



OTHM Level 3 Diploma in Logistics, Supply Chain and Operations Management

Qualification Number: 610/7589/9

June 2026

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 3 Diploma in Logistics, Supply Chain and Operations Management is to provide learners with a broad and applied understanding of how goods, information and resources are planned, moved and controlled across modern supply chains.

The qualification has been designed to respond to current sector needs, including operational resilience, intermodal transport, digital visibility, customer service, international freight, automation, sustainability and safe working practice. It draws on established market provision while extending the depth and breadth of content in order to provide a coherent and forward-looking Level 3 pathway.

Learners will develop knowledge and skills in business operations, cross-functional coordination, operations management, logistics processes, transport planning, and international trade and freight management. Successful completion will support progression to higher study, including relevant Level 4 qualifications, and entry into a range of operational and supervisory roles across logistics, warehousing, transport and supply chain environments.

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

REGULATORY INFORMATION

Qualification Title	OTHM Level 3 Diploma in Logistics, Supply Chain and Operations Management
Ofqual Qualification Number	610/7589/9
Regulation Start Date	10/06/2026
Operational Start Date	15/06/2026
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	04.3 Transportation operations and maintenance
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at RQF Level 3 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to GCE AS/A Levels.

QUALIFICATION STRUCTURE

The OTHM Level 3 Diploma in Logistics, Supply Chain and Operations 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 600 hours.

All units are mandatory.

Unit Ref No	Unit Title	Level	Credit	GLH	TQT
F/652/2068	Business Operations Along the Supply Chain	3	20	100	200
H/652/2069	Cross-functional Interconnectivity	3	20	100	200
L/652/2070	Operations Management	3	20	100	200
M/652/2071	Logistics and Supply Chain Operations Management	3	20	100	200
R/652/2072	Transport Planning and Operations Management	3	20	100	200
T/652/2073	International Trade and Freight Management	3	20	100	200

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 16 and above.

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

- GCE Advanced level in 3 subjects or an 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 3 Diploma in Logistics, Supply Chain and Operations Management enables learners to progress into or within employment and/or continue their further study. Learners may progress to OTHM Level 4 Diplomas, including OTHM qualifications in Logistics and Supply Chain Management, Business Management or related areas, or to other recognised higher-level programmes where entry requirements are met.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into a 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.

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners.

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. These are made available to centres immediately after registration of one or more learners.

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 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 of the 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

BUSINESS OPERATIONS ALONG THE SUPPLY CHAIN

Unit Reference Number	F/652/2068
Unit Title	Business Operations Along the Supply Chain
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	04.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

This unit introduces learners to the end-to-end supply chain and the business operations that enable goods and services to move from source to customer. Learners explore how organisations create value through coordinated operational activity, effective use of resources, customer service, and responsible practice.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the structure and purpose of supply chain operations.	1.1 Explain the stages and flows within a supply chain. 1.2 Differentiate between upstream, internal and downstream operations. 1.3 Describe the roles of key organisations involved in supply chains. 1.4 Explain how customer requirements influence	• Supply chain stages, physical flow, information flow, cash flow, value creation. • Suppliers, manufacturers, wholesalers, logistics providers, retailers, customers. • Service levels, order winners and qualifiers, lead time, responsiveness.

	supply chain operations.	
2. Understand how business functions support supply chain performance.	2.1 Describe the contribution of key business functions to supply chain activity. 2.2 Explain how operational performance can be measured using simple key performance indicators. 2.3 Assess how cost, quality, speed, flexibility and dependability affect supply chain performance.	• Procurement, operations, warehousing, transport, finance, customer service, sales, HR. • KPIs: on-time delivery, order accuracy, stock turns, utilisation, cost to serve, waste. • Trade-offs and service/cost balance.
3. Understand compliance, people and sustainability in supply chain operations.	3.1 Explain the importance of health, safety and security in logistics and supply chain operations. 3.2 Describe the role of teamwork and communication in day-to-day operations. 3.3 Explain how sustainability and responsible business practice influence operational decisions.	• Manual handling, safe systems of work, reporting, security awareness, accident prevention. • Briefings, handovers, shift communication, escalation, collaboration. • Waste reduction, energy use, packaging, social responsibility, net zero awareness.
4. Be able to analyse a business operation along the supply chain.	4.1 Map a simple end-to-end supply chain for an organisation. 4.2 Identify operational risks or bottlenecks in the mapped supply chain. 4.3 Recommend practical improvements to increase service, efficiency or resilience.	• Simple process mapping, value stream mapping basics, bottlenecks, delays, stockouts, communication gaps. • Operational improvement ideas and justification.

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)
LO1 - LO4	All ACs under LO1 - LO4	Coursework	3000 words

Indicative Reading List

Christopher, M. Logistics & Supply Chain Management. 5th ed. Pearson.

Mangan, J., Lalwani, C. and Lalwani, C. Global Logistics and Supply Chain Management. Wiley.

Logistics UK resources and industry guidance.

HSE guidance on workplace transport and warehousing.

Additional Resources

- Logistics UK
- CILT(UK)
- HSE
- Department for Transport

CROSS-FUNCTIONAL INTERCONNECTIVITY

Unit Reference Number	H/652/2069
Unit Title	Cross-functional Interconnectivity
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	04.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

This unit develops learners' understanding of how functions within and beyond the organisation work together to deliver effective supply chain outcomes. Learners examine inventory and information flows, operational data, supply chain resilience, and the role of digital systems in enabling visibility and coordination.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand cross-functional interdependence in supply chain operations.	1.1 Explain how core business functions interrelate in supporting supply chain objectives. 1.2 Describe how poor coordination can affect cost, customer service and operational performance. 1.3 Explain the importance of integrated planning across functions.	• Sales, procurement, planning, operations, finance, warehouse, transport, customer service, HR, IT. • Handoffs, dependencies, coordination failures, silo working. • Integrated planning, shared objectives, S&OP basics, collaborative workflows.

2. Understand inventory and information flows across the supply chain.	2.1 Describe different types of inventory and their purpose. 2.2 Explain how stock control and replenishment decisions are made. 2.3 Explain the importance of accurate data and documentation in supply chain operations. 2.4 Describe how information flows between internal functions and external partners.	• Raw materials, WIP, finished goods, MRO, safety stock. • Reorder points, min/max, demand signals, lead times, stock counts. • Master data, inventory records, documentation accuracy, version control.
3. Understand resilience, collaboration and digital connectivity.	3.1 Explain how collaboration with suppliers, carriers and customers improves performance. 3.2 Assess the role of digital systems and automation in improving visibility and coordination. 3.3 Explain how organisations build resilience and continuity into supply chains.	• Supplier relationships, SLAs, OTIF, collaboration. • ERP, WMS, TMS, dashboards, barcoding, RFID, IoT, workflow automation. • Risk awareness, dual sourcing, buffers, contingency planning, continuity.
4. Be able to review cross-functional interconnectivity in an organisation.	4.1 Analyse how a selected organisation coordinates activities across functions. 4.2 Identify barriers to effective interconnectivity. 4.3 Recommend improvements to communication, data sharing or process integration.	• Functional mapping, data handover points, collaboration barriers, improvement opportunities.

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)
LO1 - LO4	All ACs under LO1 - LO4	Coursework	3000 words

Indicative Reading List

- Christopher, M. Logistics & Supply Chain Management. Pearson.
- Rushton, A., Croucher, P. and Baker, P. The Handbook of Logistics and Distribution Management. Kogan Page.
- CILT(UK) professional resources.
- APICS/ASCM supply chain resources.

Additional Resources

- CILT(UK)
- ASCM
- Logistics UK
- Government Digital Service

OPERATIONS MANAGEMENT

Unit Reference Number	L/652/2070
Unit Title	Operations Management
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	04.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

This unit introduces core operations management principles used to organise, control and improve business processes. Learners examine planning, capacity, quality, productivity, risk, health and safety, and the role of people and technology in effective operations.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand core operations management concepts.	1.1 Explain the role of operations management in organisations. 1.2 Describe basic process design and workflow concepts used in operations. 1.3 Explain how capacity, productivity and utilisation are measured in operations.	- Operations as a transformation process, goods and services, inputs-process-outputs. - Process types, workflow, bottlenecks, layout, standard operating procedures. - Capacity, throughput, productivity, utilisation, efficiency.
2. Understand planning, quality and continuous improvement.	2.1 Describe the purpose of forecasting and capacity planning in operations.	Demand planning, short-term and medium-term planning, scheduling basics.

	2.2 Explain the importance of quality management and quality control. 2.3 Assess the value of continuous improvement approaches in operations.	• Quality standards, inspection, quality costs, customer requirements. • Kaizen, 5S, PDCA, root cause analysis, waste reduction.
3. Understand operational risk, people and technology.	3.1 Explain health, safety and risk considerations in operations management. 3.2 Describe how automation and technology can improve operational performance. 3.3 Explain the importance of people, skills and standard operating procedures in effective operations.	• Risk identification, safe systems, emergency procedures, incident reporting. • Automation, scanners, sensors, robotics, scheduling software, analytics. • Training, competence, teamwork, SOPs, supervision.
4. Be able to apply operations management tools to improve performance.	4.1 Use basic operations management tools to review a business process. 4.2 Identify causes of inefficiency or waste in an operation. 4.3 Recommend actions to improve flow, quality or productivity.	• Process maps, simple KPI analysis, fishbone/cause-and-effect, 5 Whys.

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)
LO1 - LO4	All ACs under LO1 - LO4	Coursework	3000 words

Indicative Reading List

- Slack, N. and Brandon-Jones, A. Operations Management. Pearson.
- Heizer, J., Render, B. and Munson, C. Operations Management. Pearson.

- HSE health and safety guidance.

Additional Resources

- HSE
- Quality management guidance
- Logistics UK

LOGISTICS AND SUPPLY CHAIN OPERATIONS MANAGEMENT

Unit Reference Number	M/652/2071
Unit Title	Logistics and Supply Chain Operations Management
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	04.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

This unit focuses on the physical logistics activities that connect supply chains, including warehousing, handling, storage, order fulfilment and reverse logistics. Learners examine how logistics operations can be designed and controlled to deliver customer service, efficiency, safety and sustainability.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand logistics operations in the supply chain.	1.1 Explain the role of warehousing, handling, packing and order fulfilment in the supply chain. 1.2 Describe the stages of inbound, internal and outbound logistics. 1.3 Explain how customer service requirements influence logistics operations.	- Receiving, put-away, storage, picking, packing, loading, returns. - Inbound, internal movement, outbound, reverse logistics. - Order profile, service level, order accuracy, speed, returns handling.

2. Understand inventory handling and warehouse controls.	2.1 Describe methods of inventory storage, stock rotation and location control. 2.2 Explain safe handling, security and loss prevention procedures. 2.3 Assess how layout, equipment and workflow affect warehouse performance.	• FIFO, FEFO, location systems, batch and serial tracking. • Manual handling, MHE basics, security, shrinkage, housekeeping. • Layouts, racking, equipment selection, travel paths, congestion, ergonomics.
3. Understand technology, sustainability and service in logistics operations.	3.1 Explain how automation and digital tools support logistics operations. 3.2 Describe sustainable practices used in warehouse and distribution operations. 3.3 Explain how service standards and communication support customer satisfaction in logistics.	• WMS, scanning, RFID, voice picking, robotics, dashboards, telematics. • Packaging reduction, route efficiency, energy use, returns reduction, waste segregation. • Service recovery, communication channels, order updates, complaints handling.
4. Be able to propose improvements to logistics operations.	4.1 Review the effectiveness of logistics operations in a chosen organisation. 4.2 Identify opportunities to improve service, cost or sustainability. 4.3 Recommend operational improvements supported by evidence.	• Operational review, service/cost/sustainability balance, improvement proposal.

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)
LO1 - LO4	All ACs under LO1 - LO4	Coursework	3000 words

Indicative Reading List

- Rushton, A., Croucher, P. and Baker, P. The Handbook of Logistics and Distribution Management.

- Frazelle, E. World-Class Warehousing and Material Handling.
- Logistics UK resources.

Additional Resources

- Logistics UK
- CILT(UK)
- HSE workplace transport guidance

TRANSPORT PLANNING AND OPERATIONS MANAGEMENT

Unit Reference Number	R/652/2072
Unit Title	Transport Planning and Operations Management
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	04.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

This unit develops learners' understanding of transport operations across domestic and regional supply chains. Learners examine modes, intermodality, route and schedule planning, documentation, compliance, safety, environmental considerations and contingency planning.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand transport modes and intermodal operations.	1.1 Describe the main transport modes used in logistics operations. 1.2 Explain the advantages and limitations of different transport modes. 1.3 Explain the concept and value of intermodal transport.	• Road, rail, sea, air, inland waterway and courier/parcel networks. • Cost, speed, flexibility, reliability, capacity, carbon implications. • Mode combinations, terminals, handoffs, standard units, service design.
2. Understand transport planning and scheduling.	2.1 Explain the factors that influence route and schedule planning.	• Distance, geography, time windows, load profiles, traffic, restrictions, resource availability.

	2.2 Describe how customer requirements, service levels and costs affect transport planning. 2.3 Explain the role of documentation and communication in transport operations.	• Service promises, OTIF, cost to serve, vehicle fill, backhaul. • Delivery notes, manifests, transport instructions, incident reporting, customer updates.
3. Understand legal, safety and environmental requirements in transport operations.	3.1 Explain the health, safety and security requirements that apply to transport operations. 3.2 Describe legal and regulatory requirements that affect transport planning. 3.3 Assess how transport operations can be managed more sustainably.	• Vehicle safety, loading safety, driver welfare, security, incident response. • Driver hours awareness, roadworthiness, documentation, dangerous goods awareness, operator responsibilities. • Modal shift, route optimisation, load consolidation, alternative fuels, empty running reduction.
4. Be able to prepare a transport operations plan.	4.1 Select an appropriate transport solution for a stated operational requirement. 4.2 Produce a transport schedule or plan that addresses resources, timings and customer needs. 4.3 Explain contingency arrangements for likely transport disruptions.	• Transport solution selection, simple scheduling, contingency and disruption planning.

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)
LO1 - LO4	All ACs under LO1 - LO4	Coursework	3000 words

Indicative Reading List

- McKinnon, A. et al. Decarbonizing Logistics. Kogan Page.

- Rushton, A. et al. The Handbook of Logistics and Distribution Management.
- Department for Transport guidance on freight and decarbonisation.

Additional Resources

- Department for Transport
- Logistics UK
- HSE
- CILT(UK)

INTERNATIONAL TRADE AND FREIGHT MANAGEMENT

Unit Reference Number	T/652/2073
Unit Title	International Trade and Freight Management
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	04.3 Transportation operations and maintenance
Unit Grading Type	Pass / Fail

Unit Aims

This unit introduces the principles, documentation and coordination required for international freight movements. Learners examine trade terms, customs processes, freight modes, compliance, customer communication and risk controls needed to move goods internationally.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand international trade and freight fundamentals.	1.1 Explain the purpose of international trade in supply chain operations. 1.2 Describe the roles of key parties involved in international trade and freight. 1.3 Explain key freight and trade terminology used in international operations.	- Imports, exports, global sourcing, international customers and suppliers. - Shipper, consignee, carrier, freight forwarder, customs, port/terminal, insurer, haulier. - Incoterms, customs declaration, commodity codes, lead time, transit, landed cost.
2. Understand international freight movement and documentation.	2.1 Describe the main documents used in international trade and freight.	Commercial invoice, packing list, transport document, certificate of origin, customs records.

	2.2 Explain how Incoterms and contracts influence responsibilities, cost and risk. 2.3 Explain how goods can be moved internationally using different freight modes.	• Incoterms 2020, transfer of risk, responsibility split, documentation requirements. • Air, sea, road, rail and multimodal freight options.
3. Understand compliance, risk and service in international trade.	3.1 Explain customs, security and compliance requirements in international trade. 3.2 Assess common risks in international freight operations and how they can be mitigated. 3.3 Explain the importance of customer communication and service in global freight operations.	• Customs controls, sanctions awareness, security, documentation accuracy, export/import compliance. • Delay, damage, non-compliance, cost overruns, documentation errors, insurance needs. • Milestone updates, exception handling, service recovery, expectations management.
4. Be able to develop an outline of an international freight solution.	4.1 Select an appropriate international freight solution for a stated customer requirement. 4.2 Prepare an outline document pack and process plan for the movement of goods. 4.3 Recommend controls to manage cost, compliance and delivery risk.	• Mode and routing selection, process planning, document checks, risk controls, customer communication.

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)
LO1 - LO4	All ACs under LO1 - LO4	Coursework	3000 words

Indicative Reading List

- ICC. Incoterms 2020 by the International Chamber of Commerce.
- Logistics UK / HMRC guidance on customs and border processes.

- Christopher, M. Logistics & Supply Chain Management.

Additional Resources

- HMRC customs guidance
- Department for Business and Trade
- ICC
- CILT(UK)

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in the 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.