**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **Certificate in Procurement and Supply** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | Centre for Higher Degree Apprenticeship |
| 1. **Teaching Site** | Medway |
| 1. **Mode of Delivery** | Part-time / Termly January, May and September starts  Flexible Learning  Distance Learning |
| 1. **KentVision Academic Model** | *To be completed in due course, once approved by the University* |
| 1. **Programme accredited by** | Chartered Institute of Procurement and Supply, Level 4, Diploma Award /CIPS Accreditation – application has been submitted |
| 1. **a) Final Award** | Certificate in Procurement and Supply (120 credits).   * Prior to the end point assessment there is a requirement to achieve: Level 2 qualifications in English and Maths (GCSE equivalent), and L4 Diploma in Procurement & Supply with the Chartered Institute of Procurement & Supply (CIPS). |
| **8. b) Alternative Exit Awards** | N/A |
| 1. **Programme** | Higher Apprenticeship: Commercial Procurement and Supply.  Certificate in Procurement and Supply. |
| 1. **UCAS Code (or other code)** |  |
| 1. **Credits/ECTS Value** | 120 credits |
| 1. **Study Level** | 4 |
| 1. **Relevant QAA subject benchmarking group(s)** | Business Management 2015 |
| 1. **Date of creation/revision** *(note that dates are necessary for version control)* | September 2018 |
| 1. **Intended Start Date of Delivery of this Programme** | May/June 2019 entry onwards |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| This programme is for those intending to pursue a professional career in the Procurement and Supply profession.  In this context and in relation to the mission statement of University of Kent, the programme aims to:   * provide a course of excellent quality to equip students with the introductory skills, underpinning knowledge, understanding and motivation to develop as professionals in procurement and supply management. * offer a variety of learning and work-related experiences to foster self-confidence and autonomy that enable students to meet the initial challenges and demands of professional work. * offer wide and flexible entry routes that allow students from diverse backgrounds to study for a higher apprenticeship award. * enable mature students who seek to change career or re-train to access new vocations and educational progression routes. * promote the development of staff to stay informed and aware of current industrial and educational practices, establish strong networking links with employers and accommodate specialist research interests. * act as a progression route to studies at honours degree and stepping stone to membership of the Chartered Institute of Procurement and Supply.   In relation to the teaching and learning strategy, the programme aims to:   * introduce students to professional roles in the workplace appropriate to support their career ambitions. * promote confidence to deal with challenges and problems of a technical, social and industrial nature. * provide a high-quality system of online tutorial support and guidance that encourages the development of personal, social and transferable skills that support students to achieve their goals. * widen the students’ educational and cultural perspectives. * encourage students to gain a broad knowledge base with basic research skills and apply these to investigate current issues in procurement and supply. * offer a varied range of learning experiences, including a face to face module held at a Summer School, work-based practice and research to develop analytical, problem-solving, interpersonal, team-working and presentation skills. * extend knowledge by supporting students to develop the skills required to begin to manage their own learning and carry out independent research. |

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| 1. **Programme Outcomes**   The programme outcomes have references to the subject benchmarking statement for   * Business and Management 2015 (SB-BM) * CIPS Diploma level studies   The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. |

**A. Knowledge and Understanding of:**

1. The key concepts, theories, principles and practices that inform procurement and supply. Introductory knowledge and understanding of market intelligence and market analysis. Awareness of wider social, economic and political factors and how these and environmental factors, and the position of companies within the market place impact on procurement and supply. The application of this knowledge in the development of business cases. (SBBM 3.2,3.5,3.6,3.7)
2. A basic understanding of economic theory - supply and demand and how to identify trends through the analysis of business practices and micro and macro-economic conditions. (SBBM 3.5)
3. The nature and requirements of private and public sector procurement and supply, including budget management and life cycle costs. Introductory knowledge and understanding of how business objectives inform specification writing, supplier and supply chain audit, risk analysis, fraud detection and purchasing methods and management. (SBBM 3.7)
4. The professional contexts within which procurement and supply operate. An introduction to the roles and responsibilities of procurement and supply professionals and how they develop and manage strong relationships with suppliers and other stakeholders. (SBBM 3.3)
5. Breakdown of costs and processes associated with procurement and supply, including forward planning, financial / operational constraints and the potential for mutual and joint ventures. Introductory analysis of decision making processes, including the selection of suppliers, quality and cost evaluation, opportunities for value added procurement and the implications of supply chains on brand identity and reputation.(SBBM 3.4 3.6 3.7)
6. Introductory knowledge and understanding of category specific procurement and supply. Awareness of specialist markets – their terminology and where opportunities exist, including innovations and risks, such as obsolescence and unsustainable practices. Basic awareness of the skills required to write simple specifications and to produce tender documents. (SBBM 3.7)
7. An awareness of contractual and regulatory frameworks that apply to the Private and Public sectors, including the Official Journal of the European Union and the World Trade Organisation. Different approaches to negotiation and Introductory knowledge of the legislative terminology and frameworks for contracts, including contract law, contract expectations, limitations and obligations. (SBBM 3.5,3.6,3.7)
8. Awareness and application of professional ethical standards. Understand the impact of ethical standards on procurement and supply management. Knowledge and understanding of professional behaviours and the conduct expected by professional procurement and supply managers. Expectations of professional conduct for stakeholders, including suppliers, supply chains and consumers. (SBBM 3.7)

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Engage in research, analysis, evaluation and provide evidence for structured arguments. The ability to synthesise and draw conclusion**.** (SBBM 3.9)
2. Interpret and analyse information to inform decisions, problem solve and make balanced judgements. (SBBM 3.9)
3. Use analysis and interpretation to support negotiation skills and identify the requirements and needs of others - propose solutions. (SBBM 3.9)
4. Use theoretical models and concepts to inform professional practices and gain deeper insight and understanding of the planning, execution and evaluation of procurement and supply operations. (SBBM 3.7)
5. Question practices, arguments evidence, and professional judgements, to identify and provide advice and guidance on best practices. (SBBM 3.9)
6. Employ a range of both formal and informal communication skills to tailor information and messages for a diverse range of audiences, (SBBM 3.9)

**C. Subject-specific Skills:**

1. Introductory understanding of the roles and responsibilities of professionals working in procurement and supply. (SBBM 3.9)
2. Draw upon wider cultural, social, economic and political ideas to inform procurement and supply. Identify the distinctive differences between procurement and supply within the Private and Public sectors with a working awareness of their requirements and regulatory frameworks. Engage in a basic level of research supported by a foundation level of research skills and understanding of research methods and work based research projects (SBBM 3.5,3.6,3.7)
3. Understand and apply procurement and supply project pathways, including the identification of business need, planning, business case development, specification, tender, contract and the evaluation of performance. (SBBM 3.7, 3.9)
4. Develop sustainable and reflective practices that assess the performance of suppliers and supply chains to ensure they provides good value and are aligned to commercial and business objectives. Secure brand identity and safeguard reputation. Be prepared to initiate changes and embrace innovation. (SBBM 3.7,3.9)
5. Effectively engage in procurement and supply budgetary management and control. Use appropriate financial management tools and benchmarking to monitor and evaluate performance. (SBBM 3.7,3.9)

1. Have a good awareness of the legislation that governs contractual arrangements and the regulatory frameworks within which they operate. Ensure that they clearly set out expectations, requirements and obligations. (SBBM 3.7,3.9)
2. Use effective communication, negotiation and relationship management skills to engage with a diverse range of stakeholders, including suppliers and customers. (SBBM 3.9)
3. Apply appropriate selection and award processes and criteria when sourcing external suppliers and show evidence of the evaluation process for selection. (SBBM 3.7)

1. Generate, reports that may influence decision making and guide procurement and supply decision making. (SBBM 3.9)
2. Have a good understanding of the principles of ethical conduct and the implications of health and safety legislation for procurement and supply. Be aware of the role played by professional organisations and government agencies in maintaining and promoting professional expectations and standards. (SBBM3.7)

**D. Transferable Skills:**

1. Demonstrate a formative level of independent research and self-management skills and the ability to identify personal strengths and weaknesses. Able to formulate basic strategies for a research project and self-improvement. Set targets and work towards personal, academic and career goals. Work independently in a self-directed manner based on emerging reflective practice. (SBBM 3.9)
2. Apply knowledge and understanding to address familiar and unfamiliar problems, including collecting, analysing and interpreting data and information, use appropriate quantitative and qualitative techniques and utilise appropriate IT software packages. (SBBM 3.9)
3. Analyse problems, using logical and lateral thinking to formulate solutions and solve problems. Make calculations using digital and analogue based techniques where appropriate. (SBBM 3.9)
4. Communicate and negotiate effectively with others. Use a variety of media communications. Use appropriate academic and professional conventions. (SBBM 3.9)
5. Present basic quantitative and qualitative information, supported by analysis, argument and commentary, in a form appropriate to the intended audience, including references to sources. (SBBM 3.9)
6. Demonstrate effective management of time, planning and professional behaviours. Be a motivated, self-starting, individual who takes the initiative and can collaborate with others. (SBBM 3.9)

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

1. The acquisition of knowledge and understanding is supported by teaching and learning strategies that employ a blended-learning approach within a part time mode of study. Extensive use is made of online learning resources and the use of shared digital and physical spaces (Summer School) for students and staff to exchange ideas and information, Assessment is set against learning outcome and is designed to provide a diverse range of challenges that provide opportunities to demonstrate knowledge, skills and behaviours.
2. Online resources are specifically designed for students engaged in the Certificate in Procurement and Supply programme. Students are provided with, and supported to access, recorded lectures, exemplars of practice lecture notes and formative assessments tasks. To ensure that students are progressing with their studies they also have regular individual tutorial supervision. Support and guidance for study skills are also provided through access to the university’ resources, including the library and UELT. By studying for the award whilst working students benefit from professional on the job mentoring alongside their membership of the university academic community.
3. A balanced and varied approach to assessment is maintained to provide opportunities for all learners to gain from a range of experiences and demonstrate their knowledge, skills and attributes.
4. Formative feedback is available on a scheduled regular basis, tutorial guidance following both formative and summative assessment is a critical part of the student experience.
5. The development of intellectual skills is incorporated into the teaching & learning strategy of the programme. Whilst modules address professional topics they are specifically designed to raise questions and promote enquiry through the analysis, evaluation and synthesis of information and practices.
6. Through on going tutorial support and access to the university UELT, study skills online resources students are encouraged and supported to acquire and practice research skills and the use of this material to investigate, question, challenge, debate, draw conclusions and communicate to others.
7. All modules identify the intellectual skills that are being developed and assessment is structured to incrementally enhance these skills as the programme progresses.
8. All programme modules aim to develop transferable skills. These include problem solving skills developed through scenario led tasks and the consideration of case studies. Communication skills are developed through presentations to groups and peers and written assignments. Teamwork focuses on leadership, planning, achieving deadlines, monitoring and evaluating team performance. Research activities involve the access and analysis of data and information and using this to draw conclusions.
9. Assessment of transferable skills is an important ongoing process that is incrementally supported throughout the programme.
10. As Apprentices gain work-based skills and practice transferable skills within their studies their experiences are consolidated and evidenced in assessment.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module-mapping table, located at the end of this specification. |

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| **18 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  The programme is based upon the accumulation of credits by successfully achieving the required modules of study. Each mandatory CIPS module has a 12 credit value. To align the CIPS, 5 x 12 credit mandatory modules with the University Credit Framework each 12 credit module is extended by 3 additional University of Kent credits to make up a 15 credit module. This is reflected in the learning outcomes for modules.  The remaining credits are divided into one 15-credit and one 30 credit module. Overall, the credits for the programme of study is 120 credits.  The hours of study for each module are shown in the module specifications. Normally, 15 credit modules have 150 hours allocated time divided into, 50 hours for private study, 50 hours taught and 50 hours work based learning which overall equates to 150 hours of learning for the student.  120 credits are required for the Certificate in Procurement and Supply.  Teaching is delivered using a blended learning approach. VLE-delivered E-activities, and VLE-delivered work related activities serve to reinforce the relationship between academic learning and the work-based context of the apprenticeship. Students are encouraged to relate their theoretical knowledge to the workplace as work-based experiences provide real-life contexts to the material being delivered in the modules. This blended learning approach will also include some face-to-face block teaching. Learners will typically spend 10 weeks studying each module.    Private study encompasses the review of learning materials and the exploration and wider reading around specific topics. It also includes the development of responses to formative and summative assessment tasks.  .  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. |
| Compulsory modules are core to the programme and must be taken by all students studying the programme.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>. |

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| **Code** | **Title** | **Level** | **Credits** | **Terms\*** |
| ***Modules*** | | | |  |
| Compulsory | Contexts of Procurement and Supply | 4 | 15 | 1,2 & 3 |
| Compulsory | Business Needs in Procurement and Supply | 4 | 15 | 1,2 & 3 |
| Compulsory | Sourcing in Procurement and Supply | 4 | 15 | 1,2 & 3 |
| Compulsory | Negotiating and Contracting in Procurement and Supply | 4 | 15 | 1,2 & 3 |
| Compulsory | Managing Contracts and relationships in Procurement and Supply | 4 | 15 | 1,2 & 3 |
| Compulsory | Research Methods | 4 | 15 | 1,2 & 3 |
| Compulsory | Work-based Assessment in Procurement and Supply | 4 | 30 | 1,2 & 3 |

* *Term dates for modules vary according to the start date of the programme, currently offered for January/May and June within any one year. On application term dates will be supplied to potential apprentices that align to their chosen month of entry.*

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| * + 1. Work-Based Learning   Disability Statement: Employers (in respect of the workplace) and the University (in respect of the campus) have the responsibility to assess the needs of apprentices and make reasonable adjustments in line with legal requirements. |
| This Certificate in Procurement and Supply has been developed in consultation with employer s and professionals. It is based on a flexible delivery model with work-based learning at the core of the programme. |

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| **20 Support for Students and their Learning** |
| The Centre offers support for students with the following key features;   * 1. A planned induction which focuses upon supporting the students on entry to the programme.      + The induction includes: a guide to online facilities, campus, staff, peers and learning resources.      + Course requirements and assessment procedures.      + Health & Safety.      + Learning styles.      + Expected conduct.  1. A programme handbook is issued to students that provides information about the course, its structure, delivery and the expectations of the programme 2. Module guides are provided for each module that include a schedule of study, assessment details, learning outcomes and recommended reading. 3. The ‘Moodle’ virtual learning environment provides students with access to learning material. 4. Apprenticeship Officer – Provide personal support and regularly scheduled one-to-one reviews. 5. The on-line Library and internet resources and support for study skills - Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/). 6. Access to academic and pastoral support - Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>. 7. The programme includes a Summer School event. Careful consideration in anticipation of the accommodation of the needs of students with any disabilities or specific personal requirements will be undertaken. 8. It is possible to support students with disabilities on most activities, but specific requirements or needs will be discussed on an individual basis and potential adjustments that may reasonably be required to the curricula context, modes of delivery and assessment methods will be made. Student Services for assistance with careers, counselling, financial and accommodation problems.    * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/).    * Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>.    * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/).    * Student Support <http://www.kent.ac.uk/studentsupport/>.    * Student Finance <https://www.kent.ac.uk/finance-student/>.    * Student Accommodation https://www.kent.ac.uk/accommodation/index.html. 9. Unit for the Enhancement of Learning and Teaching (UELT) offering services for both staff and students to promote quality in teaching and learning. UELT https://www.kent.ac.uk/uelt/. 10. Student Learning Advisory Service, programmes of student events and workshops   and online learning resources advice and facilities.- Student Learning Advisory Service  <http://www.kent.ac.uk/uelt/about/slas.html>.   1. Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> 2. Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) 3. PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> 4. Library services <http://www.kent.ac.uk/library/> 5. Student Support and Wellbeing [www.kent.ac.uk/studentsupport](http://www.kent.ac.uk/studentsupport) 6. Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) 7. Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/> 8. Undergraduate student representation at School, Faculty and Institutional levels 9. International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> 10. Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> |
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| **21 Entry Profile**   * It is expected that all applicants will be in employment with a company that offers the apprenticeship. |
| **21.1 Entry Route**  For current information, please refer to the University prospectus |
| * Normally, a minimum age of 17 years. There is no upper age limit to studying. * Mature applicants: Mature students without any of the traditional qualifications listed here, will be asked for proof of any recent study or experience which will be evaluated when considering an applicant’s ability to complete the programme successfully. * Accreditation of prior learning (APL). Any evidence of previous study and the ability to follow the proposed programme will be considered. * Any entry requirements will be determined by individual employers which may, for example, typically require 5x A\*-C Grade GCSEs (must include English & Maths). |
| **21.2 What does this programme have to offer?** |
| The course provides the opportunity to study for a University of Kent Certificate in Procurement and Supply and for the Chartered Institute of Procurement and Supply, Diploma award. Completion of CIPS L4 gains eligibility for equivalent membership of the Institute. CIPS L4 is a prerequisite for MCIPS (L6) and the full professional licence that offers the potential for Chartered status.   * A wide range of online learning and assessment experiences are provided throughout the course. The programme focuses upon student centred, varied and industrially relevant methods of teaching. * Emphasis is placed upon developing skills for future work and study roles. * Typically, studies will involve research-based activities, practical applications of theory and practice, with online presentations and written assignments. * Assessment will be mainly by on-going coursework requiring research, selection of information and presentation of results. Examinations are included on some modules where assessment of understanding of principles is required. * Successful completion contributes to the award of the Commercial Procurement and Supply Higher Apprenticeship. |
| **21.3 Personal Profile** |
| * Keen to pursue a career as a procurement and supply professional and study while you work. * Interested in developing a wide range of procurement and supply skills and to apply knowledge and skills to work-related, problem solving and professional situations. * Willing to work as an effective, motivated team member. * Eager to learn, study, research and debate procurement and supply in order to gain an understanding of all its relevant aspects; key concepts and principles; the context of the industry; professional standards and procurement and supply specialist knowledge. |

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| **22** **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| **22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> |
| **22.2 Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| **22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| Student feedback is obtained using a number of mechanisms (with reference to the ‘Student Feedback’ resource pack prepared by UELT).   * Student representatives provide feedback for Annual Programme Review. * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Student module evaluations * Tutorials with personal tutor programmed on a regular one-to-one basis. * ‘Moodle’ Virtual Learning Environment has been developed to establish a ‘message board’ facility to allow students to communicate and offer feedback. * Employer feedback |
| **22.4 Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness * All tutors appointed to teach on the programme are expected to possess a first degree or equivalent as a minimum level of qualification. There may be occasions however where specialist topics are covered by sessional/visiting lecturers who have a particular expertise but do not possess the above minimum level of qualification. All tutors will be required to obtain appropriate teaching qualifications as a priority. * CPD needs are to be discussed and agreed as part of the Quality Action Plan with the Head of Department to ensure any specialist training or developmental needs are addressed. * All tutors are encouraged to pursue Higher Degrees in mutually agreed areas. * All tutors are encouraged to investigate and bid for research projects that complement the nature and topics of the programme. * All tutors are encouraged to apply for membership of an applicable Professional Institute and pursue the CPD networking and research benefits that are provided. * CPD and updating seminars, training sessions and conferences will be offered as required and staff will be expected to attend and contribute positively. |

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| **23** **Indicators of Quality and Standards** |
| * Results of periodic programme review (see <https://www.kent.ac.uk/teaching/qa/review.html> for the review schedule) * Professional accreditation * Most recent QAA Higher Education Review * Annual External Examiner reports * Annual programme and module monitoring reports * TEF Teaching Excellence Framework 2017 * OFSTED |
| **23.1 The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education * QAA Benchmarking statement for Business and Management 2015 * Accreditation requirements of Chartered Institute of Procurement and Supply, Level 4, Diploma Award * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html> * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) *(or collaborative partner’s equivalent)* |

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| **24** **Inclusive Programme Design** |
| The School/Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the programme 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. |

*Template last updated September 2018*

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| Modules | Contexts of Procurement and Supply | Business Needs for Procurement and Supply | Sourcing in Procurement and Supply | Negotiating and Contracting in Procurement and Supply | Managing contracts and Relationships in Procurement and Supply | Research Methods | Work based Assessment in Procurement and Supply |
| **A Knowledge and Understanding** |  |  |  |  |  |  |  |
| A1 | x | x | x |  | x | x | x |
| A2 |  |  | x |  | x |  | x |
| A3 |  | x | x |  | x | x | x |
| A4 | x |  |  |  | x |  | x |
| A5 | x | x | x | x | x |  | x |
| A6 |  |  | x |  | x |  | x |
| A7 |  | x | x | x | x |  | x |
| A8 |  | x | x | x | x |  | x |
| **B Intellectual Skills** |  |  |  |  |  |  |  |
| B1 | x |  | x | x | x | x | x |
| B2 | X | x | x |  | x | x | x |
| B3 |  |  |  | x | x | x | x |
| B4 | x | x | x | x | x | x | x |
| B5 |  | x | x | x | x | x | x |
| B6 |  | x |  | x |  | x | x |
| **C Subject Specific Skills** |  |  |  |  |  |  |  |
| C1 | x |  |  |  | x |  | x |
| C2 | x |  |  | x | x | x | x |
| C3 |  | x |  |  | x |  |  |
| C4 | x | x | x |  |  |  |  |
| C5 |  |  | x |  | x |  |  |
| C6 |  | x |  | x | x |  | x |
| C7 |  | x |  | x | x |  |  |
| C8 | x | x | x |  |  |  |  |
| C9 |  | x |  |  | x | x | x |
| C10 | x |  | x | x | x | x | x |
| **D Transferable Skills** |  |  |  |  |  |  |  |
| D1 | x |  | x |  | x | x | x |
| D2 | x | x | x | x | x | x | x |
| D3 |  | x | x | x | x | x | x |
| D4 |  | x |  | x | x |  | x |
| D5 |  | x | x | x |  | x | x |
| D6 | x |  | x | x |  |  | x |