <ul style="list-style-type: none"> 4.1. New supply chain environment 4.2. Key management challenges 4.3. Role of the Internet 4.4. Implementation issues 	
Assessment Method	
Supply Chain Management is assessed by an open book assignment-based examination. There are two compulsory questions which must be passed (the pass rate for each assessment component is set at a minimum of 40%) to achieve this unit. Each question is worth 25 marks and relates to one of the Learning Outcomes. Learners must have covered all of the teaching content prior to attempting the open book assignment-based examination. Learners must be able to demonstrate an understanding of developing an efficient supply chain with regards to the significance of time management, logistical costs and inventory management.	

At level 5 learners must demonstrate an ability to:

- (i) Analyse, interpret and evaluate relevant information and ideas related to Robust Supply Chains.
- (ii) Apply theoretical/ technical knowledge to demonstrate an understanding of Robust Supply Chains to address defined questions that are complex.
- (iii) Demonstrate a comprehensive awareness of different viewpoints and approaches to Robust Supply Chains and the reasoning behind them.
- (iv) Effectively communicate knowledge and understanding in written response(s).

Teaching and Learning Resources

Harrison, A. and Van Hoek, R.I., (2007). Logistics Management and Strategy: Competing Through the Supply Chain. 3rd ed. Upper Saddle river NJ: Prentice Hall

Harrison, A. ,Van Hoek, R.I., and Skipworth, H., (2014). Logistics Management and Strategy: Competing Through the Supply Chain. 5th ed. Upper Saddle river NJ: Prentice Hall

Harrison, A. ,Van Hoek, R.I., and Skipworth, H., (2015). Logistics Management and Strategy: Competing Through the Supply Chain. 6th ed. Upper Saddle river NJ: Prentice Hall

Rushton et. al. (2014). The Handbook of Logistics and Distribution Management. 5th ed. KoganPage

Chopra, S., (2019). Supply Chain Management: Strategy, Planning and Operation (Global Edition). 7th ed. Pearson

Lloyds List Available at: <https://lloydslist.maritimeintelligence.informa.com/>

IMO Publications

The Total Qualification Time (TQT) for this unit is 100 hours.

The TQT is made up of the Guided Learning Hours (GLH) and the Non-Guided Learning Hours (NGLH).

GLH =50	This is the number of hours requiring immediate guidance or supervision by the Centre, including lectures, seminars, workshops, training and examination invigilation, tutorial support including feedback on assignments.
NGLH =50	This is the number of hours of directed non-supervised times such as homework, class preparation, background reading, group study, portfolio.

5.0 Assessment and Quality Assurance

ICM assessments are designed to fulfil the objectives of each qualification. The Learning Outcomes for each unit are set externally by ICM, and can be found in the individual unit descriptors.

5.1 The Assessment

The assessment method for the ICM Level 5 Professional Qualification in Purchasing, Logistics and Supply Chain Management is an open book assignment-based examination comprised of two papers with two parts. One paper assesses the Purchasing Strategies and Structure (Part A) and Purchasing and Supply Chain (Part B) units. One paper assesses Supply Chain Management (Part A) and Robust Supply Chains (Part B) units. Learners must answer all 4 compulsory 750-word, 25-mark questions in each paper from Part A and Part B. The open book assignment-based examination takes place four times each year, March, June, September and December and the assessment window is four weeks.

5.2 Grading

Achievement in this qualification requires a demonstration of an in-depth knowledge and understanding of each unit and the ability to acquire skills transferable to industry employment. To achieve each unit, the pass rate for each assessment component is set at a minimum of 40%. This threshold is indicative of the expected level of competence to achieve a pass grade for each unit. To achieve the qualification Learners must achieve a pass grade across all units.

5.3 Grades Boundaries

Grade boundaries are:

Grade	Percentage
A	70% and above
B	60% to 69%
C	50% to 59%
D	40% to 49%
F	39% and below
Ungraded is issued should evidence of malpractice or maladministration occur.	

5.4 Quality Assurance and ICM Business Development and Delivery Consultants

The ICM Approved Centre must demonstrate a quality management system with a committed and supported Teaching team, (sufficient in number for the planned provision) adequate Learner resources and guidance; regular Learner feedback; evidence of equal opportunities; equity and inclusivity in learning and assessment. Refer to ICM's [Inclusion and Diversity Policy](#) for further information. ICM Business Development and Delivery Consultants support Centres in the event that they need assistance in demonstrating progression routes for Learners and preparation for work, and/or further study of ICM Qualifications. ICM Business Development and Delivery Consultants carry out announced and unannounced spot check visits. It is important that ICM Approved Centres

are able to provide safe access to a Centre's premises, office accommodation, data and other facilities as reasonably required by ICM.

6.0 Administration Arrangements

6.1 Results

Results are released to ICM Centres within three months, see the ICM website for important dates: <https://www.icm.education/important-dates>. ICM send results directly to ICM Approved Centres for collection by learners.

6.2 Enquiries About Results (EAR)

ICM Approved Centres are advised to submit **Enquiries about Results (EAR)** as soon as possible after results are issued. ICM will consider EAR if the application is made within the key deadlines published on the ICM website alongside the soft copy results dates: <https://www.icm.education/important-dates>.

ICM offer two services for EAR as follows:

1. **Priority Review of Marking:** ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 5 business days of results being issued by ICM. The outcome is issued within 5 business days of request.
2. **Review of Marking:** ICM reviews original marking to ensure agreed mark scheme has been applied correctly. This includes a clerical re-check. Requests must be received from ICM Approved Centres within 10 business days of results being issued by ICM. The outcome is issued within 10 business days of request.

For more information, please see the ICM [Enquiries About Results \(EAR\) Policy and Procedure](#).

6.3 Certificates

Certificates are only issued following the successful completion of a qualification. Certificates are printed and issued by ICM on watermarked paper for security purposes; these are then securely dispatched to the ICM Approved Centre or the Business Development and Delivery Consultant for distribution to the Learners. Each Learner's unique ID number is recorded which verifies the identification of the Learners' records. All information indicated on certificates enables ICM to identify and verify authenticity. In potential cases of fraudulent reproduction of ICM qualifications, ICM investigate and prosecute where necessary. For more information, see the ICM [Fraud Policy and Procedure](#).

6.4 Reasonable Adjustments

ICM and ICM Approved Centres have a duty to ensure the rights of individual Learners to have access to qualifications and examination materials, in a way in which is most appropriate for their individual needs. A Reasonable Adjustment is any action that helps to reduce the effect of a disability or difficulty that places the Learner at a substantial disadvantage in an assessment and must be arranged before the assessment. A Learner may be granted reasonable adjustments in their

assessments in accordance with ICM's [Reasonable Adjustments and Special Considerations Policy and Procedure](#).

6.5 Special Consideration

Special Consideration may be given after a scheduled assessment to Learners who suffer temporary illness, injury or indisposition at the time of the assessment. The type of Special Consideration given will depend on the circumstances and reflect the difficulty faced by the Learner. For further guidance refer to ICM's [Reasonable Adjustments and Special Considerations Policy and Procedure](#).

6.6 Integrity of Assessment

ICM and ICM Approved Centres have a duty to ensure the fairness and integrity of assessment and to identify, manage and prevent malpractice. Malpractice includes those actions and practices, which threaten the integrity of ICM's assessments and certification, and/or damage the authority of those responsible for conducting them. It also includes impersonation, use of Artificial Intelligence (AI) language models in generating content. For further guidance, please see ICM's [Malpractice and Maladministration Policy and Procedure](#) and ICM's Artificial Intelligence Policy and Procedure.

6.7 Plagiarism and the use of Artificial Intelligence

Plagiarism means claiming work to be one's own which has been copied from someone or created by someone else. ICM Approved Centres must put necessary mechanism in place to ensure that all the work submitted by learners is their own unless clearly and correctly referenced. This also includes learners using content generated by AI or engines such as google translate which includes AI-powered features. Trainers at ICM Approved Centres must explain to learners how to accurately reference, cite and create a reference list. If an ICM Approved Centre or ICM discovers evidence that learners work is copied from elsewhere, learners may be subject to the ICM Approved Centre's or ICM's malpractice procedures and relevant sanctions. For further guidance, please see ICM's [Malpractice and Maladministration Policy and Procedure](#), ICM's [Sanctions Policy and Procedure](#) and ICM's Artificial Intelligence (AI) Policy and Procedure.

6.8 Appeals and Complaints

An appeal is defined as an ICM Approved Centre or Candidate asking ICM to review and, where appropriate, reconsider decisions on results given by ICM. This may be where a Candidate wants reconsideration of an ICM decision i.e. a sanction. Should a Learner wish to appeal, please refer to ICM's Appeals Policy and Procedure for further information. To submit a complaint regarding any aspect of ICM services, contact info@icm.education. Refer to ICM's [Complaints Policy and Procedure](#) for further information.

6.9 Resources and Available Support

ICM's website has a [SharePoint](#) dedicated to ICM Learners which provides access to resources and materials to support ICM Qualifications which are downloadable and free of charge, these include:

- Reading lists and main topics for each qualification.
- Sample Assessment Materials.
- Downloadable resources to facilitate study skills, including a revision timetable template.

- ICM examiner-led tutorials and webinars to reinforce skills and offer Learners the tips needed to perform well in their exams.
- eLearning

7.0 Policy and Procedures

ICM has policies and procedures in place to support Centres and Learners. All Centres must also implement their own policies, which comply with ICM's requirements; these will be checked during the Centre Approval process and in subsequent Centre monitoring activities. It is each Centre's responsibility to make relevant policies available to Learners.

Relevant policies include:

- **Appeals Policy and Procedure:** Allows Learners to take action if they feel they have been treated unfairly.
- **Reasonable Adjustment and Special Considerations Policy:** Allows Centres to make or request any necessary adjustments to assessments in light of a Learners individual circumstances.
- **Malpractice and Maladministration Policy:** Provides a framework through which any concerns about the delivery and assessment of the qualification can be addressed.
- **Inclusion and Diversity Policy:** Ensures Centres treat Learners fairly without any bias.
- **Conflict of Interest Policy and Procedure:** Explains how ICM prevents, identifies and manages activities that might give rise to actual or perceived conflicts of interest.
- **Adverse Effects and Event Notification Policy and Procedure:** Explains how ICM should act to prevent, manage and report 'adverse events' and ensures that the effects to Learners are mitigated.
- **Complaints Policy and Procedure:** Explains the ICM complaints process.
- **Whistle-blowing Policy and Procedure:** The aim of this policy is to encourage employees and others who have serious concerns about any aspect of ICM's operations and services to come forward and voice those concerns.

Learners should ensure they also refer to the policies and procedures of the Centre with which they are registered. ICM Policies and other key documents are available on our website at:

<https://www.icm.education/policies-and-handbooks>.