1. **Title of the module**

PSRU403 - Sourcing in Procurement and Supply

1. **School or partner institution which will be responsible for management of the module**

Centre for Higher and Degree Apprenticeships

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTs)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Flexible delivery model

10 weeks study

Autumn, Spring and Summer

1. **Prerequisite and co-requisite modules**

N/A

1. **The programmes of study to which the module contributes**

Certificate in Procurement and Supply

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

1. Understand the main options for sourcing of requirements from suppliers

2. Develop a plan for sourcing goods or services from external suppliers

3. Assess the financial stability of potential suppliers

4. Understand the main processes that can be applied to the sourcing of requirements from

external suppliers

5. Understand compliance issues when sourcing from suppliers

6. Assess the benefits and drawbacks of category management and category management

techniques

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

1. Employ effective self-management

2. Access and interpret information to identify preferred options

3. Interpret financial data in order to make informed judgements

4. Use evidence to support basic arguments

5. Apply theoretical ideas and concepts

1. **A synopsis of the curriculum**

The module explores the contexts and approaches to sourcing for procurement and supply. The complexities of tender and selection criteria including ethical issues are explored alongside the critical assessment of potential suppliers and the wider state of the market for services and goods. This includes macro and micro economic factors that impact on the procurement and supply process. The module also reviews the benefits and drawbacks of different approaches to identifying and managing sources, including category management and analysis.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

# Mena C and Van Hoek R (2018) *Leading Procurement Strategy: Driving Value Through the Supply Chain. Kogan Page*

*O’Brian J. (2015) Category Management in Purchasing.* Kogan Page

Cordall A and Thompson I (2018) *T*[*he Category Management Handbook*](https://www.amazon.co.uk/Category-Management-Handbook-Andrea-Cordell/dp/0815375514/ref=sr_1_5?s=books&ie=UTF8&qid=1542929754&sr=1-5&keywords=category+procurement)*.* Routledge

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1. **Learning and teaching methods**

Distance learning:

Total Learning Time: 100 hours

Private Study Time: 50 hours

Total Hours: 150 hours

1. **Assessment methods**
   1. Main assessment methods

Examination (20% of CIPS 3 hour examination) (80%)

Poster assignment (3 x A4 Boards) (20%)

Weighting:

Examination 80%

Poster 20%

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Teaching | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  |
| Work based experience | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Examination | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** |
| Poster |  |  |  |  |  | **x** |  | **x** | **x** |  |  |

1. **Inclusive module design**

The School/Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway, distance learninge

1. **Internationalisation**

The module explores the processes and protocols required to source and engage with suppliers that includes consideration of procurement and supply from international perspectives

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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