



OTHM LEVEL 4 DIPLOMA IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT

Qualification Number: 610/0857/6

Specification | May 2022

TABLE OF CONTENTS

| | |
|--|----|
| QUALIFICATION OBJECTIVES | 3 |
| QUALITY, STANDARDS AND RECOGNITIONS | 3 |
| REGULATORY INFORMATION | 3 |
| EQUIVALENCES | 3 |
| QUALIFICATION STRUCTURE..... | 4 |
| DEFINITIONS | 4 |
| ENTRY REQUIREMENTS | 5 |
| PROGRESSION | 5 |
| DELIVERY OF OTHM QUALIFICATIONS | 5 |
| ASSESSMENT AND VERIFICATION | 5 |
| RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT..... | 7 |
| EQUALITY AND DIVERSITY | 7 |
| UNIT SPECIFICATIONS..... | 8 |
| ACADEMIC WRITING AND RESEARCH SKILLS | 9 |
| LOGISTICS AND THE BUSINESS ENVIRONMENT | 12 |
| OPERATIONS AND LOGISTICS MANAGEMENT | 15 |
| FINANCE AND ACCOUNTING | 18 |
| COMMUNICATION IN BUSINESS | 22 |
| LEADING AND MANAGING TEAMS..... | 26 |
| IMPORTANT NOTE | 29 |

QUALIFICATION OBJECTIVES

The objective of the OTHM Level 4 Diploma in Logistics and Supply Chain Management qualification is to provide learners with a specialist programme of study that provides a depth of knowledge and understanding of key aspects within the Logistics and Supply Chain Management sector.

The Level 4 units provide an introduction to contemporary Business and LCSM topics. The units combine both theoretical and practical knowledge in the profession and will develop and enhance knowledge and skills in the areas of academic and research skills, logistics and the business environment, operations management, effective performance, planning and accountability, finance, communication, management and team working.

Successful completion of this qualification will allow learners to work in a variety of roles within logistics and supply chain management and to progress to further study.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the register of [Regulated Qualifications](#).

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

REGULATORY INFORMATION

| | |
|--------------------------------|---|
| Qualification Title | OTHM Level 4 Diploma in Logistics and Supply Chain Management |
| Ofqual Qualification Number | 610/0857/6 |
| Regulation Start Date | 03/05/2022 |
| Operational Start Date | 03/05/2022 |
| Duration | 1 year |
| Total Credit Value | 120 Credits |
| Total Qualification Time (TQT) | 1200 Hours |
| Guided Learning Hours (GLH) | 600 Hours |
| Sector Subject Area (SSA) | 4.3 Transportation operations and maintenance |
| Overall Grading Type | Pass / Fail |
| Assessment Methods | Coursework |
| Language of Assessment | English |

EQUIVALENCES

OTHM qualifications at Level 4 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Certificates (HNC) and Year 1 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 4 Diploma in Logistics and Supply Chain Management qualification consists of 6 mandatory units, 120 credits, 1200 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 1200 hours.

All units are mandatory.

| Unit Reference Number | Unit Title | Level | Credit | GLH | TQT |
|-----------------------|--|-------|--------|-----|-----|
| H/650/1099 | Academic Writing and Research Skills | 4 | 20 | 100 | 200 |
| R/650/1100 | Logistics and the Business Environment | 4 | 20 | 100 | 200 |
| T/650/1101 | Operations and Logistics Management | 4 | 20 | 100 | 200 |
| Y/650/1102 | Finance and Accounting | 4 | 20 | 100 | 200 |
| A/650/1103 | Communication in Business | 4 | 20 | 100 | 200 |
| D/650/1104 | Leading and Managing Teams | 4 | 20 | 100 | 200 |

Any learner that successfully completes the OTHM Level 4 Diploma Logistics and Supply Chain Management qualification may, within 3 years, progress and complete the required Level 5 mandatory 6 units and 120 credits to gain the full OTHM Level 5 Extended Diploma in Logistics and Supply Chain Management qualification. A new registration for the learner must be made by the centre.

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

These qualifications are designed for learners who are typically aged 18 and above.

The entry profile for learners is likely to include at least one of the following:

- Relevant Level 3 Diploma qualification or equivalent qualification
- GCE Advanced level in 2 subjects or equivalent qualification
- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the [OTHM website](#).

PROGRESSION

Successful completion of the OTHM Level 4 Diploma Logistics and Supply Chain Management qualification provides learners with the opportunity for a wide range of academic progressions including progression to relevant OTHM Level 5 Extended Diplomas.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into Year 2 of a three-year UK Bachelor's degree programme. For more information visit the [University Progressions](#) page on the [OTHM website](#).

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are assessed and internally quality assured by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Assessment Tracking and Recording Learner Progress

It is necessary to track and record learner achievement throughout the delivery period of the OTHM Level 4 Diploma and this should not be left until the end of the course.

This will include regular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:

- before decisions have been made on any unit
- sampling evidence once one or two of the units or assignments are completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:

- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence is valid, authentic and reliable for the safety of certification
- identification of which assessments are outstanding
- internal verification is timely
- samples for standards verification and other external audits can be made available as required
- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.

Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

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

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

ACADEMIC WRITING AND RESEARCH SKILLS

| | |
|--------------------------------|---|
| Unit Reference Number | H/650/1099 |
| Unit Title | Academic Writing and Research Skills |
| Unit Level | 4 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 4.3 Transportation operations and maintenance |
| Unit Grading Type | Pass / Fail |

Unit Aims

Engaging in academic research and writing will help learners to interpret and evaluate sources of information and evidence before engaging in the production of evidence based, logical, arguments. The aim of this unit is, therefore, to support the exploration of key topics which form part of the academic research and writing process so that learners will be able to achieve greater success and recognition in their studies.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criterion – The learner can: | Indicative Content |
|---|--|---|
| 1. Understand the concept and purpose of academic research and writing. | 1.1 Explain what is meant by the term ‘academic research and writing.’ 1.2 Explain different academic writing conventions. 1.3 Discuss different types of academic research. | <ul style="list-style-type: none"> • Seeking the truth • Adding to knowledge • Academic language • Paragraphs and argument flows • Paraphrasing • Writing to word counts • Descriptive research • Associational research • Intervention research • Validity and reliability of research |

| | | |
|---|---|---|
| <p>2. Know how to conduct academic research.</p> | <p>2.1 Compare different sources of information and evidence. 2.2 Explain a research process. 2.3 Differentiate between primary and secondary research.</p> | <ul style="list-style-type: none"> • Journals • Textbooks • Conferences • Government data • Research as a linear process • Primary research – seeking new information • Secondary research – reviewing existing information |
| <p>3. Know about critical thinking skills.</p> | <p>3.1 Explain what is meant by the term ‘critical thinking.’ 3.2 Explain different critical thinking skills. 3.3 Explain why critical thinking is important for in academic research. 3.4 Apply techniques to evaluate an argument relevant to your field of study.</p> | <ul style="list-style-type: none"> • Systematic approach to evaluating arguments. • Critical reading • Analysis and interpretation • Being open-minded • Self-regulation • Objective v subjective • Promoting creativity • Improving language and presentation skills • Thinking ‘outside the box’ • Argument coherence • CRAAP Test : Currency, Relevance, Authority, Accuracy, and Purpose of your sources • Evidence testing • Validity testing |
| <p>4. Understand how to construct a reliable and valid academic argument.</p> | <p>4.1 Explain the key components of a reliable and valid academic argument relevant to your field of study. 4.2 Differentiate between inductive and deductive reasoning. 4.3 Suggest an argument structure for a given topic.</p> | <ul style="list-style-type: none"> • Evidence • Premise (nature of academic argument) • Conclusion • Inductive uses generalisation • Deductive uses known evidence and information • Logical argument structures |

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

Indicative Reading

Bailey, S. (2017) *Academic Writing: A Handbook for International Learners* 5th edition, Routledge, London

Cotrell, S. (2019) *The Study Skills Handbook* 5th edition, MacMillan, London

Additional Resources

Journal of Academic Research

Journal of Academic Writing

[An Intermediate Guide to Writing in English for University Study](#)

LOGISTICS AND THE BUSINESS ENVIRONMENT

| | |
|--------------------------------|---|
| Unit Reference Number | R/650/1100 |
| Unit Title | Logistics and the Business Environment |
| Unit Level | 4 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 4.3 Transportation operations and maintenance |
| Unit Grading Type | Pass / Fail |

Unit Aims

The aim of this unit is to provide learners with the underpinning knowledge to recognise the components and construct of the logistics sector and examine the fundamental factors which influence how a logistics business operates within the context of its internal and external business environment.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criterion – The learner can: | Indicative Content |
|---|---|--|
| 1. Understand the business of logistics. | 1.1 Explain different categories of business logistics. 1.2 Explain the major elements of logistics. 1.3 Discuss how logistics affect a supply chain. | <ul style="list-style-type: none"> • Inbound logistics • Outbound logistics • Reverse logistics • Warehousing • Inventory management • Transportation • Logistic planning, implementation and control |
| 2. Understand the relationships between different logistic functions. | 2.1 Explain the purpose of different functions of a logistics business. 2.2 Explain the relationship between the | <ul style="list-style-type: none"> • Order processing • Warehousing • Inventory control |

| | | |
|--|--|---|
| | <p>different functions of a logistics business.</p> <p>2.3 Compare different ways a logistics business could be structured.</p> <p>2.4 Discuss how functional relationships impact on how a logistic business is structured.</p> | <ul style="list-style-type: none"> • Transportation • Human resource management • Finance • Hierarchic structure • Bureaucratic structure • Matrix structure • Flat structure • Organisation structure chart • Lines of authority and accountability |
| <p>3. Be able to measure a logistic business's internal environment.</p> | <p>3.1 Explain what is meant by the term 'internal environment of a logistics business.'</p> <p>3.2 Explain why it is important to measure a logistic business's internal environment.</p> <p>3.3 Apply a technique to quantify a logistic business's internal environment.</p> <p>3.4 Assess a logistics business's internal environment.</p> | <ul style="list-style-type: none"> • Internal factors, functions and stakeholders • Organisational culture • Establishing business capabilities • Supporting strategic intent • Planning for the future • Capacity assessment grid • McKinsey's 7S framework • VRIO: identify the resources and capabilities that give a sustainable competitive advantage : Value, Rarity, Imitability (Ease/Difficulty to Imitate), Organization (ability to exploit the resource or capability) • SWOT: Strengths, Weaknesses, Opportunities, and Threats • Value chain analysis |
| <p>4. Be able to measure a logistic business's external environment.</p> | <p>4.1 Explain what is meant by the term 'external environment of a logistics business.'</p> <p>4.2 Explain why it is important to measure a logistics business's external environment.</p> <p>4.3 Assess a logistics business's external environment.</p> <p>4.4 Apply a technique to quantify a logistics business's external environment.</p> | <ul style="list-style-type: none"> • External factors, drivers and stakeholders • Local, national and international cultures • Establishing market position • Recognising opportunities • Preparing for change • PESTLE: political, economic, social, technological, environmental, legal. • Scenario analysis • Competitor analysis |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> • Porter’s 5 Forces analysis: the threat of substitute products, power of customers, power of suppliers, industry rivalry which determines the competitive intensity and attractiveness of a market • Sector/industry analysis • Ansoff matrix: product/market expansion grid, is a tool used by firms to analyse and plan their strategies for growth. |
|--|--|---|

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

Indicative Reading

Needle, D. and Burns, J. (2019) *Business in Context: An Introduction to Business and its Environment* 7th edition, Cengage, London

Rudd, J. (2018) *A Practical Guide to Logistics* Kogan Page, London

Additional Resources

International Journal of Business Environment

[Chartered Institute of Logistics and Transport](#)

[Management Help](#)

OPERATIONS AND LOGISTICS MANAGEMENT

| | |
|--------------------------------|---|
| Unit Reference Number | T/650/1101 |
| Unit Title | Operations and Logistics Management |
| Unit Level | 4 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 4.3 Transportation operations and maintenance |
| Unit Grading Type | Pass / Fail |

Unit Aims

It is often said that one of the key features of a logistics business is its operations function. As such, it is vital that this function is managed effectively and effectively. The aim of this unit is to help learners explore the important relationships between operations management and other functions of a logistics business.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criterion – The learner can: | Indicative Content |
|--|---|---|
| 1. Understand the fundamentals of operations management. | 1.1 Explain why effective operations management is important to a logistics business. 1.2 Explain how the resources of a logistics business influences its operations planning. 1.3 Explain the relationship between the management of operations and a business's objectives. 1.4 Discuss how a logistic business's objectives impact of the achievement of operational objectives. | <ul style="list-style-type: none"> • Inputs • Transformations • Outputs • Roles and responsibilities in logistics • Operational structures • Operational scope • 'Top down' and 'bottom up' objectives • Operational v organisational direction • Resource conflicts |

| | | |
|--|--|---|
| <p>2. Understand the fundamentals of logistics management.</p> | <p>2.1 Explain why effective logistics management is important to a logistics business. 2.2 Compare types of logistics network planning. 2.3 Explain how logistics network planning relates to supply chains. 2.4 Discuss how a logistic business's objectives impact of the achievement of logistics objectives.</p> | <ul style="list-style-type: none"> • Cost reduction • Efficiency improvements • Planned or evolving approaches • Stock location • Delivery locations • Transport options • Supply chain trade-offs |
| <p>3. Know about warehousing and inventory management.</p> | <p>3.1 Explain the key principles of warehouse management. 3.2 Describe a logistic business's warehouse management processes. 3.3 Explain the key principles of inventory management. 3.2 Describe a logistic business's inventory management processes.</p> | <ul style="list-style-type: none"> • Maintaining fit for purpose stock • Stock rotation • Segregating stock • Stock searches • Stock audits • Stock replenishment • Stock disposal |
| <p>4. Understand transportation and distribution.</p> | <p>4.1 Explain the role of transport management. 4.2 Explain the importance of effective transport planning to a logistics business. 4.3 Describe different modes of transport. 4.4 Assess the impact of current issues on a logistics business's transportation and distribution.</p> | <ul style="list-style-type: none"> • Route planning software • Vehicle tracking • Driver supervision • Movement by land, sea and air • Multi-modal transport • Environmental impact of transportation • Sustainable distribution • National and international legislation |

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

Indicative Reading

Rudd, J. (2018) *A Practical Guide to Logistics* Kogan Page, London

Slack, N. (2019) *Operations Management* 7th edition, Pearson, Henlow

Additional Resources

EURO Journal on Transportation and Logistics

Journal on Transportation and Logistics

Chartered Institute of Logistics and Transport

FINANCE AND ACCOUNTING

| | |
|--------------------------------|---|
| Unit Reference Number | Y/650/1102 |
| Unit Title | Finance and Accounting |
| Unit Level | 4 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 4.3 Transportation operations and maintenance |
| Unit Grading Type | Pass / Fail |

Unit Aims

This unit introduces learners to the role of finance and accounting and how the financial information generated by business activities can be used to plan, monitor and improve the performance of businesses operating in the logistics and supply chain environment.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criterion – The learner can: | Indicative Content |
|--|---|--|
| 1. Understand the role of the finance and accounting function in a logistics business. | 1.1 Identify the reasons for maintaining accurate financial records in business. 1.2 Explain the specialist finance and accounting roles in a business. 1.3 Explain the purpose of the main financial statements. 1.4 Discuss the contribution of the finance and accounting function to business decision-making in a logistics business. | <ul style="list-style-type: none"> • Reasons for maintaining accurate financial records • Implications for the business of poor financial record keeping • The role of bookkeepers, credit controllers, procurement officers, financial accountants and management accountants • The difference between management accounting and financial accounting • The format of the main financial statements <ul style="list-style-type: none"> ○ The income statement ○ the statement of financial position |

| | | |
|--|---|--|
| | | <ul style="list-style-type: none"> • Decision-making in the logistics environment in relation to: <ul style="list-style-type: none"> ○ Business strategy ○ Business operations ○ Business tactics |
| <p>2. Understand the sources of finance available to a logistics business.</p> | <p>2.1 Understand the importance of business finance for a logistics business.</p> <p>2.2 Understand the concepts of working capital and liquidity.</p> <p>2.3 Discuss the sources of finance for a logistics business in different scenarios.</p> <p>2.4 Understand the impact of depreciation on business assets.</p> | <ul style="list-style-type: none"> • The need for business finance in respect of different time horizons: short and long-term timescales • The importance of working capital and effective working capital management in a logistics business • Net current assets • Cash flow forecasts • Sources of finance <ul style="list-style-type: none"> ○ internal: retained profits, net current assets, sale of assets ○ external: owner's capital, bank overdraft, hire purchase, leasing, trade credit, mortgages, shares, loans, debt factoring, invoice discounting • The depreciation on non-current assets, including a transport fleet, and its impact on the income statement and the statement of financial position <ul style="list-style-type: none"> ○ Straight line depreciation • Reducing balance depreciation |
| <p>3. Be able to prepare and monitor a budget.</p> | <p>3.1 Differentiate between different types of budgets.</p> <p>3.2 Prepare different types of budgets.</p> <p>3.3 Undertake a variance analysis on a budget.</p> <p>3.4 Identify the reasons for adverse and favourable budget variances.</p> <p>3.5 Identify actions to address budget variances.</p> | <ul style="list-style-type: none"> • Budgets: <ul style="list-style-type: none"> ○ Operating budget ○ Cash budget ○ Fixed budget ○ Master budget ○ Incremental budgeting ○ Activity-based budgeting ○ Budgeting based on value proposition ○ Zero-based budgeting |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> • The purpose of variance analysis as a monitoring mechanism • Favourable and adverse budget variances and how they may arise in a logistics business • Addressing budget variances in a logistics business in relation to: <ul style="list-style-type: none"> ○ Costs including fixed and variable which arise in a logistics business ○ Revenue including the negotiation of transportation contracts ○ Business processes including inventory management and warehousing ○ The supply chain including national and international supply chain considerations ○ Business practices including procurement |
| <p>4. Be able to analyse the performance of a logistics business.</p> | <p>4.1 Be able to analyse the financial performance of a business from information drawn from financial statements.</p> <p>4.2 Identify actions to address the under-performance of a logistics business.</p> | <ul style="list-style-type: none"> • The need of business stakeholders for financial information: <ul style="list-style-type: none"> ○ shareholders/owners/managers ○ employers ○ creditors/suppliers ○ lenders ○ employees • Ratio analysis <ul style="list-style-type: none"> ○ Profitability ○ Liquidity ○ Efficiency • Actions to address under-performance in a logistics business in relation to the outcome of ratio analysis |

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

Indicative Reading

Fields, E. (2018) *Essentials of Finance and Accounting for Non-financial Managers* 3rd edition, Amacom, New York

McLaney, E. and Atrill, P. (2020) *Accounting and Finance: An Introduction* 10th edition, Pearson, Henlow

Additional Resources

Journal of Finance and Accounting

[Management Help](#)

[Association of Accounting Technicians](#)

COMMUNICATION IN BUSINESS

| | |
|--------------------------------|---|
| Unit Reference Number | A/650/1103 |
| Unit Title | Communication in Business |
| Unit Level | 4 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 4.3 Transportation operations and maintenance |
| Unit Grading Type | Pass / Fail |

Unit Aims

The effectiveness of a business’s approach to communication can often be critical to the achievement of strategic and operational objectives. The ways in which a business connects with its internal and external stakeholders, and overcomes different barriers to communication, will determine its short- and long-term success. The aim of this unit is, therefore, to provide learners with the fundamental knowledge and skills to engage in meaningful and appropriate communication irrespective of the context in which the communication is located.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criterion – The learner can: | Indicative Content |
|---|--|---|
| 1. Understand the concept and purpose of communication in a business context. | 1.1 Explain the term ‘communication.’ 1.2 Compare different stages of a communication model. 1.3 Discuss why effective communication is important to a business. | <ul style="list-style-type: none"> • Communication as a process • Upward, downward, lateral and vertical communication • Linear, interactional and transactional communication models • Driving change • Effective stakeholder engagement • Positive branding • Successful marketing campaigns |

| | | |
|---|--|---|
| <p>2. Be able to effectively communicate in a business context.</p> | <p>2.1 Explain different elements of communication. 2.2 Demonstrate effective verbal and non-verbal communication. 2.3 Demonstrate effective written communication.</p> | <ul style="list-style-type: none"> • Elements: <ul style="list-style-type: none"> ○ Source and receiver ○ Medium ○ Coding ○ Feedback • Communication. <ul style="list-style-type: none"> ○ Pitch and tone of voice ○ Body language ○ Listening skills ○ Emotional intelligence ○ Digital ○ Written ○ Face to face ○ Push and pull behaviours ○ The use of emotional intelligence in written communication |
| <p>3. Understand how a business communicates internally.</p> | <p>3.1 Explain what is meant by the term ‘internal communication.’ 3.2 Compare ways in which a business communicates internally. 3.3 Conduct an internal stakeholder analysis with a focus on communication. 3.4 Assess internal barriers to effective communication in a business.</p> | <ul style="list-style-type: none"> • Internal communication: all employees are working towards the same goal and know exactly what they should be doing and by when, information sharing, receiving and giving feedback, conflict resolution • Internal communication methods ie formal meetings and briefings, e-mail, intranets internal social media tools, informal meetings, conference calls & webinars, internal newsletters, brochures, and other printed materials, team briefing sessions, message boards, training packs (e.g. induction materials) • Inter and cross function communication • Internal stakeholder analysis. i.e. those who have an interest in the activities and results of the business, process of identifying these people before the project begins; grouping them according to their levels of participation, interest, and influence in the project; and determining how best to involve and communicate each of these stakeholder groups |

| | | |
|--|--|--|
| | | <p>throughout.</p> <ul style="list-style-type: none"> Barriers: cultural, language, technology barriers, interpersonal |
| <p>4. Understand how a business communicates externally.</p> | <p>4.1 Explain what is meant by the term ‘external communication.’</p> <p>4.2 Compare ways in which a business communicates with external stakeholders.</p> <p>4.3 Conduct an external stakeholder analysis with a focus on communication.</p> <p>4.4 Assess external barriers to effective communication in a business.</p> | <ul style="list-style-type: none"> External communication: business communicates with people & organisations outside of the business. External communication methods ie press releases, social media feeds, online videos and webinars, marketing materials, published financial information, letters, emails and telephone conversations with customers and suppliers, reports to government and other agencies, placing/receiving orders, seeking external advice Barriers: terminology, language, technology, physical/geographic barriers |

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

Indicative Reading

Jovin, E. (2019) *Writing for Business*, Nicholas Brealy Publishing, London

Newman, A. (2017) *Business Communication; in person, in print, online*, Nelson Education Ltd, Boston

Prince, E.S. (2017) *Practical Business Communication*, Red Globe Press, London

Additional Resources

Journal of Business Communication

Effective Business Communication

Management Help

LEADING AND MANAGING TEAMS

| | |
|--------------------------------|---|
| Unit Reference Number | D/650/1104 |
| Unit Title | Leading and Managing Teams |
| Unit Level | 4 |
| Number of Credits | 20 |
| Total Qualification Time (TQT) | 200 hours |
| Guided Learning Hours (GLH) | 100 hours |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 4.3 Transportation operations and maintenance |
| Unit Grading Type | Pass / Fail |

Unit Aims

Having hard management and soft leadership skills is often stated by employers as being key to the success of a business but few people have sufficient quantities of both to make a significant impact on business operations and strategy. The aim of this unit, therefore, is to support a learners understanding of leadership as a role and management as a function so that they are able to develop the knowledge, skills and traits to make a meaningful contribution to a business's success.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criterion – The learner can: | Indicative Content |
|--|---|---|
| 1. Know about leadership and management. | 1.1 Differentiate between leadership and management. 1.2 Explain key leadership theories. 1.3 Explain key management theories. 1.4 Explain leadership and management styles. | <ul style="list-style-type: none"> • Soft leadership (inspiration, motivation) • Hard management (policy making, planning) • Management Theories • Trait theory • Situational theory • Contingency theory • Leadership and management styles <ul style="list-style-type: none"> ○ Autocratic style ○ Democratic style |

| | | |
|---|--|--|
| | | <ul style="list-style-type: none"> ○ Laissez-faire style ● Transformational leadership ● Scientific management ● Bureaucratic management ● Human relations ● Systems management |
| 2. Know how teams are developed. | <p>2.1 Explain what is meant by the term ‘team development.’</p> <p>2.2 Explain what is meant by the term ‘high performance team.’</p> <p>2.3 Compare different team development models.</p> | <ul style="list-style-type: none"> ● Aligned goals ● Mutual trust and respect ● Collaboration ● Effective communication ● Tuckman’s model of team stages: forming, storming, norming, performing. ● Belbin’s team roles: Shaper (SH), Implementer (IMP), Complete-Finisher (CF), Coordinator (CO), Team Worker (TW), Resource Investigator (RI), Plant (PL) Monitor-Evaluator (ME) ● Adair’s task, team, individual framework ● McGregor’s X/Y theory: authoritarian (Theory X) and participative (Theory Y) |
| 3. Understand how to improve individual and team performance. | <p>3.1 Explain techniques used to improve individual and team performance.</p> <p>3.2 Explain the importance to an individual of improving own performance.</p> <p>3.3 Explain the importance to a business of effective individual and team performance.</p> <p>3.4 Discuss the role of motivation theories in improving individual and team performance.</p> | <ul style="list-style-type: none"> ● SMART: Specific, Measurable, Achievable, Realistic, and Timely goals ● Training and development ● Appraisals ● Coaching and mentoring ● Develop own skills ● Enhanced promotion opportunities ● Increased productivity ● Increased quality ● Maslow’s hierarchy of needs: physiological, safety, social, esteem and self-actualisation ● Herzberg’s 2 factor theory: Motivating factors; causes employees to work harder. Hygiene factors: absence of hygiene factors will cause employees to work less hard. |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> • Vroom's expectancy theory: employee's motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality). |
| 4. Be able to determine own capacity to be an effective leader and manager. | <p>4.1 Apply techniques to determine own capacity to be an effective leader and manager.</p> <p>4.2 Assess own ability to improve knowledge and skills to be an effective leader and manager.</p> | <ul style="list-style-type: none"> • Personal SWOT • Leadership/management assessments • MBTI: Myers Briggs Type Indicator tool used to help individuals understand their own communication preference and how they interact with others • Emotional intelligence assessment • Reflective journals • Reflective statements |

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| All 1 to 4 | All ACs under LO 1 to 4 | Coursework | 3000 words |

Indicative Reading

Adair, J. (2018) *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow*, Kogan Page, London

Kelly, P. and Cole, G. (2020) *Management: Theory and Practice* 9th edition. Cengage, Boston

Additional Resources

Journal of Leadership & Organizational Studies / Journal of Management

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk.