CILT(UK) Level 6
Advanced Professional Diploma in Supply Chain Networks

Specification

Ofqual Qualification Number: 610/4250/X

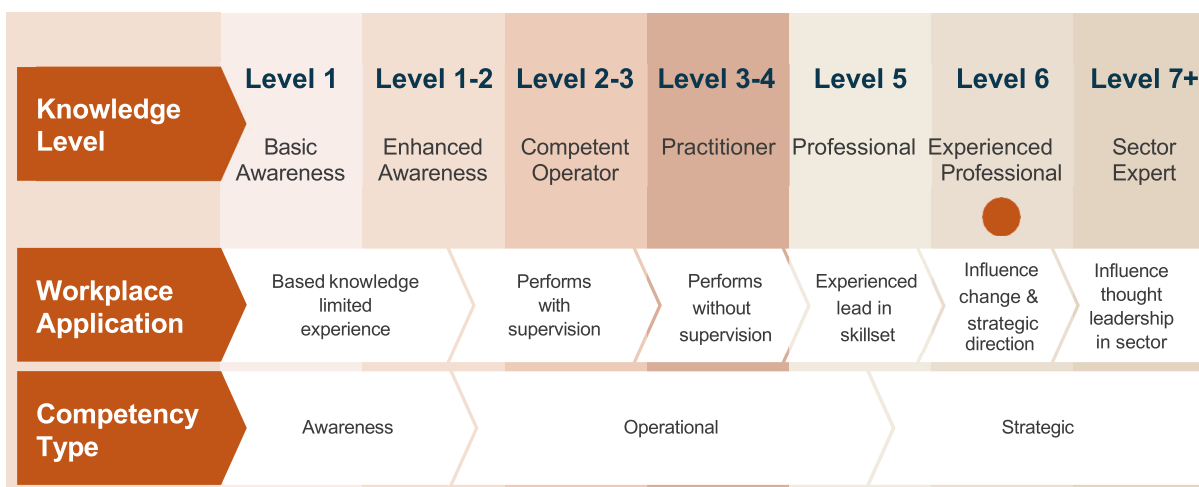Qualification Wales Number: C00/5030/9

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Qualification Objective

The CILT(UK) Level 6 Advanced Professional Diploma in Supply Chain Networks is a comprehensive diploma for those working in those areas across the supply chain and has been mapped to the CILT(UK) Competency Framework.

The Advanced Professional Diploma is a top-up qualification for the CILT(UK) Level 5 Professional Certificate in Supply Chain and Operations Management and builds on the content of this qualification by further exploring the foundations from which strategic decision-making influences operational outputs. It considers the practical skills required to deliver transformational changes that support supply chain performance and resilience.

This figure gives an overview of how CILT(UK) positions the functions that support the operation of a supply chain.

	Level 1	Level 1-2	Level 2-3	Level 3-4	Level 5	Level 6	Level 7+
Knowledge Level	Basic Awareness	Enhanced Awareness	Competent Operator	Practitioner	Professional	Experienced Professional	Sector Expert
Workplace Application	Based knowledge limited experience	Performs with supervision		Performs without supervision	Experienced lead in skillset	Influence change & strategic direction	Influence thought leadership in sector
Competency Type	Awareness		Operational			Strategic	

Qualification Learning Objectives

These are the overall learning objectives of the qualification:

- Analyse and evaluate internal and external factors to enhance supply chain network efficiency and relationships
- Evaluate and summarise factors influencing organisational outputs
- Analyse the ethical impact of supply chain decisions
- Evaluate methods to discover possible and credible enhancements within a supply chain network to formulate appropriate programmes of change
- Gauge the effectiveness and appropriateness of leadership styles which support impactful change programmes in supply chain and logistics environments

Regulation

The CILT(UK) Awarding Organisation is regulated by The Office of Qualifications and Examinations Regulation (Ofqual) in England and Qualifications Wales. This Vocationally Related Qualification (VRQ) is regulated at Level 6 within the Regulated Qualifications Framework (RQF) and is listed in the Register of Regulated Qualifications and the Qualifications in Wales (QiW) database.

CILT(UK) Professional Membership

Membership Eligibility

Membership of CILT(UK) gives access to a unique range of benefits and services designed to support individuals, personally and professionally, throughout their career.

Successful completion of the CILT(UK) Advanced Professional Diploma in Supply Chain Networks meets the educational requirement for Chartered Member grade of CILT(UK), however, in order to attain this grade Learners must also have 5 years' experience in the Logistics and Transport industry, two of which must be at a senior level. Chartered Member grade allows Learners to use the designatory letters CMILT after their name.

For further details on applying for membership please refer to the membership section of the website at ciltuk.org.uk/Membership or alternatively contact the Membership Services by emailing membership@ciltuk.org.uk.

Entry Requirements

Learners should have completed the CILT(UK) Level 5 Professional Certificate in Supply Chain and Operations Management or have equivalent knowledge of its content, as these themes are further developed in the CILT(UK) Level 6 Advanced Professional Diploma in Supply Chain Networks.

It is also recommended that:
- Learners have English and Maths skills equivalent to Level 2 (GCSE) before they begin studying at this qualification level.
- Learners have experience of working alongside or within supply chain operations.

If Learners are unsure of their suitability to study this qualification, they should discuss this with their Learning Partner.

Language

CILT(UK) qualification specifications and associated materials are offered in English only. All assessment responses must be in English only.

If a potential Learner's first language is not English, the Learning Partner must ensure that the Learner meets the English Language requirements of either:

- International English Language Testing System (IELTS) minimum score of 5.5 or
- An equivalent English Language standard agreed by CILT(UK) Awarding Organisation (AO).

Total Qualification Time

Total Qualification Time (TQT): 476 hours inclusive of 151 Guided Learning (GL).

Total Unit Time (TUT): See Qualification Structure.

Definitions of these terms can be found in Definitions.

These are notional hours and have been estimated based on face-to-face delivery. The GL will need to be adapted in line with how the qualification is delivered by the Learning Partner and cohort/Learner needs. Guided Learning should be allocated appropriately to self-study for those Learning Partners delivering through asynchronous learning or blended learning mechanisms.

Study Options

This qualification is delivered by a network of Learning Partners and is available to study by a variety of routes.

For more information on the study options available please visit the CILT(UK) web site: ciltuk.org.uk/Qualifications for a list of Learning Partners, or contact the Awarding Organisation at: ao@ciltuk.org.uk.

Assessment Content – regulatory and legislative updates

When changes to assessment content relevant to the CILT(UK) AO qualifications are needed in reaction to external requirements, such as UK Government rules, guidance, legislation and regulations, the changes will become examinable in detail from the examination session that is six months after the date that the change has come into place.

However, Learners will be expected to be essentially up to date at the time of the examination and, whilst a detailed knowledge will not be expected, reference to new or impending government guidance, legislation, and regulations where relevant to an examination question, will be given credit.

CILT(UK) Awarding Organisation Learning Partners are expected to ensure their content delivery and accompanying course notes remain current with regard to new government guidance, legislation, and regulations.

Qualification Structure

To achieve the diploma, Learners are required to successfully complete three mandatory units:

Mandatory Units
Unit 1 Enhanced Supply Chain Capability *TUT: 252 hours inc. 77 GL*
Unit 2 Performance Excellence *TUT: 91 hours inc. 31 GL*
Unit 3 Navigating Change *TUT: 133 hours inc. 43 GL*

Unit 1
Enhanced Supply Chain Capability

Unit 2
Supply Chain Performance Excellence

Unit 3
Navigating and Influencing Change within Supply Chains

Each unit is split into Modules, which in turn focus on specific Elements:

1 Enhanced Supply Chain Capability	Module	Element
	1.1 Supply Chain Networks	**1.1.1** Globalisation
		1.1.2 Supply Chain Network Design and Controls
	1.2 Optimisation along the Supply Chain	**1.2.1** Logistics Network Optimisation
		1.2.2 Procurement

2 Supply Chain Performance Excellence	Module	Element
	2.1 Excellence Frameworks	**2.1.1** Business Excellence Frameworks
		2.1.2 Service Excellence in the Supply Chain
	2.2 Supply Chain Operational Excellence	**2.2.1** Auditing Supply Chain Operational Excellence
		2.2.2 Evaluating Supply Chain Operational Excellence

3 Navigating and Influencing Change within Supply Chains	Module	Element	
	3.1 Navigating Change	**3.1.1** Constructive change activity	
		3.1.2 Impactful Cultural Change	
	3.2 Delivering Supply Chain Programme Success	**3.2.1** Supply Chain Programmes and Projects	
		3.2.2 Supply Chain Project Lifecycle	

Learning Outcomes, Assessment Criteria and Command Words

Each of the three modules is broken into specific topic elements, which contain associated learning outcomes. Learning outcomes describe what a Learner should be able to demonstrate as a result of completing a programme of study. Linked assessment criteria provides Learners with an indication of how they achieve the learning outcomes.

The following table lists the terms in the assessment criteria each with a description of the required skill.

Command Word	Requirement
Analyse	Examine in detail by separating information into components and identify their characteristics
Compare	Identifying and explaining the similarities between theories, concepts or approaches
Discuss	Examine topic or issue in depth in a structured, balanced way
Evaluate	Weigh up points and make a judgement
Justify	Use reasoned arguments/evidence to support a case/why something should happen in a certain way
Produce	Create something using appropriate methodology

Assessment

To achieve the diploma, Learners are required to successfully complete all three mandatory unit assessments.

Unit	Assessment Requirement
Unit 1 Enhanced Supply Chain Capability	**Assignment** Word count: 3500-4000 words* Pass mark: 50%
Unit 2 Supply Chain Performance Excellence	**Assignment** Word count: Task 1 4500-5000 words* 　　　　　　　　Task 2 2500-3000 words* Pass mark: 50%
Unit 3 Navigating and Influencing Change within Supply Chains	**Assignment** Word count: Task 1 3000-4000 words* 　　　　　　　　Task 2 2000-3000 words* Pass mark: 50%

*submissions in excess of this will not be accepted

Assignments

The format and tasks required for the assignment submission are detailed in the assignment brief. The Learner will be expected to use the learning gained through their study to apply the core knowledge to the tasks set. The required submission method is electronic following the instructions on the assessment submission confirmation.

Learners are required to complete a declaration that each assignment is their own original work. All assignments must be fully referenced and include a bibliography.

Assignment Material
Contact the Awarding Organisation at: ao@ciltuk.org.uk.

Overall Grade
The units and the overall qualification are graded Pass / Fail.

To achieve the CILT(UK) Level 6 Advanced Professional Diploma in Supply Chain Networks, Learners will need to pass all assessments for three mandatory units within the three-year enrolment period.

Resits and Resubmissions
Resits and resubmissions are permitted for failed assessment(s) only, Learners will need to pass all assessments for three mandatory units within the three-year enrolment period. Where the enrolment period expires and the Learner wishes to continue, an enrolment extension application will be required.

Qualification Unit Content

Unit 1 Enhanced Supply Chain Capability

This unit begins by exploring the effects of globalisation and its impacts on society, economy and culture, which is essential to individuals, businesses and policy makers to make informed decisions promoting sustainable supply chain network design and control within the supply chain. Focus then shifts to the opportunities for supply chain optimisation, with a view to enhancing efficiency and improving overall performance of underpinning supply chain functions.

Module	Element	Learning Outcome	Assessment Criteria	Indicative Topics
1.1 Supply Chain Networks	**1.1.1** Globalisation	**1.1.1.1** Analyse factors related to globalisation and trade and their impacts on societies and communities	**1.1.1.1.1** Justify the reasoning behind globalisation practices	Trade | Opportunities – Technology | Profit and economics | Global Governance and Politics - Transparency, Accountability, Information, Laws and Regulations | Supply Chain Maturity Model | Competition | Environmental Scan Report
			1.1.1.1.2 Evaluate the ethical considerations that impact on decision-making in global operations	Fair trade and equitable compensation | Natural resources, sustainability, and climate change environmental degradation on a global scale | Human Rights: Modern day slavery, Child Labour, Exploitation | Labour markets: Inequalities, communities, cultural diversity and social justice | Value drivers
	1.1.2 Supply Chain Network Design and Controls	**1.1.2.1** Discuss different types of network requirement and how they relate to supply chain strategy	**1.1.2.1.1** Evaluate relevant factors when designing supply chain networks utilising appropriate control structures	Existing network structure and position: Global, international, national; Position in the Network | Potential risk mitigation: Disruption, Impact of globalisation | Process Design: Methodologies of design decisions in uncertainty; Decision-making framework | Network Design: Framework for Network Design; Accessibility of information; Relevancy and impact of information | Organisational structure and strategy: Trade-offs; Strengths and Weaknesses

1.2 Optimisation along the Supply Chain	1.2.1 Logistics Network Optimisation	1.2.1.1 Evaluate opportunities to optimise the logistics network	1.2.1.1.1 Compare the strengths and weaknesses of factors when optimising logistics networks	Network configuration: Gravity Location Model; Flow; Throughput; Nodes and relationships; Facilities locations; Inventory optimisation; Tailored transportation | Transport Optimisation: Routing; Scheduling; Responsiveness; Modes and carriers; Intermodal | Cost implications: Models - Contribution margins, Taxes, Tariffs; Shipment costs - Inbound and Outbound (fee setting) | Outsourcing
	1.2.2 Sourcing along the Supply Chain	1.2.2.1 Discuss supplier relationships and their effect on supply chain profitability	1.2.2.1.1 Evaluate different types of supplier relationships	Supplier Relationships: Collaboration – Planning, Aggregation, Integration; Risk sharing and Contract parameters – Buy-back or returns, revenue sharing, quantity flexibility | Dual sourcing | Considerations – Costs; Calculations; Resource; Lead Times; Logistics activity costs; Capability; Terms and Conditions; Reputation; Value alignment; Ethics
			1.2.2.1.2 Evaluate monitoring and management strategies to maintain supplier relationships	Monitoring and management of relationships: KPIs; Meetings | Information: access and clarity/distortion; Contracts and SLAs

Unit 2 Supply Chain Performance Excellence

This unit considers how learners can justify recommendations, through evidence-based analysis and reporting. It examines systematic ways to assess and improve various aspects of operations, to discern meaningful insights that affect decision-making; identifying areas for improvement and development to support future success.

Module	Element	Learning Outcome	Assessment Criteria	Indicative Topics
2.1 Excellence Frameworks	2.1.1 Business Excellence Frameworks	2.1.1.1 Evaluate relevant frameworks and models to support business excellence	2.1.1.1.1 Justify the selection of frameworks and models in the pursuit of business excellence	Business excellence philosophies, principles and methodologies, Business Excellence Frameworks: Baldridge (MBNQA) Model (US); EFQM Model (Europe); ABEF Excellence Framework (Australia); ABCD Excellence Model; Deming Model; SBEF Model (Singapore); Business Process Re-engineering (BPR); Balanced Scorecard; Total Quality Management (TQM). Comparison with quality frameworks ISO9001; Capability Maturity Model Integration (CMMI).
	2.1.2 Service Excellence in the Supply Chain	2.1.2.1 Evaluate relevant frameworks and models to support service excellence	2.1.2.1.1 Justify the selection of frameworks and models in the pursuit of service excellence	Levels of service | Models: ISO 23592:2021; Service excellence pyramid | Service Operations Strategies and Planning Systems: Nature and type of services, Service provider strategies and elements | Customer Focus: Value; Proposition
2.2 Supply Chain Operational Excellence	2.2.1 Auditing Supply Chain Operational Excellence	2.2.1.1 Evaluate relevant audit methodology and criteria	2.2.1.1.1 Justify selected methodology and prepare criteria for a supply chain audit against required output	Types of audits: External, internal | Benchmarking | Regulatory Audits and Audit Standards | Audit policy | Considerations: Industry; nature and make-up of supply chain; goals of the audit; value stream map | Benefits and drawbacks: Internal v external | Models: SCOR Model; Lean, Six Sigma; Quick Scan Audit Methodology (QSAM) | Audit Criteria: Purpose of audit, Efficiency, Effectiveness, Compliance, Risk management, Cost optimisation, Supplier performance, Technology and Innovation, Sustainability | Audit Methods: Inquiry; Observation; Inspection of evidence; Re-performance; Interviewing | Techniques: Visit vs Remote audit;

				Verification; Sampling; Preparation; Risk assessment of audit process.
	2.2.2 Evaluating Supply Chain Operational Excellence	2.2.2.1 Evaluate audit findings	2.2.2.1.1 Evaluate the considerations when building a report to influence stakeholders based on supply chain audit evaluation	Audit Evaluation: Analysis; Professional Judgement; Risk Management, Position Paper	Audit Findings: Reports - Nonconformities, Opportunities, Mitigations, Conclusions and Recommendations from evaluation; Alignment to audit purpose; Intended audience (stakeholders)

Unit 3 Navigating and Influencing Change within Supply Chains

Personal effectiveness in delivering transformational change requires a combination of leadership, communication, and adaptability. The unit focusses on these key elements, investigating approaches to navigating the complexities of change in order to influence the success of transformative initiatives within their organisation.

Module	Element	Learning Outcome	Assessment Criteria	Indicative Topics
3.1 Navigating Change	3.1.1 Constructive change activity	3.1.1.1 Evaluate relevant approaches to initiate and move through change	3.1.1.1.1 Justify the selection of appropriate approaches to initiate and move through change	Establish facts and current state: Tuckman Model, plus extensions; Meta Modelling; Gap Analysis (for change); Root Cause Analysis (roadmap for change) | Articulate Reasons for change: Boilerplate/Pitch; Value structure | Personal Effectiveness: Effective communication and engagement; Positive Influencing skills – Assertion, Agility | Mitigating Potential Resistance | Impact Analysis | Agents for change | Application of change management theories: Kotter 8-Step Theory, Lewin Forcefield Analysis, ADKAR, McKinsey
	3.1.2 Impactful Cultural Change	3.1.2.1 Understand how to recognise and map own abilities against personal effectiveness and leadership principles	3.1.2.1.1 Evaluate how personal effectiveness and leadership approaches can impact on effective change	Personal Effectiveness: Resilience; Emotional Intelligence | Transformational Leadership: Lead by example; Desired behaviours; Inspiration; Empowerment - feedback loops | Blame culture
		3.1.2.2 Analyse organisational culture amongst a workforce and its impact on transformational change	3.1.2.2.1 Justify methods for understanding and influencing organisational culture and how it can impact transformational change	Culture Analysis: SWOT Analysis | Creating Cultures to support change: Continuous improvement; Innovation culture; Learning culture | Resource Management: Overall change management plan; Assessing applicability of change management models; New skills; Information engagement; Knowledge sharing infrastructure | Milestones: Celebrate success; Progress monitoring; Change Agility

| 3.2 Delivering Supply Chain Programme Success | 3.2.1 Supply Chain Programmes and Projects | 3.2.1.1 Understand fundamental programme and project management methodologies to deliver effective advocacy and sponsorship | 3.2.1.1.1 Analyse programme and project management methodologies for appropriate application in a supply chain project lifecycle | Programmes vs Projects | Typical supply chain projects | Project Funnel | Governance | Project Management Triangle | Methodologies: PMBOK; Sequential - Waterfall, Critical Path; Agile - Kanban, SCRUM; Prince2; Lean & Six Sigma |
| | 3.2.2 Supply Chain Project Lifecycle | 3.2.2.1 Understand fundamental programme and project lifecycle principles to deliver effective advocacy and sponsorship | 3.2.2.1.1 Produce key influencing documents with the supply chain project lifecycle in mind | Initiation: Business Case; Feasibility Study; Project Charter; Project Initiation Document (PID); Project stakeholders; Project Team; Decision-making | Planning: Scope; Deliverables; Requirements; Structure; Activity Scheduling; Budget; Quality; Responsibility | Execution: Kick-off meeting; Resource Management; Standard Operating Procedures; Quality Assurance; Change control; Communication; Meetings; Testing | Monitoring: Performance; Status reporting; Scope creep; Conflict Management; Risk | Closure: Verification; Closing contracts; Administrative considerations; Recognition; Lessons Learned |

Learner Enrolment

Enrolment Period
The enrolment period for this qualification is three years, Learners must successfully complete assessments for the three mandatory units within this period to be awarded the qualification.

Enrolment Extensions
Please refer to the CILT(UK) Awarding Organisation Learner Enrolment and Registration Policy for the Enrolment Extension Policy, available on the CILT(UK) AO website ciltuk.org.uk/Qualifications

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Certification Successful

Learners will receive a digital certificate confirming their achievement in a format that can be authenticated online by employers and educational institutions, whilst also minimising environmental impact.

CILT(UK) Awarding Organisation Policies

Please see the CILT(UK) Awarding Organisation policies for support and information on:

Reasonable Adjustments
For Learning Partners enrolling Learners with specific learning requirements, please see the CILT(UK) AO Reasonable Adjustments Policy available on the CILT(UK) AO website: ciltuk.org.uk/Qualifications.

This policy provides guidance regarding the arrangements that can be made to take account of specific learner needs, while ensuring that the integrity of the assessment is maintained.

Special Considerations
In the event a Learner is present for the assessment but may have been disadvantaged by adverse circumstances which arose at or near the time of assessment, or where a Learner misses part of the assessment due to circumstances outside their control, the Learning Partner may make an application for Special Consideration.

For further information, please see the CILT(UK) AO Special Consideration Policy available on the CILT(UK) AO website: ciltuk.org.uk/Qualifications.

Malpractice
CILT(UK) AO is committed to maintaining the validity, reliability and integrity of its qualifications and assessments by taking all reasonable steps to prevent the occurrence of, and investigate any suspected incidents of, malpractice or maladministration in the development, delivery and award of qualifications.

For further information, please see the CILT(UK) AO Malpractice and Maladministration Policy available on the CILT(UK) AO website: ciltuk.org.uk/Qualifications.

Definitions

Total Qualification Time (TQT)
TQT is defined as the number of notional hours which represent the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an Awarding Organisation has assigned to a qualification for Guided Learning; and
- 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 not under the immediate guidance or supervision of - a Lecturer, Supervisor, Tutor or other appropriate provider of education or training.

Total Unit Time (TUT)
Total Unit Time (TUT) is defined as the number of notional hours which represents the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the level of attainment necessary for the award of a unit.

Guided Learning (GL)
Guided Learning (GL) is defined as the activity of a Learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a Lecturer, Supervisor, Tutor or other appropriate provider of education or training including eLearning applications.

Immediate Guidance or Supervision
Immediate Guidance or Supervision is defined as the guidance or supervision provided to a Learner by a Lecturer, Supervisor, Tutor or other appropriate provider of education or training with the simultaneous physical presence of the Learner and that person, or remotely by means of simultaneous electronic communication.