

# PROGRAMME SPECIFICATION

## **PURCHASING & SUPPLY MANAGEMENT**

### UNDERGRADUATE & POSTGRADUATE STUDY PROGRAMMES

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## Glossary

**Formative Assessment** – A range of assessment procedures conducted during the learning process in order to modify teaching and learning activities to improve student attainment.

**Higher Education (HE)** – education at universities or similar educational establishments, especially to degree level.

**Intellectual Output (IO)** – the six main parts/work packages/activities of the overall PERFECT Project resulting in defined outputs depending on the nature of the IO.

**IPSERA** – International Purchasing & Supply Education & Research Association.

**Module** – A set of similar learning outcomes that relate to a specific subject area. It is expected that this will be taught in a single block of learning.

**Module Descriptor** – sets out the details of the Module, including learning outcomes, indicative content, assessments, textbooks and other suggested learning materials.

**PERFECT** – Purchasing Education and Research for European Competence Transfer, name of the project.

**Postgraduate (PG) degree** - a master's degree (M.Sc., M.A., etc.), a degree requiring about two years of university-level full-time study beyond undergraduate degree.

**Programme** – The overall degree in Purchasing and Supply Management.

**Programme Materials** – teaching materials, including lecture slides, seminar/tutorial activities, formative and summative assessments.

**Programme Specification** - a concise yet clear description of individual courses and curricula, which provides a useful source of information for students, employers, external examiners and academic reviewers.

**Purchasing and Supply Management (PSM)** – comprises the management of external inputs – materials, services, capabilities and knowledge – that are required for building, running and maintaining the focal firm's processes, while simultaneously managing the external and internal stakeholder network with an extended upstream supply network understanding.

**Quality Assurance Agency for Higher Education (QAA)** - the independent body that checks on standards and quality in UK Higher Education. It conducts quality assessment reviews, develops reference points and guidance for providers, and conducts or commissions research on relevant issues.

**Summative Assessment** – assessment procedures to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

**Undergraduate (UG) degree** - a bachelor's degree (B.Sc., B.A., etc.), a degree requiring about three or four years of university-level full-time study beyond secondary/high school.

## 1. Introduction

This document sets out the specification for the Undergraduate and Postgraduate Purchasing and Supply Management (PSM) programme developed by the PERFECT project ([www.project-perfect.eu](http://www.project-perfect.eu)). This programme is an overall degree, which is a 3-year programme, attracting 180 ECTS and is made up of a number of modules, which are individual areas or chunks of teaching and learning and these range in the weight of ECTS they attract depending on their workload. High-level details of these individual modules are contained in the set of module descriptors provided in Appendix A. The overall purpose of this document is to provide institutions with a set of harmonised documentation that they can use to validate programmes themselves and, as this validation process will vary considerably from institution to institution, they can select which parts they may wish to use as appropriate. The intention is for individual institutions to select individual modules as they see fit using a menu style approach and that this is based on their own requirements and/or expertise. In addition, this menu style approach can also be used in “flexing” the relative weightings of each module, for example, if an institution has requirements for a certain percentage of content to be PSM specialised to achieve certain accreditations or other institutional requirements. The proposed teaching and learning methods should also be adapted to the individual audience requirements at each institution. As some sections are more institution specific than others, they are necessarily brief, but aim to provide guidance for institutions looking to validate and offer an Undergraduate and/or Postgraduate PSM programme.

As shown in more detail in the following section, there is a need to give strength to the significance of PSM in higher education and this can be achieved by an overall specific PSM programme, or by integrating dedicated purchasing modules that the PERFECT project has developed in the curricula of existing study programmes, e.g. International Business bachelor degrees.

## 2. Rationale

The rationale for the programme is divided into a number of sub-sections as shown below, which take inputs from a number of different Intellectual Outputs (IOs) of the PERFECT Project and various other sources. Specifically, IO1 of the project looked at the existing academic and practice based literature to generate a list of required competences and skills. These skills were further refined in IO2 in which a number of focused interviews were undertaken with a range of PSM practitioners, holding different jobs across different industrial sectors. This work was then developed in IO3, which was a large-scale survey of PSM skills and competences. Further details of these IOs can be found on the project website (<http://www.project-perfect.eu>).

The aim of this section is to demonstrate, firstly, that there is a fundamental need for such a programme and then, secondly, that the development of the programme itself has been underpinned by a robust analysis of the needs of industry and relevant PSM roles to ensure that graduates of the programme are as prepared as possible for their PSM careers.

## 2.1 Why the programme itself is needed?

Effective and efficient PSM is a key source of competitive advantage for firms. Modern organizations of all types are becoming increasingly reliant on their interorganizational partners to sustain and develop their operational and strategic performance. In order to purchase and leverage those resources and reach desired performance levels, the role of PSM is essential in terms of supplier participation and selection (Nair, Jayaram and Das, 2015), supplier development (Andersen, Ellegaard and Kragh, 2016), supplier driven innovation (Sjoerdsma and van Weele, 2015), sustainability in the supply chain (Pagell and Shevchenko, 2014) and supplier integration (Kim, 2013). Given these multiple activities for the PSM function, combined with increased demands of upper management, technological turbulence, globalisation and other factors of changing business environment, there is now an even higher demand for a robust individual skill set that is connected to overall purchasing performance (Kern *et al.*, 2011). PSM as an enterprise function has the opportunity to increase its importance by focusing on these challenges and paying attention to strategic approaches.

The value of purchasing and streams of capital involved in PSM are significant. For example, bought in imports to Germany was 10 909 million euros and to the Netherlands 5859 million euros (OSF 2016). This does not take into account “internal” spend, which will also raise the amount of purchasing capital spent. Recent literature has noted limits in how to train PSM professionals in firms (Lau, 2010) and in educating institutions (Birou, Lutz and Zsidisin, 2016). This is coupled with an identified lack of competent PSM professionals nowadays (PASA, 2016; Walters, 2017) and an over-reliance on a workforce being at or beyond retirement age (DHL, 2017). Therefore, firms appreciate PSM education, skills and competencies and will pay higher salaries for employees educated accordingly (Larson and Morris, 2008).

The job market for PSM professionals is also growing, which means that there is not only a greater need for graduates with PSM skills, but also a greater opportunity for those that do have them. In the UK, between July and September 2013 and the same period in 2014, Hays Recruitment saw a 41% year-on-year increase in the total number of job vacancies registered within procurement and supply (Hays, 2015). The need for higher levels of PSM skills is further demonstrated by 73% of employers stating that they are now finding it difficult to attract suitable candidates for vacant positions, particularly at the entry level (Hays, 2015), as well as reports which show that a 1/3 of companies have taken no steps to create or feed their future talent pipeline (DHL, 2017). Today’s turbulent economic and socio-political climate also

means that job security and longevity are important and the PSM area was one of the least affected during the recent economic downturn in terms of recruitment levels (Hays, 2015). The benefits of working in PSM are also felt in salary terms, as more than two thirds (68%) of procurement professionals received a pay rise, with the average level of pay increase across the UK doubling from 2.5% to 5% (the UK national average is 2.9%) (Hays, 2016).

When considering the range of challenging activities in which PSM professionals are involved, rapidly changing technologies and skill requirements for nowadays professionals, there is a need for systematic formation of an up-to-date PSM curriculum to respond to these needs. Having established the need for increasing PSM skills, particularly at entry-level positions, a key question is whether the current education provision across Europe can meet these needs. What is immediately clear is that despite this importance, unlike other disciplines such as marketing or finance, PSM does not yet have any standardized PSM higher education curriculum. This issue is seen at national, European and regional/international (e.g. North America) levels. This makes it necessary for companies to hire university graduates with other specializations and often spend years bringing them up to a specialized skill level that graduates in other disciplines already possess. Although there is not an established PSM curriculum in use across Europe, there are specific programme in the PSM area. As there is no single database of programmes across Europe, a number of different searches were undertaken to try and capture a view of the education landscape in PSM. Firstly, a Google search using the following terms:

- Purchasing degree
- Procurement degree
- Supply Management degree
- Higher Education Purchasing programmes

In addition, some specific programmes search engines were used (specifically using procurement and purchasing as search terms):

- [www.bachelorsportal.eu](http://www.bachelorsportal.eu) (pan European and worldwide perspective)
- [www.hotcourses.com](http://www.hotcourses.com)
- [university.which.co.uk/courses](http://university.which.co.uk/courses)
- [www.ucas.com](http://www.ucas.com)

Finally, to ensure that as wide a coverage as possible was undertaken, participants of the 2016 IPSERA Educator's Conference, who represent many of the leading education institutions in Europe were asked to provide information on their own programmes.

The results of this search identifies a significant number of programmes but an analysis of these programmes in more detail shows that the PSM education landscape is characterised by the following:

1. Short programmes.

2. Professional programmes (post-graduation, for individuals already working in the PSM field).
3. Mainly SCM programmes.
4. Heavy emphasis on post-graduate (PG) programmes in this area.

The growth in the PSM job market, coupled with the recognition that particularly entry-level PSM staff lack PSM skills and an education provision that does not fully meets these requirements across Europe, means that there is a clear need for a harmonized pan-European PSM curriculum at the University level.

In addition, a European harmonized curriculum improves the chance for students to exchange between countries during their studies and to gain international experience, which is very important due to globally interwoven markets, suppliers and networks. In addition, the relationships between HE Institutions who offer similar programmes will be strengthened. This approach to curriculum development is compliant with the goals and vision of the European Union of improving quality and relevance of HE and linking it with research and business (EUROPEAN COMMISSION, 2014).

## 2.2 How has the programme been developed?

The exact make-up of the programme itself, namely the content and the approach to teaching has been developed based on the outputs from IO1 and IO2, in which a list of 120 competences and skills were identified and these form the basis of the content of the programme. There was then a detailed mapping exercise, which took these competences and skills and developed a series of learning outcomes and relevant modules. This mapping is shown later in the document, but the key points are shown below. In particular, the programme ensures that it reflects the future requirements for PSM professionals, data on which was gathered as part of the research done for IO2. Doing this gives the programme a uniqueness and relevance in the modern PSM world and is future proofed as far as possible. In summary, the key findings of these analysis are:

- A key future competence was that PSM practitioners need to be more Entrepreneurial and this has been reflected in the development of a module entitled Entrepreneurial PSM. This is intended to reflect that entrepreneurial seeking and seizing of opportunities in a business environment leads to success.
- Soft skills such as communication are often reflected in the modules that deal with personal skills, but the research from IO2 shows that there is a need to consider a wider range of skills such as creativity and this has resulted in the development of two modules, Personal Skills (dealing with those of a more internal nature) and People Skills (dealing with how individuals and groups interact, influencing and persuasion of people).



- The importance of digitisation and the use of technology was identified in the IO2 research and this has resulted in the development of a specific PSM Technology module and also the use of technology to harness networking opportunities in the Personal Skills module.
- The IO2 research also identified that Sustainability is expected to be one of the major future challenges for PSM practitioners. Therefore, the programme not only includes a separate module on Sustainability, but also includes this topic in other modules to show the interrelationships and interdependencies.
- Increasing the business acumen and customer focus has resulted in the development of a Customer Service module and also in a focused PSM Finance module. Seeing this “bigger” picture, developing a holistic and commercially focused understanding should more effectively guide the actions and decision making of PSM managers.

Traditional, didactic, teaching methods such as lecturing still have a role to play in the education of PSM, but it is important that the field embraces more innovative techniques to engage with millennial learners. To develop an understanding of the different innovative practices involved in PSM education, a workshop was run at the Educator’s Conference at IPSERA 2016, which identified a range of novel practices and the participants of the IO2 research were asked to identify any teaching methods that could be deployed to ensure that the teaching and learning reflects requirements. The key highlights were as follows:

- Bringing industry and practice into the classroom through case studies and guest lectures, assessments that are based on industry/practice.
- Use of Technology such as webinars, online discussions, ensuring students use software in tutorials and seminars, use of simulations and business games, YouTube videos, recording classes and/or live streaming through software such as Panopto.
- Modules that follow industry/practice and take students through a process such as commodity management.

### 3. Aims, objectives and learning outcomes

This section sets out the overall aims of the programme and establishes that the programme aims to create a learner-centred success culture, which will develop the PSM practitioners of the future.

- Provide a stimulating learning experience and environment that offers cutting edge experience for students to develop their potential to become outstanding PSM graduates and practitioners within an international business community.

- Develop students who have a critical awareness of business and PSM issues, are able to articulate this awareness with respect for others, are willing and able to embrace change and are focused on their achievements.
- Foster an academic community which promotes lifelong learning, supported by research, practice and problem based informed teaching and learning.
- Support flexible learning with technologies to reflect and anticipate student needs.

A series of Programme Learning Outcomes were developed from the skills and competencies identified in the IO1, IO2 and IO3 research and is also underpinned by the UK Quality Assurance Agency (QAA) for Higher Education Subject Benchmark Statement for Business and Management to ensure that the Programme reflects both PSM specific and general requirements for Business and Management students. These Programme Learning Outcomes are in the left-hand column in the table below and, as per the QAA guidance, have been broken down into subject (specific) knowledge and understanding (i.e. PSM focus) and more general skills, which will be of use in multiple settings (including PSM). This table also shows the modules that these overall Programme Learning Outcomes have been mapped to ensure that they are covered in the Programme content.

Programme Learning Outcomes	Mapped to (modules)
Subject knowledge and understanding	
Analyze the modern global business environment, in which a variety of organization types operate, within supply chains and are subject to rapid change	International Context of PSM Organizational Change Organization and Change Management Entrepreneurial PSM Advanced Category Management Supply Chain Management The Business Context Optional Language modules Law for PSM Risk Management in PSM
Understand the internal aspects, functions and processes of a variety of Organizations in different external settings	Operations Management Purchasing Fundamentals The Business Context
Understand where the PSM function and activities fit within a variety of Organizational structures and how they can play a key role in ensuring that the different parts of an Organization can work effectively with each other	Cross functional working Purchasing Fundamentals Customer Service Management & Leadership in PSM

	Supply Chain Management
Understand the models, processes and tools used in PSM	PSM Technology eProcurement Technology
	Purchasing Fundamentals Operations Management
Identify and apply a range of PSM initiatives, tools and techniques that demonstrate how PSM can add value to an Organization	Negotiation eProcurement Technology
	Category Management
Develop a conviction that PSM can be managed as a strategic resource and evaluate different PSM strategy options	Entrepreneurial PSM
	Risk Management in PSM
	Advanced Category Management Quality Management in PSM
Evaluate the role that Sustainability plays in ensuring competitiveness	Sustainability Management Risk Management in PSM
<b>Skills</b>	<b>Mapped to (modules)</b>
Think critically about Organizational issues and dilemmas and develop effective solutions in an appropriate manner	The Business Context
	Advanced Category Management
Manage and lead people in an effective manner in a variety of Organizational contexts	People skills
	Management & Leadership in a PSM context
Demonstrate skills in the use of software applications including word processing, visual presentations, databases, spreadsheets, the internet and relevant PSM IT tools	PSM Technology
Demonstrate commercial acumen	Purchasing Finance The Business Context
Integrate and knowledge and methods from a variety of relevant data sources to analyze situations and to inform decision making	Dissertation / Research project Personal skills
Consider how different aspects of work can be planned, evaluated and reported to make the most effective use of time	Personal Skills
Develop independent learning skills to facilitate professional development	Entrepreneurial PSM
	Personal Skills
Ability to communicate across a variety of media to a variety of individuals and Organizations both internally and externally	Cross-functional working Communication
	People skills

Adapt to team working situations	People skills Cross-functional working
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## 4. Programme structure and approach to teaching

This section provides an overview of the different individual modules that form the programme and also describes the approach to teaching. It is important to note that this is a suggested and indicative structure and individual institutions can use this in a menu style approach, which reflects their individual student/industry requirements and/or the expertise of their own teaching/research staff. This menu style approach can also be used in “flexing” the relative weightings of each module, for example, if an institution has requirements for a certain percentage of content to be PSM specialised to achieve certain accreditations or other institutional requirements. The section then looks at how the approach to teaching has been developed.

### 4.1 Programme Structure

The indicative Programme aims to start with fundamentals of PSM, which are then reinforced by coverage of both the internal and external contexts of modern business. In addition, the importance of both personal (intra-) and people (inter-) is recognised by ensuring that these are covered early in the Programme and then they also play a consistent role in the Programme across multiple semesters. More specialized aspects of study are covered in later parts of the Programme, culminating in a dissertation/thesis that can reflect a topical subject of PSM interest.

	10 ECTS	10 ECTS	10 ECTS
1st semester	Purchasing Fundamentals		The Business Context
2nd semester	Category Management	Optional Language Modules	Personal Skills International Context of PSM
3rd semester	Supply Chain Management	Optional Language Modules	People Skills Entrepreneurial PSM
4th semester	Operations Management	Cross-functional working	Personal Skills Negotiation
5th semester	PSM Technology in a Digital Environment		People Skills Company Project
6th semester	Sustainability Management	Risk Management in PSM Purchasing Finance	
7th semester	Management & Leadership in a PSM context	Quality Management in PSM	Bachelor Thesis

Figure 1: Undergraduate/Bachelor: Purchasing & Supply Management - Study plan suggestions

In order to differentiate Undergraduate and Postgraduate Programmes of study, the figure below provides an indication of modules that constitute a Postgraduate Programme and which reflect similar core aspects of study but with additional modules such as Advanced Category Management that befit a more in-depth level of study. In addition, this is complemented by a Master Thesis allowing students to select a specific area of interest/relevance and study it in more detail.

	10 ECTS		10 ECTS		10 ECTS	
1st semester	Management & Leadership in a PSM context	Organisational Change	Advanced Category Management	Optional Language Modules	Customer Service	Law for PSM
2nd semester	Company Project		People Skills	Personal Skills	PSM Technology in a Digital Environment	International Context of PSM
3rd semester	Master Thesis					

Figure 2: Postgraduate/Master: Purchasing & Supply Management (consecutive to the Bachelor shown above) - Study plan suggestions

Details of the individual modules are shown in Appendix A, which contains a series of module descriptors, identifying the following for each module:

- Module title
- Module aim
- Intended learning outcomes
- Indicative content
- Learning activities and teaching methods
- Assessment types
- Feedback to students
- Learning resources and key texts

In addition, there is a proposed Company Project module shown in the Figures, in which students can develop a PSM related project and apply relevant concepts, theories, models and tools in a relevant organisational setting. As the requirements for this will vary significantly, an individual module descriptor has not been developed to cover this.

## 4.2 Approach to teaching

As detailed above, the individual module descriptors take into account the results of the Educator's Conference workshop held at IPSERA 2016, which was tasked with identifying such

novel practices and the participants of the IO2 research were asked to identify any teaching methods that could be deployed to ensure that the teaching and learning reflects requirements. This identified a number of more innovative methods of teaching as follows:

- Bringing industry and practice into the classroom through case studies and guest lectures, assessments that are based on industry/practice, as well as using game based activities, such as roleplays and gamification approaches.
- Use of Technology such as webinars, online discussions, ensuring students use software in tutorials and seminars, use of simulations and business games, You Tube videos, recording classes and/or live streaming through software such as Panopto.
- Modules that follow industry/practice and take students through a process such as commodity management.

More specifically and reflecting the needs for modern PSM practitioners to have developed practice based experiences and the emphasis on experiencing business creates the need for additional learning environments such as conferences, learning in work and a range of industrial visits to supplement the more traditional approaches of teaching and learning. Knowledge, understanding and skills will be developed through case-studies, role-plays, simulations, presentations, projects (work-based and academic), reflective portfolios and the extended use of technology supported activities. These methods encourage students to practice their own independent critical thinking and are supported by formative assessment opportunities during each module to ensure that students get regular feedback and are as prepared as possible for the summative assessments that are formally marked.

## 5. Awards/progression

This section will need to be institution specific and show what overall degree the students will obtain subject to successful completion and also if there are any exit awards (i.e. if they will achieve anything if they obtain a certain number of ECTS). In addition, this will show what potential career paths they could follow on graduation.

## 6. Assessment mapping

This section provides a link between how the different assessments of individual modules to ensure that the programme learning outcomes can be met. The programme has a set of assessments that allows students to demonstrate knowledge and skills appropriate to the relevant world of work and which is underpinned by high academic standards. The table below shows the range of assessment types across the different modules and demonstrates that there is a wide range of types to allow students to demonstrate different skills and also

to ensure that there is fairness to all students. This fits with a more inclusive approach to learning and teaching, recognising that there are a range of students with differing strengths and weaknesses that will be doing the Programme. This table is intended to provide an indicative guide, as individual institutions may need to adapt examination timings and/or assignment word counts to fit with their own institutional rules and standards.

The programme has opportunities for formative assessment and feedback and encourage students to reflect and evaluate their contribution and development, which are contained within the modules themselves and that students will benefit from meaningful and timely feedback to help develop confidence in meeting the demands of different approaches to assessment. The individual word counts and timings etc. are intended to be consistent across the different modules and reflect the student expectations for an example 20 ECTS module

Module Title	Assessment Type (examples)
1. Category Management	3000 word written report (100%)
2. Commercial Law	3 hour written examination (100%)
3. Commercial Negotiation	1000 word negotiation role-play log (20%) / 2000 word written report (80%)
4. Cross-functional working	3000 word written report (100%)
5. Customer Service	Group presentation (20%) / role-play log and reflection (30%), 1500 word written report (50%)
6. Entrepreneurial PSM	2.5 hour written examination (80%) / 1000 word reflective log (20%)
7. International Context of PSM	Group presentation (20%) / 2000 word written report
8. Management & Leadership in a PSM context	3 hour written examination (100%)
9. Operations Management	1 hour written examination (50%) / 1000 word written report (50%)
10. Organisational change	3000 word written report (100%)
11. People skills/Interpersonal skills	Personal Development Plan (50%) / Scenario Based Written Report (50%)
12. Personal skills/Personal Development skills	Personal Development Plan (50%) / BrandMe electronic presentation (50%)
13. PSM Technology in a Digital Environment	1.5 hour on-line examination (50%) / 1500 Electronic Portfolio of Evidence (50%)
14. Purchasing Finance	3 hour written examination (100%)
15. Purchasing Fundamentals	3000 word written report (100%)
16. Quality Management in PSM	Group presentation (20%) / 2500 word written report (80%)

17. 17. Risk Management in PSM	1.5 hour written examination (50%) / 1000 word reflective log (20%) / Group Presentation (30%)
18. Advanced Category Management	1 hour written examination (50%) / 1500 word written report (50%)
19. Supply Chain Management	3000 word written report (100%)
20. Sustainability Management	Group presentation (20%) / 2000 word written report
21. The Business Context	Group presentation (20%) / 2.5 hour written examination (80%)
Optional Language Modules as appropriate	1 hour oral exam (50%) / 1 hour written examination (50%)

## 7. Evaluation and additional information

This section will need to show how the overall success of the programme can be evaluated and how feedback will be obtained. This is a section that will be very specific to individual institutions, so the details will be quite brief, but some examples are shown below:

### Evaluation & Feedback:

- Students will be given the opportunity to provide feedback on the overall programme through annual surveys, programme level meetings and through their programme representatives.
- In addition, module level feedback will be obtained through a survey during the module delivery.

### Additional information:

- Recognition of prior learning (RPL) may be granted for modules or levels of study in accordance with University policy.
- IO5 Skills Testing tool

## 8. Support for student learning

As per the previous section this is very institution specific, but there are some indicative examples of what may be covered, as follows:



- Library facilities, including access to scientific literature databases.
- IT facilities.
- Individual Virtual Learning Environments.
- Disability Statement - X University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at XYZ.
- Platform for Questions, discussions, ideas

## 9. Skills mapping

This section shows how the individual skills and competences identified in IO1, IO2 and IO3 have been covered and shows which modules these have been reflected in. These are also reflected in individual module learning outcomes, which are shown in more detail in Appendix A.

Competence/Skill	Module Title
Ability to Make Decisions	Personal Skills
Analytical Skills	Personal Skills
Automation	PSM Technology
Basic knowledge on PSM role & processes	Purchasing Fundamentals
Big Data Analytics	PSM Technology
Business acumen	The Business Context
Category Strategy Development	Advanced Category Management
Change Management	Organizational change
Claims Management	Commercial Law
Commodity and Domain Specific Knowledge	Advanced Category Management
Communication Skills	People skills
Competitive advantage	The Business Context
Computer Literacy	PSM Technology
Conflict Resolution	Commercial Negotiation
Consultancy skills	Entrepreneurial PSM

Contract Development	Commercial Law
Contract Management	Contract Management Advanced Category Management
Controlling - Set Objectives / KPI's	Advanced Category Management
Corporate Governance	The Business Context
Cost analyses	Purchasing Finance
Cost Reduction Techniques	Purchasing Finance
Cost savings	Purchasing Finance
Creativity	Personal Skills
Critical thinking	Personal Skills
Cross-functional skills	Cross-functional working
Cultural awareness	International Context of PSM
Curiosity	Personal Skills
Customer Focus	Customer Service
Data Analysis	Personal Skills
Deal with ambiguity	Personal Skills
Delivery of supplies	Purchasing Fundamentals
Early Supplier Involvement	Category Management Advanced Category Management
Effective questioning techniques	Commercial Negotiation
Employer Branding	The Business Context
Engineering	Cross-functional working
Enterprise Resource Planning / Material Requirements Planning / Advanced Planning and Scheduling	Purchasing Fundamentals
eProcurement Technology	PSM Technology
Evaluate Offers & Supplier Selection	Purchasing Fundamentals
Finance	Cross-functional working
Financial acumen	Purchasing Finance
Forecasting of the demand	Purchasing Fundamentals
Global Sourcing / Supplier Acquisition	International Context of PSM

Having knowledge process and production systems	Purchasing Fundamentals
Having technical knowledge	Cross-functional working
Holistic supply chain thinking	Supply Chain Management
Holistic thinking in general	Supply Chain Management
HRM - Employee Integration and Development Plan	Management & Leadership in a PSM context
HRM - Employee Performance Measurement	Management & Leadership in a PSM context
HRM - Personnel Selection Process	Management & Leadership in a PSM context
HRM - Purchasing Roles and Job Profiles	Management & Leadership in a PSM context
Humbleness	Personal Skills
Innovation sourcing	Entrepreneurial PSM
Innovative sourcing approaches	Entrepreneurial PSM
Integrity	Personal Skills
Intellectual Property	Commercial Law
Interpersonal Communication	People skills
Knowledge sharing	The Business Context
KPI Reporting Design	Purchasing Fundamentals
Languages	Optional Language Modules as appropriate
Leadership	Management & Leadership in a PSM context
Learning agility	Personal Skills
Logistics	Cross-functional working
Loyalty	Personal Skills
Make or Buy Decisions	Purchasing Fundamentals
Manufacturing	Cross-functional working
Marketing	Cross-functional working
Materials Management	Cross-functional working
Mobility	Personal Skills / International PSM
Negotiation	Commercial Negotiation
Networking	People skills
Openness	Personal Skills
Passion	Personal Skills

Performance Measurement and Follow-up	Advanced Category Management
persuasive & influential skills	Commercial Negotiation
Pooling Planning and Organising	Advanced Category Management
Portfolio Analysis Support	Advanced Category Management
Prioritization	Personal Skills
pro-activity	Personal Skills
problem solving	Personal Skills
Process Management	Operations Management
Process optimization	Entrepreneurial PSM
Procurement IT Systems	PSM Technology
Product Knowledge	Customer Service
Production	Cross-functional working
Project management	Entrepreneurial PSM
PSM Best Practice Intelligence Scouting	Entrepreneurial PSM
Purchasing Organisation Knowledge	Purchasing Fundamentals
Quality (QHSE)	Quality Management in PSM
Quality Assurance	Quality Management in PSM
R&D	Cross-functional working
Remote Virtual Working	PSM Technology
Request for Quotation - Solicit Offers	Purchasing Fundamentals
Resilience	Personal Skills
Results focus driving for results	Personal Skills
Risk management	Risk Management in PSM
Sales	Customer Service
Salesman skills / Salesmanship	Personal Skills
Self confidence	Personal Skills
Self-reliance	Personal Skills
Self-reflection	Personal Skills
Stakeholder Relationship Management	Customer Service
Storage/Warehouse Management	Operations Management

Strategic Sourcing	Entrepreneurial PSM
Strategic thinking	Entrepreneurial PSM
Structured way of working	Personal Skills
Supplier Development	Purchasing Fundamentals
Supplier Evaluation	Purchasing Fundamentals
Supplier Management	Purchasing Fundamentals
Supplier Relationship Management	Purchasing Fundamentals
Supplies specifications development	Advanced Category Management
Supply Chain	Supply Chain Management
Supply Chain Analysis and Planning	Supply Chain Management
Supply Market Analysis	Advanced Category Management
Sustainability	Sustainability Management
Tactfulness & social manners	People skills
Teamwork (working in teams)	People skills
Technology Planning	PSM Technology
Tools and Systems Implementation	Purchasing Fundamentals
Training Staff (on the job)	Management & Leadership in a PSM context

## 10. Admissions

Individual admissions are not only Institution but country and education tradition specific, so this section provides a generic guideline only and can be tailored to specific needs as appropriate. For entry onto this programme, students would be expected to have achieved:

- Academic standards commensurate with entry onto the programme.
- Applications are welcome from students with a wide variety of qualifications, skills and experiences and applicants with non-standard qualifications are encouraged to apply.

## APPENDICES

### A. Set of Module Descriptors

This Appendix shows the different Module Descriptors that constitute the overall Programme and have been listed alphabetically for ease of reference.

#### 1. Category Management

1	Module code	LEAVE BLANK
2	Module title	<b>Category Management</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  To demonstrate how Category Management, the approach and processes which direct purchasing and supply management resources to focus on specific areas of spend, are more effective (although more time-consuming and resource intensive) in delivering organisational benefits than traditional transactional based purchasing methods.	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i> <ol style="list-style-type: none"> <li>1. Integrate category management principles and processes appropriate to different organisational contexts.</li> <li>2. Synthesise relevant category management, market segmentation analysis principles to develop a business case in specific scenarios.</li> <li>3. Critically appraise different options with regard to how a category can best be managed.</li> </ol>	
13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>• Definitions of a category and category management</li> <li>• History of category management</li> <li>• Different categories and types of categories</li> </ul>	

	<ul style="list-style-type: none"> <li>• Importance of category management and its role within an organisation and aligning Purchasing and Supply Management to overall organisational strategy</li> <li>• The importance of product knowledge</li> <li>• Market and supplier data and information on future trends for category management decisions</li> <li>• A range of different principles, concepts and models of category management, for example; Market segmentation analysis</li> <li>• Commercial leverage methodologies</li> <li>• Introductory negotiation</li> <li>• Developing the business case for category management</li> <li>• Internal demand levers and external supply chain levers</li> <li>• Purchasing and sourcing portfolio analysis techniques (including spend criticality analysis)</li> <li>• Methodologies and options for selecting make-buy &amp; strategic sourcing planning</li> <li>• Barriers to sourcing strategy implementation</li> <li>• Methodologies - Request for Information / Proposal (RFIs/RFPs)</li> <li>• The role of category management in ensuring sustainability for the organisation and also for society as a whole</li> <li>• Early Supplier Involvement: Benefits and challenges; Supplier Relationship Management</li> </ul>			
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice. In addition, role-play scenarios will be used to illustrate and embed category management knowledge.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written Report covering the application of category management principles etc. to a practice based setting	100%	3,000 words	1,2 & 3
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief, and this will be given within an agreed deadline from the assessment submission date.			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>• Chun, D.Y. and Cadeaux, J. (2010) How supplier category management policy influences category sales performance. Asia Pacific Journal of Marketing and Logistics, Vol.22 (2), pp.222-231.</li> <li>• Cousins, P., Lamming, R., Lawson, B. &amp; Squire, B. (2008). Strategic Supply Management: Principles, Theories and Practice. FT Prentice Hall: Essex, England.</li> </ul>			

	<ul style="list-style-type: none"><li>• Lysons, K. &amp; Farrington, K. (2012). Purchasing and Supply Chain Management. 7th Edition. FT Prentice Hall: Essex, England.</li><li>• O'Brien, J. (2009) Category Management in Purchasing: A Strategic Approach to Maximize Business Profitability. Kogan Page.</li><li>• Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.</li></ul> <p>Online course:</p> <ul style="list-style-type: none"><li>• <i>Tate, Wendy/Fawcett, Stan/Schoenherr, Tobias/Ashenbaum, Bryan/Carter, Craig/Bals, Lydia (2016): Purchasing &amp; Supply Management: Enhancing Competitiveness and Customer Value, My Educator, LLC: Orem, UT.</i></li></ul> <p>Quality, peer-reviewed journals such as:</p> <ul style="list-style-type: none"><li>• Journal of Purchasing &amp; Supply Management</li><li>• Journal of Supply Chain Management</li><li>• Supply Chain Management: An International Journal</li><li>• International Journal of Operations &amp; Production Management</li><li>• Journal of Operations Management</li></ul>	
18	<u>Preparatory work (if applicable)</u>	
19	Last revision date	LEAVE BLANK

## 2. Commercial Law

1	Module code	LEAVE BLANK
2	Module title	<b>Commercial Law</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  The commercial world of business is subject to legal rules and this course aims to provide an understanding of these rules. The module will provide students with an understanding of the application of legal principles to particular commercial transactions and the practical issues involved, with a particular focus on those	



	involved with buying goods or services. Commercial law is concerned with obligations between parties to commercial transactions and the relationship with rules of property. It will focus on how the knowledge of legal principles to achieve practical solutions to practical problems. The course will also provide understanding of contract development and monitoring.			
	<p><u>Intended learning outcomes</u></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate a thorough understanding of the main areas of commercial law in a particular country and legal tradition and be able to discuss the practical and business context in which they operate;</li> <li>2. Demonstrate a detailed understanding of the nature of a sale of goods and distinguishing features of a business-to-business sale versus a trader-to-consumer sale and how the law has evolved to create these two distinct regimes;</li> <li>3. Demonstrate how contracts can be used to protect organisational interests</li> <li>4. Assess the consequences of breaching the relevant principles and laws that regulate commercial transactions.</li> </ol>			
13	<p><u>Indicative Content</u></p> <ul style="list-style-type: none"> <li>• Legal tradition and systems</li> <li>• Role and impact of supranational (e.g. EU) law</li> <li>• Tendering processes</li> <li>• Introduction to contract law</li> <li>• Model form contracts</li> <li>• Negotiating commercial supply agreements</li> <li>• Rejection and remedies for breach of contract</li> <li>• Delivery and payment</li> <li>• Agency law</li> <li>• Intellectual Property, covering patents, trademarks, design rights and copyright.</li> <li>• Incoterms</li> <li>• E-Commerce and the law</li> <li>• Electronic Signatures</li> <li>• The effect of international agreements on the terms of international sale contracts</li> <li>• 1980 Vienna Convention on International sale of goods</li> <li>• Creation of the contract: incorporation of standard terms and transport obligations</li> <li>• Transfer of risk and property</li> <li>• Seller's duty re the goods and documents</li> <li>• Bills of lading</li> <li>• Letters of credit</li> <li>• Issues involved in the use of electronic documentation</li> </ul>			
14	<p><u>Learning activities and teaching methods</u></p> <p>Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice.</p>			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed

	Written examination	100%	3 hours	1,2, 3 & 4
16	<u>Feedback to students</u>  Formative assessment is conducted through tasks in tutorials and lectures, which include self-assessment activities with feedback. These activities will prepare students to reach the module learning outcomes tested in the summative assessment.			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>NOTE – As legal traditions and frameworks vary considerably between countries, these are examples for English &amp; Welsh Law and resources will therefore need to be appropriate for the country of teaching.</li> <li>Barnard, C. (2016). The substantive law of the EU. 5th ed. Oxford: Oxford University Press.</li> <li>Griffiths, M., &amp; Griffiths, I. (2002). Law for Purchasing &amp; Supply, Pitman</li> <li>Clarke, M.A., Hooley, R.J.A., Munday, R.J.C., Sealy, L.S. &amp; Turner, P.G. (2017). Commercial law: text, cases and materials. Oxford: Oxford University Press, 5th edition.</li> <li>Horspool, M. &amp; Humphreys, M. (2016). European Union law. Oxford: Oxford University Press, 9th edition.</li> <li>Core EU legislation 2017-18. Palgrave Macmillan.</li> </ul>			
18	<u>Preparatory work (if applicable)</u>			
19	Last revision date	LEAVE BLANK		

### 3. Commercial Negotiation

1	Module code	LEAVE BLANK
2	Module title	<b>Commercial Negotiation</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  Effective negotiation skills are important in all organisational roles and particularly for those engage in purchasing and supply management activities. Therefore, this module aims to demonstrate how a negotiation can be planned, enacted and then reviewed in a structured manner, but drawing on a range of	

	concepts and principles to enable students to participate in negotiations of various types and in various contexts.			
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i>  <ol style="list-style-type: none"><li>1. Critically evaluate a range of commercial negotiating concepts, theories, principles and techniques of negotiation to relevant scenarios.</li><li>2. Apply a range of commercial negotiating techniques to a different negotiation scenarios and settings.</li><li>3. Assess how different environmental influences impact on negotiating outcomes.</li><li>4. Develop plans and ways of preparing to negotiate effectively.</li><li>5. Choose a strategy that lead to the, best possible outcomes for both negotiation parties</li></ol>			
13	<u>Indicative Content</u>  <ul style="list-style-type: none"><li>• Definitions of negotiation</li><li>• Role of commercial negotiation in purchasing &amp; supply management settings</li><li>• Different negotiating strategies (distributive and integrative)</li><li>• Preparing to negotiate</li><li>• Opening negotiations</li><li>• Bargaining</li><li>• Negotiation tactics</li><li>• Closing negotiations</li><li>• Negotiation team roles</li><li>• Power, persuasion and ethics</li><li>• Best alternative to a negotiated agreement (BATNA)</li><li>• Cultural aspects</li><li>• Negotiating via Information Technology</li><li>• Body language</li></ul>			
14	<u>Learning activities and teaching methods</u>  This module makes use of an interactive and participatory approach, by applying the learning derived from formal lecture styles in smaller tutorial based sessions. Underpinning the module are a series of negotiation role-plays in which the students will make use of a range of negotiation principles and techniques in negotiating in groups (as buyers and suppliers) with each other based on confidential briefings.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Negotiation Role-play reflections and log	20%	1,000 words	1, 2
	Written report in which the students will develop a negotiation plan and expected outcomes	80%	2,000 words	1, 2, 3 & 4
16	<u>Feedback to students</u>			

	<p>Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:</p> <p>Formative feedback will be made available within the delivery of the module, particularly at the end of each negotiation role-play, where there will be a tutor led feedback session based on observations of the role-play. These will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.</p> <p>Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief, and this will be given within an agreed deadline from the assessment submission date.</p>
17	<p><u>Learning resources &amp; key texts</u></p> <ul style="list-style-type: none"> <li>Lewicki, R., Saunders, D. &amp; Barry, B., Negotiation, New York: McGraw-Hill (any edition)</li> <li>Lewicki, RJ, Saunders, DM &amp; Barry, B 2010, Negotiation: Readings, exercises and cases, 6th edn, McGraw-Hill, New York.</li> <li>Program of Negotiation at Harvard University (<a href="http://www.pon.harvard.edu/">www.pon.harvard.edu/</a>)</li> </ul> <p>Quality, peer-reviewed journals such as:</p> <ul style="list-style-type: none"> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations &amp; Production Management</li> <li>Journal of Operations Management</li> </ul>
18	<u>Preparatory work (if applicable)</u>
19	<p>Last revision date</p> <p>LEAVE BLANK</p>

#### 4. Cross-functional Working

1	Module code	LEAVE BLANK
2	Module title	<b>Cross-functional working</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK

12	<p><u>Module Aim</u></p> <p>This module enables students to understand general business processes, their goals and interfaces in an organization. In addition, it will help students to understand the benefits for PSM of working with other functions, and be able to apply communication and facilitation tools to overcome conflicting interests, as well as mitigating organizational risk.</p>			
	<p><u>Intended learning outcomes</u></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. Understand basic business processes and goals of other functions within a company,</li> <li>2. understand company processes and shape interfaces</li> <li>3. be aware of conflicting interests and interdependencies</li> <li>4. connect departments and establish information/knowledge sharing</li> <li>5. facilitate cross-functional meetings and project work</li> </ol>			
13	<p><u>Indicative Content</u></p> <ul style="list-style-type: none"> <li>• Cooperation with other functions (e.g. production, marketing, R&amp;D, logistics, controlling, IT, HR), the main processes, interfaces, goals of these functions</li> <li>• Cross-Functional Supply Teams</li> <li>• Project Management (theoretical basics, tools, ...)</li> <li>• Product development</li> <li>• Effective Facilitation</li> <li>• The Critical Role of Cross-Functional Sourcing Teams</li> <li>• Methods &amp; tools of Conflict Resolution</li> <li>• Stakeholder Relationship Management – Philosophy and tools</li> <li>• Networking tools</li> <li>• Business and social conduct</li> <li>• Teamwork and basics of group dynamics</li> </ul>			
14	<p><u>Learning activities and teaching methods</u></p> <p>Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies and role-plays (e.g. in business simulations) are used to demonstrate the application of theory to practice.</p>			
15	<p><u>Assessment</u> (may use multiple assessments)</p>			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written Report covering the application of cross-functional working to a practice based setting	100 %	3,000 words	1, 2, 3, 4 & 5
16	<p><u>Feedback to students</u></p> <p>Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:</p> <p>Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.</p>			

	Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief, and this will be given within an agreed deadline from the assessment submission date.	
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>Johnson, P. F. and Flynn, A. E. (2015) Purchasing and Supply Management. 15th Edition. Mc Graw Hill: New York, USA.</li> <li>Monczka, R. M., Handfield, R. B., Giunipero, L. C., Patterson, J. L. (2015) Purchasing &amp; Supply Management. 6th Edition. Cengage Learning: Boston, USA.</li> <li>Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.</li> </ul> <p>Quality, peer-reviewed journals such as:</p> <ul style="list-style-type: none"> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations &amp; Production Management</li> <li>Journal of Operations Management</li> </ul>	
18	<u>Preparatory work (if applicable)</u>	
19	Last revision date	LEAVE BLANK

## 5. Customer Service

1	Module code	LEAVE BLANK
2	Module title	<b>Customer Service</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u> <ul style="list-style-type: none"> <li>Make students understand that the PSM function is an internal service provider, and that its success and image is depending on the communication and relationship to internal customers as well as provide knowledge on the main aspects and tools for internal customer relationship management</li> </ul>	

	<ul style="list-style-type: none"><li>• Create awareness to understand company products and how external customers and R&amp;D relate to their development</li><li>• Understand end customers' needs and apply those to the purchasing activities</li><li>• Enable students to realize the impact of PSM in bringing the different parts of an organisation together to work effectively with each other in cross-functional teams</li></ul>																			
	<p><u>Intended learning outcomes</u></p> <p><i>By successful completion of the module, you will be able to:</i></p> <ol style="list-style-type: none"><li>1. Describe how the interfaces between PSM and other departments (e.g. marketing, engineering, sales) can be designed in the most effective and efficient manner</li><li>2. Apply tools and techniques to analyse customer needs and specify PSM contribution to reach customer targets</li><li>3. Demonstrate the ability to run cross-functional projects</li><li>4. Apply communication tools to establish internal relationships and manage decision-making in the context of conflicting goals</li><li>5. Broadly understand business processes, product development and the importance of orientation towards the end customer.</li></ol>																			
13	<p><u>Indicative Content</u></p> <ul style="list-style-type: none"><li>• Basic overview of PSM and its main customers in an organisational context</li><li>• Customer analysis: The basic goals, tasks and processes of internal customers in marketing, sales, engineering, product design</li><li>• Basics in product development</li><li>• Identify customer needs and demand management:<ul style="list-style-type: none"><li>○ Spend &amp; demand analysis</li><li>○ Writing of specifications</li><li>○ Effective questioning techniques</li></ul></li><li>• Project Management</li><li>• Customer relationship management<ul style="list-style-type: none"><li>○ Facilitation techniques for meetings</li><li>○ Conflict management</li><li>○ Techniques for decision making</li><li>○ Basics of business communication (presentation, negotiation, salesmanship, active listening)</li><li>○ Self-concept of PSM as a service provider</li></ul></li></ul>																			
14	<p><u>Learning activities and teaching methods</u></p> <p>The module focuses on case studies, role-plays and discussions, complemented by a smaller portion of lectured basics. Experts from industries give presentations on products and business requirements regarding PSM.</p>																			
15	<p><u>Assessment</u> (may use multiple assessments)</p> <table><tr><td>Form of Assessment</td><td>% weighting of module</td><td>Size of the assessment</td><td>ILOs assessed</td></tr><tr><td>Group presentation</td><td>20%</td><td>30 minutes</td><td>All</td></tr><tr><td>Role play log and reflection</td><td>30%</td><td>1000 words</td><td>All</td></tr><tr><td>Written Report</td><td>50%</td><td>1,500 words</td><td>All</td></tr></table>				Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed	Group presentation	20%	30 minutes	All	Role play log and reflection	30%	1000 words	All	Written Report	50%	1,500 words	All
Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed																	
Group presentation	20%	30 minutes	All																	
Role play log and reflection	30%	1000 words	All																	
Written Report	50%	1,500 words	All																	
16	<p><u>Feedback to students</u></p>																			

	Students will receive feedback on their performance in the following ways: <ul style="list-style-type: none"> <li>Both formative and summative feedback will be made available within the delivery of the module</li> <li>Formative feedback will provide opportunity for students to develop academic, personal and professional development → will be given on an ongoing base in class</li> <li>Summative feedback will be clearly aligned with the assessment criteria which will be made available → will be given as part of the formal assessment</li> </ul>	
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>Viswanathan, Rajeesh. Business Communication. 2009.</li> <li>Tate, Wendy/Fawcett, Stan/Schoenherr, Tobias/Ashenbaum, Bryan/Carter, Craig/Bals, Lydia (2016): Purchasing &amp; Supply Management: Enhancing Competitiveness and Customer Value, My Educator, LLC: Orem, UT.</li> </ul> <p>Selected articles from:</p> <ul style="list-style-type: none"> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations and Production Management</li> <li>Journal of Operations Management</li> <li>Manufacturing and Service Operations Management</li> <li>Journal of Marketing Research</li> <li>Journal of Marketing</li> <li>Marketing Science</li> </ul>	
18	<u>Preparatory work (if applicable)</u>	
19	Last revision date	LEAVE BLANK

## 6. Entrepreneurial Purchasing & Supply Management

1	Module code	LEAVE BLANK
2	Module title	<b>Entrepreneurial Purchasing &amp; Supply Management</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK



11	Module co-ordinator	LEAVE BLANK
12	<p><u>Module Aim</u></p> <p>Entrepreneurship offers the advantages of innovation, risk-taking and creativity, but its study tends to be focused on business start-ups and roles in organisations that are traditionally seen as creative. This module aims to harness the modern entrepreneurial spirit as well as organisational structures, communications tools and show how such characteristics can be used in purchasing and supply roles and functional areas. It will show how procurement entrepreneurship, in a variety of settings and contexts, can deliver organisational benefits. This fits with the change in many purchasing and supply management roles in moving away from transactional and operationally focused to ones which require an increased emphasis on supply market intelligence, collaboration, inter-organizational partnerships, and operational integration with supply partners as well as innovative organisations like start-ups and start-ins.</p>	
	<p><u>Intended learning outcomes</u></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. Critically evaluate a range of concepts, principles and techniques applicable to entrepreneurship</li> <li>2. Apply relevant entrepreneurship and innovation principles and techniques to a variety of purchasing and supply management settings</li> <li>3. Demonstrate abilities to scan the environment, associate information pieces to aggregate previously unconnected information, and make evaluations and judgments about feasibility of ideas that base on collected information</li> <li>4. Demonstrate the ability to work cooperatively with others and provide ethical leadership in bringing about innovation</li> <li>5. Apply state-of-the-art innovation techniques</li> </ol>	
13	<p><u>Indicative Content</u></p> <ul style="list-style-type: none"> <li>• Definitions of entrepreneurship: organizational and individual levels</li> <li>• Consideration of the broad scope of innovation to cover new products, services, processes and business models</li> <li>• The increase in relevance for entrepreneurship and intrapreneurship within an organizational setting</li> <li>• Innovation: Market Intelligence, Ecosystem analysis, innovative process design techniques, innovation types and approaches, design thinking, start-ups culture</li> <li>• Factors associated with entrepreneurship can have relevance in PSM, such as innovativeness orientation, risk-taking characteristics, pro-activeness, relational capital, co-ordination capabilities, information processing</li> <li>• Organisational characteristics such as: agile organisational structures and communications methods and tools</li> <li>• How design thinking can inform the development of new products, services and business models</li> <li>• The role of start-ups and specifically lean start-ups</li> <li>• Personal characteristics of entrepreneurship, such as: Philosophy, Attitudes, Leadership qualities, Feeling of independence and self-confidence, Motivation</li> <li>• Focus on risk-receptivity of entrepreneurs, Analyse risk situations, Risk tasking and potential of entrepreneurs, Critical evaluation of risk</li> <li>• Entrepreneurship management (e.g. Planning and control, Decision making, Design Thinking, Utilizing resources-capital, personal; supplier; technology; consumer; Time management, Business ownership option, Risk management programs and strategies, Establishing priorities, Accountability)</li> </ul>	

	<ul style="list-style-type: none"> <li>Talent management and recruiting the “right” people.</li> <li>Role of ethics</li> </ul>			
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice. In addition, role-play scenarios will be used to illustrate and embed Entrepreneurship knowledge and understanding. Innovative thinking is supported by the analysis of start-up companies and innovative products, supported by lectures of practitioners from start-up companies or inventors.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written examination in which Entrepreneurship principles are applied to a PSM problem/challenges	80%	2.5 hours	1, 2, 3 & 4
	Reflective Log	20%	1,000 words	1, 2, 3 & 4
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief, and this will be given within an agreed deadline from the assessment submission date.			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>Handfield, R, Petersen, K, Cousins, P &amp; Lawson, B 2009, 'An organizational entrepreneurship model of supply management integration and performance outcomes' <i>International Journal of Operations and Production Management</i> , vol 29, no. 2, pp. 100-126.</li> <li>Wilson, K. and Barbat, V. (2015), “The supply chain manager as political-entrepreneur?”, <i>Industrial Marketing Management</i>, Vol. 49, pp. 67–79.</li> <li>Kuratko, D.F. 2009. <i>Introduction to Entrepreneurship</i>. 8th edn. South Western Cengage Learning.</li> <li>Spiller, P., Reinecke, N., Ungerman, D. &amp; Teixeira, H. (2013). <i>Procurement 20/20: Supply Entrepreneurship in a Changing World</i>. Wiley.</li> </ul> Quality, peer-reviewed journals such as: <ul style="list-style-type: none"> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations &amp; Production Management</li> <li>Journal of Operations Management</li> </ul>			
18	<u>Preparatory work (if applicable)</u>			

19	Last revision date
	LEAVE BLANK

## 7. International context of PSM

1	Module code	LEAVE BLANK
2	Module title	<b>International context of PSM</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u> <ul style="list-style-type: none"> <li>• Make students understand global economic structures and their impact on PSM</li> <li>• Provide knowledge on geopolitical developments, international standards and relationships that are relevant for PSM</li> <li>• Enable students to interact and communicate in an international and intercultural business context</li> </ul>	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to:</i> <ol style="list-style-type: none"> <li>1. Evaluate major opportunities and challenges of global markets and global competition for PSM</li> <li>2. Apply systems and tools to manage a global supply chain</li> <li>3. Understand cultural differences in terms of adequate business behaviour, communication and decision making</li> <li>4. Ability to evaluate risks regarding to international buying in specific contexts and buyer's responsibility to mitigate those risks</li> </ol>	
13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>• Outsourcing and global competition</li> <li>• International markets &amp; future developments</li> <li>• Global economic structures</li> <li>• The major global markets for key industries</li> <li>• Risk management in the global context (e.g. quality, delivery, compliance, sustainability), incl. risk management tools and data</li> <li>• Basics of international law and regulations</li> </ul>	

	<ul style="list-style-type: none"> <li>Tools &amp; systems to manage global supply chains (eProcurement Technology)</li> <li>Workplace requirements for working in a global context: Mobility, online communication tools</li> <li>Intercultural differences, exemplary for most important countries / regions (e.g BRIC), scientific findings on cultural specifics</li> <li>Compliance in an intercultural context</li> <li>Intercultural communication: Business conduct, conflict management, decision making</li> <li>Languages as keys to different cultures</li> </ul>			
14	<u>Learning activities and teaching methods</u>  The module combines lectured elements with interactive teaching methods. Case studies, reflective sessions and role plays are conducted, preferably in mixed teams of international students. The module might be complemented by international internships to gain practical experience.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Group presentation	20%	30 minutes	
16	<u>Feedback to students</u>  Students will receive feedback on their performance in the following ways: <ul style="list-style-type: none"> <li>Both formative and summative feedback will be made available within the delivery of the module</li> <li>Formative feedback will provide opportunity for students to develop academic, personal and professional development → will be given on an ongoing base in class</li> <li>Summative feedback will be clearly aligned with the assessment criteria which will be made available → will be given as part of the formal assessment</li> </ul>			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>Ferraro, Gary P., and Elizabeth K. Briody. The cultural dimension of global business. Taylor &amp; Francis, 2017.</li> <li>Hofstede, Geert. Culture's consequences: Comparing values, behaviors, institutions and organizations across nations. Sage publications, 2003.</li> </ul> Selected articles from: <ul style="list-style-type: none"> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations and Production Management</li> <li>Journal of Operations Management</li> </ul>			
18	<u>Preparatory work (if applicable)</u>			
19	Last revision date		LEAVE BLANK	

## 8. Management & Leadership in a PSM context

1	Module code	LEAVE BLANK
2	Module title	<b>Management &amp; Leadership in a PSM context</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  In this module, the main aim is to understand the HRM in general and some key terms, theories and concepts such as leadership and team management, including how to motivate staff, deal with conflict and structure within organizations to achieve overall aims and objectives.	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i> <ol style="list-style-type: none"> <li>1. HR in general: demonstrate an understanding of key terms, theories/concepts and practices within the field of HRM and Leadership</li> <li>2. Identify and appreciate the significance of the ethical issues in HR; be able to advance well-reasoned and factually supported arguments</li> <li>3. Work effectively with colleagues with diverse skills, experience levels and way of thinking</li> <li>4. Evaluate HRM related social, cultural, ethical and environmental responsibilities and issues in a global context</li> <li>5. Ability to lead PSM team towards successful purchases by applying leadership concepts and tools</li> </ol>	
13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>• Definitions and concepts for leadership and management.</li> <li>• From corporate strategy to purchasing and supply chain management strategy</li> <li>• Strategic management of human resources in the supply chain</li> <li>• Structuring a department to achieve overall organizational aims and objectives</li> <li>• Understand how to ensure required leadership to back experiences</li> <li>• Execute leadership competences in individual behaviour</li> <li>• Team management methods</li> <li>• Organise and evaluate training opportunities provided by external educators</li> <li>• New challenges in the digital age</li> </ul>	
14	<u>Learning activities and teaching methods</u>	

	Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written examination	100%	3 hours	All
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria which will be made available with the assignment brief and this will be given within an agreed deadline from the assessment submission date.			
17	<u>Learning resources &amp; key texts</u>  <ul style="list-style-type: none"> <li>Johnson, P. F. and Flynn, A. E. (2015) Purchasing and Supply Management. 15th Edition. Mc Graw Hill: New York, USA.</li> <li>Fairhurst, Gail T. Discursive Leadership: In Conversation With Leadership Psychology. Los Angeles: Sage, 2007.</li> <li>Monczka, R. M., Handfield, R. B., Giunpero, L. C., Patterson, J. L. (2015) Purchasing &amp; Supply Management. 6th Edition. Cengage Learning: Boston, USA.</li> <li>Saunders, M. (1997) Strategic Purchasing &amp; Supply Chain Management. 2nd Edition. Pearson Education: Essex, England.</li> <li>Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.</li> </ul> Quality, peer-reviewed journals such as: <ul style="list-style-type: none"> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations &amp; Production Management</li> <li>Journal of Operations Management</li> </ul>			
18	<u>Preparatory work (if applicable)</u>			
19	Last revision date		LEAVE BLANK	

## 9. Operations Management

1	Module code	LEAVE BLANK
2	Module title	<b>Operations Management</b>

3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  This module is designed to develop an integrated understanding of how operations managers deliver value to the customer through operational activities. A range of theoretical concepts & models will be utilized to develop this integrated framework.	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i>  1. Apply a range of relevant Operations Management concepts, theories, models and tools to a variety of organisational settings 2. Optimise processes by mapping, analysis and improvement 3. Evaluate the relationship between organisational strategy, customer requirements and Operations Management.	
13	<u>Indicative Content</u>  <ul style="list-style-type: none"> <li>Defining the scope of Operations Management</li> <li>The relationship between organisational strategy and customer requirements and Operations Management</li> <li>Workforce Management and Job Design in an Operations Management context</li> <li>The nature of supply and demand</li> <li>Process management, mapping, improvements and layouts</li> <li>Capacity Management</li> <li>Basic Logistics Structures</li> <li>Receiving, Materials Handling and Storage</li> <li>Materials or Inventory control</li> <li>Production Planning, Scheduling and Control</li> <li>Shipping, Warehousing, Distribution</li> <li>Just in-in-time Management</li> <li>Warehouse management</li> <li>Materials Requirements Planning</li> <li>Purchasing information system</li> <li>Inbound Transportation</li> <li>Quality Management and its development</li> <li>Future challenges for Operations Management</li> </ul>	

	<ul style="list-style-type: none"> <li>Improving Operations Management</li> </ul>			
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written examination		1 hour	
	Written assignment analysing a Case Study		1,000 words	
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief, and this will be given within an agreed deadline from the assessment submission date.			
17	<u>Learning resources &amp; key texts</u>  <ul style="list-style-type: none"> <li>Jones, P. &amp; Robinson, P. (2012). Operations Management. Oxford University Press: Oxford.</li> <li>Slack, N. &amp; Brandon-Jones, A. (2016). Operations Management. 8<sup>th</sup> Edition. Pearson: Upper Saddle River. [CORE TEXT]</li> <li>Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.</li> </ul> Quality, peer-reviewed journals such as: <ul style="list-style-type: none"> <li>International Journal of Operations &amp; Production Management</li> <li>Journal of Operations Management</li> <li>Production and Operations Management</li> <li>Production Planning and Control</li> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> </ul>			
18	<u>Preparatory work (if applicable)</u>			
19	Last revision date		LEAVE BLANK	



## 10. Organisational Change

1	Module code	LEAVE BLANK
2	Module title	<b>Organisational change</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  <i>This module aims to introduce the core fundamentals of how change can be effectively and efficiently managed within an organization. It will also cover the role of the supply chain in achieving successful change.</i>	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i> <ol style="list-style-type: none"> <li>1. Describe approaches and process models for change management</li> <li>2. Describe how change management could be implemented in a pre-defined organisational context</li> <li>3. Evaluate how change in organisations affects organisation, innovation, behaviour and attitudes</li> <li>4. Identify triggers for change in PSM</li> <li>5. Describe the phases employees go through during organisational change.</li> </ol>	
13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>• Managing change: a process perspective</li> <li>• Recognizing the need for change and starting the change process</li> <li>• Diagnosing what needs to be changed</li> <li>• Leading and managing the people issues</li> <li>• Planning and preparing for change</li> <li>• Implementing change and reviewing progress</li> <li>• Sustaining change</li> <li>• Supplier related change</li> <li>• Identifying driving and restricting forces for change</li> </ul>	
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice.	

15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written report: Connect the learning outcomes with a case study	100%	3000 words	1, 2, 3 & 4
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief, and this will be given within an agreed deadline from the assessment submission date.			
17	<u>Learning resources &amp; key texts</u>  <ul style="list-style-type: none"> <li>Hayes, J. (2014) The theory and Practice of change management. 4th Edition. Palgrave Macmillan: Hampshire, England.</li> <li>Helms Mills, Jean, Kelly Dye, and Albert J. Mills. Understanding Organizational Change. London: Routledge, 2009.</li> </ul> Selected articles from: <ul style="list-style-type: none"> <li>Journal of Change Management</li> </ul>			
18	<u>Preparatory work (if applicable)</u>			
19	Last revision date		LEAVE BLANK	

## 11. People skills/ Interpersonal skills

1	Module code	LEAVE BLANK
2	Module title	<b>People Skills/Interpersonal skills</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK

10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  This module aims to introduce students to the importance of effective communication and how they will deal with a range of stakeholders in the modern workplace. It will highlight the importance of networking and the role of digital communications, particularly in comparison to more traditional means of communication. It will also show how culture and context differences can affect communications. It also discusses influences of social astuteness, sincerity, and hierarchical position to communication practices.	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i> <ol style="list-style-type: none"> <li>1. Identify how to build effective partnerships and relationships with a range of relevant stakeholders.</li> <li>2. Demonstrate competence in the use of written and verbal communication skills, both as an individual and in group settings, employing a range of techniques and technologies.</li> <li>3. Identify the key components of the communication process, the barriers that can arise and demonstrate knowledge of the skills needed to overcome these.</li> <li>4. Present information in a structured, coherent and appropriate manner.</li> </ol>	
13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>• Communication skills - verbal / non-verbal, active listening skills</li> <li>• Communication skills - negotiation and decision making skills</li> <li>• Barriers to communication</li> <li>• The concept of political skills</li> <li>• One to one work - skills and theoretical approaches</li> <li>• Intervention methods - e.g. conversation, group work and counselling skills</li> <li>• Communication with different generations</li> <li>• Group formation and ice-breakers</li> <li>• Team working</li> <li>• Group dynamics, culture and process</li> <li>• Making contact and building rapport</li> <li>• Networking</li> <li>• The role of technology in interpersonal relationships</li> <li>• The role of tact and appropriate behaviours in the workplace</li> <li>• Culture</li> <li>• Communication attributes of digital media, replicating non-verbal communication, ethics in digital communication</li> </ul>	
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice. In addition, role-play scenarios will be used to illustrate and embed category management knowledge. Written exercises for written communication practise.	
15	Assessment (may use multiple assessments)	

	<u>Form of Assessment</u>	% weighting of module	Size of the assessment	ILOs assessed
	Group presentation based on a scenario	50%	N/A	All
	Individual personal development plan	50%	2,000	All
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief, and this will be given within an agreed deadline from the assessment submission date.			
17	<u>Learning resources &amp; key texts</u>  <ul style="list-style-type: none"> <li>• Donnelly E. And Neville L. 2008 Communication And Interpersonal Skills. Reflect Press: Exeter.</li> <li>• Block, P. 2016. The empowered manager: Positive political skills at work. John Wiley &amp; Sons.</li> <li>• Bals, Lydia/Hartmann, Evi/Ritter, Thomas (2009): Barriers of Purchasing Involvement in Marketing Service Procurement. Industrial Marketing Management, Volume 38, Issue 8, pp. 892-902.</li> </ul> Selected articles from: <ul style="list-style-type: none"> <li>• Journal of Purchasing &amp; Supply Management</li> <li>• Journal of Supply Chain Management</li> <li>• Journal of Operations Management</li> </ul>			
18	<u>Preparatory work (if applicable)</u>			
19	Last revision date		LEAVE BLANK	

## 12. Personal skills/ Personal Development skills

1	Module code	LEAVE BLANK
2	Module title	<b>Personal Skills/Personal Development Skills</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK

8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<p><u>Module Aim</u></p> <p>This module is designed to introduce the concept of personal development planning and to enable students to establish their personal development plan (PDP). This module aims to develop the student's academic, business and general skills to support their PSM focused study and make them work ready for the demands of the modern PSM environment. It complements the Interpersonal/People Skills module, which deals with communication and other external facing aspects of development.</p>	
	<p><u>Intended learning outcomes</u></p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the importance of being a reflective learner in order to identify personal learning strengths and weaknesses.</li> <li>2. Identify own learning style and best individual learning methods</li> <li>3. Set personal goals within the context of a personal development plan and evaluate progress towards their achievement.</li> <li>4. Understand the process of critical reasoning and analysis and employ understanding in support of the student's personal development as a learner.</li> <li>5. Demonstrate competence in the use of cognitive skills to the process of retrieving, organising, analysing and critically evaluating information relating to issues and decision making in the workplace.</li> <li>6. Enhance research and investigative skills.</li> <li>7. Enhance ability to progress with own self-organization and goal setting independently after course completion</li> <li>8. Learn about modern (digital) tools for self-organization and reflection</li> </ol>	
13	<p><u>Indicative Content</u></p> <ul style="list-style-type: none"> <li>• Personal skills assessment</li> <li>• Personal development planning</li> <li>• Petting personal SMART objectives and goals</li> <li>• Writing skills and techniques in different settings</li> <li>• Referencing and plagiarism</li> <li>• Presentation skills</li> <li>• Using library resources</li> <li>• Using online resources</li> <li>• Time management and the importance of being pro-active</li> <li>• Learning and memory</li> </ul>	

	<ul style="list-style-type: none"> <li>• Personal branding</li> <li>• Decision Making and problem solving</li> <li>• Analysis</li> <li>• Career development</li> <li>• Curiosity</li> <li>• Creativity</li> <li>• Appropriate behaviour in the workplace (humbleness)</li> <li>• How to demonstrate passion and loyalty</li> <li>• Critical thinking</li> <li>• The importance of integrity</li> <li>• How to deal with ambiguity</li> <li>• Action learning</li> <li>• Action research</li> <li>• Learning to learn</li> <li>• Entrepreneurship</li> <li>• Reasoning skills</li> <li>• Understanding how to build a reasoned argument</li> <li>• Self-organization and self-management (e.g. prioritization)</li> </ul>			
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice. In addition, roleplay scenarios will be used to illustrate and embed category management knowledge. A visit to purchasing job work place and guest lectures and introduction to job profiles and associated skills of these profiles as inspiration for own development and career planning.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Development of a Personal Development Plan	50%	2,000 words	All
	BrandMe presentation	50%	N/A	All
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:			

	<p>Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.</p> <p>Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief and this will be given within an agreed deadline from the assessment submission date.</p>	
17	<p><u>Learning resources &amp; key texts</u></p> <ul style="list-style-type: none"> <li>• Cottrell, S., (2011), Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave: Basingstoke</li> <li>• Cottrell, S., (2010), Skills for success: Personal development and employability, Palgrave, Basingstoke</li> <li>• Minto, B. (2009), The pyramid principle: logic in writing and thinking, Pearson Education, Harlow</li> <li>• Trought, F. (2011). Brilliant Employability Skills: How to stand out from the crowd in the graduate job market. Prentice Hall</li> <li>• Van Emden, J. and Becker, L.,(2010) Presentation skills for students, Palgrave, Basingstoke</li> </ul>	
18	<p><u>Preparatory work (if applicable)</u></p>	
19	Last revision date	LEAVE BLANK

### 13. PSM Technology in a Digital Environment

1	Module code	LEAVE BLANK
2	Module title	<b>PSM Technology in a Digital Environment</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<p><u>Module Aim</u></p> <p>The purpose of this module is to discuss how technology and digitization transform the purchasing process as well as the role, the responsibility and the tasks of purchasing professionals today and in the future. The module will provide students with an understanding of PSM specific IT –tools and eProcurement solutions, and will enable them to develop an e-sourcing strategy. The students will also discuss and evaluate future strategies for PSM in the light of the application of these tools and future automation trends and innovations. Furthermore, students can reflect and critically analyze the impact of technologic</p>	

	developments such as negotiation bots, additive manufacturing etc. on PSM and its future importance and roles.
	<p><u>Intended learning outcomes</u></p> <p><i>By successful completion of the module, you will be able to:</i></p> <ol style="list-style-type: none"> <li><i>1. Understand technologies and their interconnected architecture as well as applications in the PSM field.</i></li> <li><i>2. Demonstrate skills in the use of PSM IT-tools and eProcurement applications.</i></li> <li><i>3. Describe the key steps of the development of an eProcurement strategy and the application of technology for specific commodities or PSM process steps.</i></li> <li><i>4. Evaluate future trends and IT-innovations that impact PSM and interpret their consequences.</i></li> <li><i>5. Discuss the impact of the use of technology on the buyer-supplier relationship.</i></li> <li><i>6. Implement data analytics to design an effective PSM.</i></li> <li><i>7. Show how digitalization can provide an organization a competitive advantage.</i></li> </ol>
13	<p><u>Indicative Content</u></p> <ul style="list-style-type: none"> <li>• Digitisation: Definition, implications and future impact on PSM role and responsibilities; Digital Transformation of the Business Environment, implications for PSM; The role of humans in a digital environment; Benefits and challenges of digitization and the application of IT/ eProcurement</li> <li>• Develop an eProcurement strategy: The appropriate application of tools for certain commodities, suppliers, regions, process steps (supplier selection, negotiation, supplier monitoring, P2P, ...); Success factors for PSM technology on the organisational, technological, cultural and individual level</li> <li>• Basic functionalities of PSM IT-tools, e.g. SAP, Enterprise Resource Planning / Material Requirements</li> <li>• Basic functionalities of eProcurement applications, e.g. Online Bidding/ auctions, catalogues, supplier portals, EDI, Apps... ; How to digitise and automate the P2P process</li> <li>• Planning / Advanced Planning and Scheduling; Pooling Planning and Organising; Advanced analytics for both internal (e.g. spend etc.) and external data (e.g. market intelligence); predictive analytics</li> <li>• Big Data analytics: Data search &amp; acquisition, data analytics and evaluation, data visualisation and presentation</li> <li>• Complex problem solving methodologies</li> <li>• Simulation and scenario analysis</li> <li>• Blockchain technology and Smart Contracts</li> <li>• Communication in a digitized PSM environment: Customer and supplier relationship requirements, communication tools, data visualisation, success factors for interpersonal communication; Remote/Virtual Working Tools: Application, benefits and challenges</li> <li>• Data security and data protection: Requirements, rules, regulations</li> <li>• Project Management tools for IT projects</li> <li>• Change Management in the light of IT-innovations and implementation</li> <li>• Collaborative workspace environment and communications tools: intranet, safe use of social media and its role in networking, web conferencing, constructive use of e-mail, cloud based platforms</li> </ul>
14	<p><u>Learning activities and teaching methods</u></p> <p>The module combines lectured concepts and practices, including self-studied online trainings for IT-tools and eProcurement applications. Strategic and professional implementation discussions will be supported by case studies and role play exercises. Also, guest lectures from practitioners giving input on future technology innovations and digital applications will be part of the module.</p>
15	<p><u>Assessment</u> (may use multiple assessments)</p>



	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	On line examination	50%	1.5 hours	All
	Electronic Portfolio of Evidence	50%	1500 words	All
16	<u>Feedback to students</u>  Students will receive feedback on their performance in the following ways: <ul style="list-style-type: none"> <li>Both formative and summative feedback will be made available within the delivery of the module</li> <li>Formative feedback will provide opportunity for students to develop academic, personal and professional development → will be given on an ongoing base in class</li> <li>Summative feedback will be clearly aligned with the assessment criteria which will be made available → will be given as part of the formal assessment</li> </ul>			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>K. Pellengahr, A. Schulte, J. Richard, M. Berg, "Pilot Study Procurement 4.0 – The Digitalisation of Procurement" in Fraunhofer IML and BME e.V. (M. Henke, C. Feldmann eds.), 2016.</li> <li>Grossmann, W., &amp; Rinderle-Ma, S. (2015). Fundamentals of business intelligence. Springer.</li> <li>Abolhassan, F. (2017): The Drivers of Digital Transformation. Springer International Publishing Switzerland.</li> <li>Wang, G. et al. (2016) Big data analytics in logistics and supply chain management: Certain investigations for research and applications. Int. J. Production Economics.</li> <li>Tate, Wendy/Fawcett, Stan/Schoenherr, Tobias/Ashenbaum, Bryan/Carter, Craig/Bals, Lydia (2016): Purchasing &amp; Supply Management: Enhancing Competitiveness and Customer Value, My Educator, LLC: Orem, UT.</li> </ul> Use of innovative online courses and platforms: <ul style="list-style-type: none"> <li>e.g. Udacity (<a href="https://www.udacity.com">https://www.udacity.com</a>)</li> </ul> Selected articles from: <ul style="list-style-type: none"> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations and Production Management</li> <li>Journal of Operations Management</li> </ul>			
18	<u>Preparatory work (if applicable)</u>			
19	Last revision date		LEAVE BLANK	

#### 14. Purchasing Finance

1	Module code	LEAVE BLANK
2	Module title	<b>Purchasing Finance</b>

3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  To equip students with the ability to use a range of financial tools and techniques with which to analyse internal and external organisations and markets. The course will involve applying the concepts and methods of finance to problems in purchasing and explaining SCF concept and instruments.	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i>  1. Ability to apply cost analysis methods; 2. Identify the main sources of information on potential suppliers' financial performance 3. Financial acumen 4. Understand the challenges associated with contract options and approaches to mitigate the effects of financial risks	
13	<u>Indicative Content:</u>  <ul style="list-style-type: none"> <li>• SCF-concept and use of instruments like working capital management etc.</li> <li>• Strategic management of costs and added value</li> <li>• Buying at the right price</li> <li>• Strategic cost management</li> <li>• Cost Management Tools and Techniques</li> <li>• Price Analysis</li> <li>• Pricing Strategy of the Seller</li> <li>• Cost Analysis Techniques</li> <li>• Discounts</li> <li>• Contract Options for Pricing</li> <li>• Cost analysis: interpret detailed cost information; detect potential for cost saving</li> <li>• Supply Chain Finance (e.g. aspects like financing the stocks of smaller suppliers upstream to prevent delivery problems)</li> <li>• Evaluating supplier's financial performance</li> </ul>	
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice.	

	Experiments			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written exam	100%	3 hours	1, 2 & 3
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief and this will be given within an agreed deadline from the assessment submission date.			
17	<u>Learning resources &amp; key texts</u>  <ul style="list-style-type: none"> <li>DeSmet, B. (Forthcoming) Supply Chain Strategy and Financial Metrics: The Supply Chain Triangle of Service, Cost and Cash. Kogan Page.</li> <li>Lysons, K. and Gillingham, M. (2003) Purchasing and Supply Management. 6th Edition. Financial Times Prentice Hall: Harlow, England.</li> <li>Johnson, P. F. and Flynn, A. E. (2015) Purchasing and Supply Management. 15th Edition. Mc Graw Hill: New York, USA.</li> <li>Lysons, K. and Gillingham, M. (2003) Purchasing and Supply Management. 6th Edition. Financial Times Prentice Hall: Harlow, England.</li> <li>Monczka, R. M., Handfield, R. B., Giunpero, L. C., Patterson, J. L. (2015) Purchasing &amp; Supply Management. 6th Edition. Cengage Learning: Boston, USA.</li> <li>Saunders, M. (1997) Strategic Purchasing &amp; Supply Chain Management. 2nd Edition. Pearson Education: Essex, England.</li> <li>Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.</li> </ul> Quality, peer-reviewed journals such as: <ul style="list-style-type: none"> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations &amp; Production Management</li> <li>Journal of Operations Management</li> </ul>			
18	<u>Preparatory work (if applicable)</u>			
19	Last revision date		LEAVE BLANK	

## 15. Purchasing Fundamentals

1	Module code	LEAVE BLANK
2	Module title	<b>Purchasing Fundamentals</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<p><u>Module Aim</u></p> <p>The purpose of this module is to provide an introduction to organisational purchasing in a business environment. The PSM function in any organisation is a key contributor to firm performance and much supply is now no longer of domestic origin, but of a European and international nature. This creates a reliance on suppliers to sustain on-going operational activity. This module will provide students with an understanding of the core tasks and responsibilities of a PSM organisation and its contribution to the organisation's overall strategy, through the application of core PSM strategies, processes and tools. It will enable students to discuss the role and responsibilities of PSM as the interface between the internal customers and an external supply network.</p>	
	<p><u>Intended learning outcomes</u></p> <p><i>By successful completion of the module, you will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify the basic role, benefits, processes and aspects of a PSM department and a variety of specific job roles.</li> <li>2. Apply a range of purchasing techniques and tools to purchasing activities</li> <li>3. Describe cross-functional connections between purchasing and other departments, and departments' connections to external stakeholders</li> <li>4. Identify opportunities and challenges when acting as the interface between internal customer requirements and external supply networks</li> <li>5. Understand the impact of supplier relationship management on PSM performance and apply collaboration tools</li> <li>6. Evaluate trends and developments in PSM and interpret their consequences</li> </ol>	
13	<p><u>Indicative Content</u></p> <ul style="list-style-type: none"> <li>• After introducing some core definitions in the field, this module will broadly follow a procurement process through using a number of examples and case studies.</li> <li>• Defining Purchasing and Supply Management (PSM)</li> <li>• The development and the importance of PSM</li> </ul>	

	<ul style="list-style-type: none"> <li>• Purchasing job roles</li> <li>• Purchasing as an organisation (various organisational models)</li> <li>• Benefits of effective PSM</li> <li>• Core PSM processes: Source-to-contract, purchase-to-pay</li> <li>• Strategic Sourcing: Supplier Classification, Supply Market Analysis, Category Strategy Development, Sourcing Matrix, Kraljic Matrix, Supplier Management</li> <li>• Customer Orientation: Spend Analysis, Interpersonal Communication, Cross-functional Working, Conflict Resolution</li> <li>• Exemplary commodity and domain specific knowledge (e.g. manufacturing &amp; service industry, private &amp; public procurement)</li> <li>• eProcurement Technology, ERP/MRP etc. and their functions in purchasing context</li> <li>• Enterprise Resource Planning / Material Requirements</li> <li>• Planning / Advanced Planning and Scheduling</li> <li>• RFX; Request for Information/Proposal/Quotation - Solicit Offers</li> <li>• Risk management</li> <li>• Negotiation, pricing, cost calculation, cost savings</li> <li>• Evaluation of offers, supplier selection</li> <li>• Contract management</li> <li>• Procurement Controlling and KPI reporting</li> <li>• Supplier Relationship Management: Supplier Development; Supplier Evaluation, Collaboration</li> <li>• Trends &amp; Future Developments for PSM: Make or Buy Decisions, Digitisation, Sustainability</li> </ul>			
14	<u>Learning activities and teaching methods</u>  The module combines lectured concepts and practices, including self-studied online trainings with case studies, games and role-play exercises.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written Report	100	3000 words	All
16	<u>Feedback to students</u>  Students will receive feedback on their performance in the following ways: <ul style="list-style-type: none"> <li>• Both formative and summative feedback will be made available within the delivery of the module</li> <li>• Formative feedback will provide opportunity for students to develop academic, personal and professional development → will be given on an ongoing base in class</li> <li>• Summative feedback will be clearly aligned with the assessment criteria which will be made available → will be given as part of the formal assessment</li> </ul>			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>• Johnson, P. F. and Flynn, A. E. (2015) Purchasing and Supply Management. 15th Edition. Mc Graw Hill: New York, USA.</li> <li>• Monczka, R. M., Handfield, R. B., Giunpero, L. C., Patterson, J. L. (2015) Purchasing &amp; Supply Management. 6th Edition. Cengage Learning: Boston, USA.</li> <li>• Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.</li> </ul>			

	<ul style="list-style-type: none"><li>• Tate, Wendy/Fawcett, Stan/Schoenherr, Tobias/Ashenbaum, Bryan/Carter, Craig/Bals, Lydia (2016): Purchasing &amp; Supply Management: Enhancing Competitiveness and Customer Value, My Educator, LLC: Orem, UT.</li><li>• Bals, Lydia/Laine, Jari/Mugurusi, Godfrey (conditionally accepted): Evolving Procurement Organizations: External and Internal fit Considerations, Journal of Purchasing &amp; Supply Management.</li><li>• Bals, Lydia/Turkulainen, Virpi (forthcoming): Achieving Efficiency and Effectiveness in Purchasing and Supply Management: Organization Design and Outsourcing, Journal of Purchasing &amp; Supply Management, Special Issue IPSERA 2016.</li></ul> <p>Selected articles from:</p> <ul style="list-style-type: none"><li>• Journal of Purchasing &amp; Supply Management</li><li>• Journal of Supply Chain Management</li><li>• Supply Chain Management: An International Journal</li><li>• International Journal of Operations and Production Management</li><li>• Journal of Operations Management</li></ul>	
18	<u>Preparatory work (if applicable)</u>	
19	Last revision date	LEAVE BLANK

## 16. Quality Management in PSM

1	Module code	LEAVE BLANK
2	Module title	<b>Quality Management in PSM</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u> <ul style="list-style-type: none"> <li>Create awareness for the impact of PSM quality management on the overall company performance</li> <li>Provide students with an understanding of the interfaces between PSM and quality</li> <li>Enable students to apply tools and methods for quality management and quality assurance</li> </ul>	
	<u>Intended learning outcomes</u>	

	<i>By successful completion of the module, you will be able to:</i> <ol style="list-style-type: none"><li>1. Explain how to evaluate and measure supplier quality</li><li>2. Describe the benefits of certification and audit processes</li><li>3. Apply tools for quality management</li><li>4. Support initiatives to improve supplier quality</li><li>5. Design the interface and relationship to quality departments</li></ol>			
13	<u>Indicative Content</u> <ul style="list-style-type: none"><li>• Quality management in the relevant PSM process steps (Overview): e.g. Category Strategy Development, supplies specifications development, evaluate Offers &amp; Supplier Selection</li><li>• Quality Management &amp; Assurance: Balanced Scorecard, Set Objectives / KPI's; KPI Reporting Design, measuring buyer and supplier performance to prevent defects in products and avoid problems in production</li><li>• Basics of Statistical Process Control (SPC) and process capability measurement; Six Sigma application areas in PSM</li><li>• Supplier Certification &amp; Quality audits: Quality process management, process evaluation &amp; analysis, cause-and-effect analysis, how to conduct quality audits</li><li>• International quality standards; ISO 9000</li><li>• Identify the main goals of a quality unit within an organisation</li><li>• Interfaces between quality and purchasing</li><li>• Supplier communication and training: Support and advise suppliers with quality improvements (methods and procedure)</li><li>• Quality management strategies</li><li>• Supplier improvement strategies based on quality management practices.</li></ul>			
14	<u>Learning activities and teaching methods</u> <p>The module combines lectured concepts and practices with case studies and role-play exercises.</p>			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written Report	80%	2500 words	All
	Group Presentation	20%	20 minutes	All
16	<u>Feedback to students</u> <p>Students will receive feedback on their performance in the following ways:</p> <ul style="list-style-type: none"><li>• Both formative and summative feedback will be made available within the delivery of the module</li><li>• Formative feedback will provide opportunity for students to develop academic, personal and professional development → will be given on an ongoing base in class</li><li>• Summative feedback will be clearly aligned with the assessment criteria which will be made available → will be given as part of the formal assessment</li></ul>			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"><li>• Loch, C. H., Chick, S., &amp; Huchzermeier, A. (2008). Management quality and competitiveness. Springer, Berlin, Germany.</li></ul>			

	<ul style="list-style-type: none"><li>Nair, A. (2006). Meta-analysis of the relationship between quality management practices and firm performance—implications for quality management theory development. <i>Journal of Operations Management</i>, 24(6), 948-975.</li></ul> <p>Selected articles from:</p> <ul style="list-style-type: none"><li><i>Journal of Purchasing &amp; Supply Management</i></li><li><i>Journal of Supply Chain Management</i></li><li><i>Supply Chain Management: An International Journal</i></li><li><i>International Journal of Operations and Production Management</i></li><li><i>Journal of Operations Management</i></li></ul>	
18	<u>Preparatory work (if applicable)</u>	
19	Last revision date	LEAVE BLANK

## 17. Risk Management in PSM

1	Module code	LEAVE BLANK
2	Module title	<b>Risk Management in PSM</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  The aim of this module is to understand a range of risk factors, types and impacts that can be seen along the supply chain and purchasing environment. The management of such risks is based on continuous risk identification, assessment and control. thus it is necessary learn tactics for it and the module will highlight the role of the purchasing function in reducing vulnerability in both the organization and the whole supply chain.	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i> <ol style="list-style-type: none"> <li>Identify Risk types and sources of risks</li> <li>Apply methods to identify, assess, measure and control risks</li> <li>Apply risk management tools in PSM situations and cases</li> </ol>	



	4. Evaluate how risks can be mitigated 5. Predict future risks based on analytical information and tools			
13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>• The concept of risk and risk management fundamentals</li> <li>• Supply chain risk management: the concept and its basic constructs</li> <li>• Types of risk and risk sources for the supply chain</li> <li>• Supply chain risk identification</li> <li>• Risk mitigating strategies in supply chains</li> <li>• Predictive risk management</li> </ul>			
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written examination	50	2 hours	All
	Reflective Log	20	1,000 words	1, 2
	Case study group work	30	30 minutes	3, 4 & 5
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief and this will be given within an agreed deadline from the assessment submission date.			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>• Johnson, P. F. and Flynn, A. E. (2015) Purchasing and Supply Management. 15th Edition. Mc Graw Hill: New York, USA.</li> <li>• Monczka, R. M., Handfield, R. B., Giunpero, L. C., Patterson, J. L. (2015) Purchasing &amp; Supply Management. 6th Edition. Cengage Learning: Boston, USA.</li> <li>• Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.</li> <li>• Zsidisin, G. A., Panelli, A., &amp; Upton, R. (2000). Purchasing organization involvement in risk assessments, contingency plans, and risk management: an exploratory study. Supply Chain Management: An International Journal, 5(4), 187-198.</li> <li>• Hallikas, J., &amp; Lintukangas, K. (2016). Purchasing and supply: An investigation of risk management performance. International Journal of Production Economics, 171, 487-494.</li> </ul> Quality, peer-reviewed journals such as:			

	<ul style="list-style-type: none"><li>• Journal of Purchasing &amp; Supply Management</li><li>• Journal of Supply Chain Management</li><li>• Supply Chain Management: An International Journal</li><li>• International Journal of Operations &amp; Production Management</li><li>• Journal of Operations Management</li></ul>	
18	<u>Preparatory work (if applicable)</u>	
19	Last revision date	LEAVE BLANK

## 18. Advanced Category Management

1	Module code	LEAVE BLANK
2	Module title	<b>Advanced Category Management</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  To introduce students to more complex and advanced techniques of category management and also to develop a more strategic and deeper understanding of category management to focus on how best to create a suitable organisational environment and ensure its successful deployment in a variety of organisational contexts. In particular, this module will look at how category management can support an organisation's sustainability agenda, as well as understanding the resource implications of implementing and running category management approaches. In addition, it will introduce to students more complex ways of managing categories.	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i> <ol style="list-style-type: none"> <li>1. Integrate advanced category management principles and processes appropriate to different organisational contexts.</li> <li>2. Evaluate how a variety of organisations could best implement category management principles and processes.</li> <li>3. Implement best case solutions to organisational based problems in relation to category management.</li> </ol>	

	4. Discuss the role of leadership, a range of leadership types and change management in implementing category management principles and processes.			
13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>• The process of category management</li> <li>• Organisational enablers and barriers to the successful adoption of category management in a variety of organisational settings</li> <li>• Organisational culture</li> <li>• Sustainability</li> <li>• Resource implications of category management</li> <li>• Leadership styles and types</li> <li>• Establishing teams</li> <li>• Talent management and recruitment</li> <li>• Differences between category types (e.g. services)</li> <li>• Stakeholder analysis</li> <li>• Change Management</li> <li>• Identification and selection of alternative approaches</li> <li>• Advanced category management tools, techniques and methods</li> </ul>			
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies are used to demonstrate the application of theory to practice. In addition, role-play scenarios will be used to illustrate and embed category management knowledge and in particular show the challenges that such implementation might face at the organisational level.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Written report in which a plan is developed to implement category management at the organisational level	50%	1,500	1,2 3, & 4
	Written exam assessing advanced category management techniques	50%	1 hour	1 & 2
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria which, will be made available with the assignment brief and this will be given within an agreed deadline from the assessment submission date.			

17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>• Carlsson, M. (2015). Strategic Sourcing and Category Management: Lesson Learned at IKEA. Kogan Page.</li> <li>• Chun, D.Y. and Cadeaux, J. (2010) How supplier category management policy influences category sales performance. Asia Pacific Journal of Marketing and Logistics, Vol.22 (2), pp.222-231.</li> <li>• Cousins, P., Lamming, R., Lawson, B. &amp; Squire, B. (2008). Strategic Supply Management: Principles, Theories and Practice. FT Prentice Hall: Essex, England.</li> <li>• O'Brien, J. (2009) Category Management in Purchasing: A Strategic Approach to Maximize Business Profitability. Kogan Page.</li> <li>• Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.</li> </ul> <p>Quality, peer-reviewed journals such as:</p> <ul style="list-style-type: none"> <li>• Journal of Purchasing &amp; Supply Management</li> <li>• Journal of Supply Chain Management</li> <li>• Supply Chain Management: An International Journal</li> <li>• International Journal of Operations &amp; Production Management</li> <li>• Journal of Operations Management</li> </ul>	
18	<u>Preparatory work (if applicable)</u>  Revisit Category Management module	
19	Last revision date	LEAVE BLANK

## 19. Supply Chain Management (SCM)

1	Module code	LEAVE BLANK
2	Module title	<b>Supply Chain Management (SCM)</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  Supply Chain Management (SCM) is a strategic level of managing flows of products, finances, and information within and across a supply chain upstream or downstream from a source to a customer. The	

	SCM module has the objective of demonstrating the importance of SCM in modern PSM as a way of adding value and contributing to overall organizational competitive advantage.			
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to demonstrate:</i> <ol style="list-style-type: none"> <li>1. To identify network stakeholders and describe holistic supply networks and interdependencies;</li> <li>2. To analyse and optimize holistic supply networks and interdependencies and complex buying situations;</li> <li>3. To describe unique business insights and detect opportunities which are intended to create competitive advantage for a firm and the overall network.</li> </ol>			
13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>• Supply Chain Management; Holistic supply chain thinking; Enterprise Resource Planning / Material Requirements; Network design</li> <li>• Planning / Advanced Planning and Scheduling; Pooling Planning and Organising; Logistics; Supply Chain Analysis and Planning; Forecasting of the demand;</li> <li>• Process optimisation; Resilience; Risk management; Sustainable Supply Chain</li> <li>• Change Management; Problem solving; Process optimisation; Ability to make decisions; Deal with ambiguity; Critical, strategic and holistic thinking</li> </ul>			
14	<u>Learning activities and teaching methods</u>  Through a mix of formal lectures covering theoretical and conceptual aspects and also smaller interactive seminars / tutorials in which practical case studies and role-plays (e.g. in business simulations) are used to demonstrate the application of theory to practice.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Report on a case study on Supply Chain Management	100 %	3,000 words	1 – 3
16	<u>Feedback to students</u>  Students will receive feedback on their ongoing performance in a number of formal and informal ways, including:  Formative feedback will be made available within the delivery of the module, for example on student led tutorial activities, which will provide students the ongoing opportunity for their academic, personal and professional development and prepare them for the assessments.  Summative feedback will be clearly aligned with the assessment criteria, which will be made available with the assignment brief, and this will be given within an agreed deadline from the assessment submission date.			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>• Johnson, P. F. and Flynn, A. E. (2015) Purchasing and Supply Management. 15th Edition. Mc Graw Hill: New York, USA.</li> <li>• Monczka, R. M., Handfield, R. B., Giunpero, L. C., Patterson, J. L. (2015) Purchasing &amp; Supply Management. 6th Edition. Cengage Learning: Boston, USA.</li> <li>• Van Weele, A. (2014). Purchasing and Supply Chain Management. 6th Edition. Cengage Learning: Hampshire, England.</li> </ul>			

	<ul style="list-style-type: none"><li>Tang, C. S., Teo, C. P., &amp; Wei, K. K. (Eds.). (2007). Supply chain analysis: a handbook on the interaction of information, system and optimization (Vol. 119). Springer Science &amp; Business Media.</li></ul> <p>Quality, peer-reviewed journals such as:</p> <ul style="list-style-type: none"><li>Journal of Purchasing &amp; Supply Management</li><li>Journal of Supply Chain Management</li><li>Supply Chain Management: An International Journal</li><li>International Journal of Operations &amp; Production Management</li><li>Journal of Operations Management</li></ul>	
18	<u>Preparatory work (if applicable)</u>	
19	Last revision date	LEAVE BLANK

## 20. Sustainability Management

1	Module code	LEAVE BLANK
2	Module title	<b>Sustainability Management</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  Provide an overview of sustainability related issues in business and the PSM context, as well as identifying processes and tools for sustainability management. This will enable students to critically discuss challenges and dilemma situations when implementing sustainability standards in PSM.	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to:</i> <ol style="list-style-type: none"> <li>1. Explain the impact of sustainability aspects across the entire supply chain</li> <li>2. Apply tools for sustainability management relevant for PSM</li> <li>3. Describe the role that sustainability plays in ensuring organisational competitiveness</li> <li>4. Understand the complexity and ambiguity of certain sustainability issues</li> </ol>	

13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>Sustainability theory and concepts, including shared value creation and circularity</li> <li>The role of sustainability and innovation in identifying the opportunities for PSM to interconnect innovative product and process design to contribute to the sustainability agenda of an organisation; including both product and process design, understanding consumer concerns and product lifecycles, developing suitable marketing activities and engaging with non-governmental organisations.</li> <li>Sustainability impact of certain products and services</li> <li>International sustainability regulations and standards with an impact on PSM</li> <li>Sustainability aspects in the standard PSM process: <ul style="list-style-type: none"> <li>Category Strategy</li> <li>Tender Analysis &amp; Negotiation</li> <li>Sustainability in supplier guidelines and contracts</li> <li>Sustainability risk management in PSM</li> <li>Sustainable Supplier Relationship Management, Collaboration and Communication of sustainability issues</li> <li>Supplier evaluation – Sustainability Assessments and audits</li> </ul> </li> <li>Stakeholder management and communication – Tools and measures</li> <li>Decision making in dilemma situations</li> <li>Working in cross-functional teams and co-operations</li> <li>Ethics and compliance in business relationships</li> </ul>			
14	<u>Learning activities and teaching methods</u>  An active and participative workshop approach will be adopted. This will involve lectured concepts and practices, case studies, videos, active role-play exercises and presentations.			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Group presentation	20%	20 minutes	All
	Written Report	80%	2000 words	All
16	<u>Feedback to students</u>  Students will receive feedback on their performance in the following ways: <ul style="list-style-type: none"> <li>Both formative and summative feedback will be made available within the delivery of the module</li> <li>Formative feedback will provide opportunity for students to develop academic, personal and professional development → will be given on an ongoing base in class</li> <li>Summative feedback will be clearly aligned with the assessment criteria which will be made available → will be given as part of the formal assessment</li> </ul>			
17	<u>Learning resources &amp; key texts</u> <ul style="list-style-type: none"> <li>Carroll, Archie (1979), A three dimensional model of corporate social performance, in: Academy of Management Review, 4, p. 497.</li> <li>Freeman, R. Edward (1984), Strategic management: a stakeholder approach, Boston: Pitman.</li> <li>Garriga, Elisabet; Melé, Domènec (2004), Corporate Social Responsibility Theories: Mapping the Territory, Journal of Business Ethics, Vol. 1, 53, p. 51-71.</li> <li>Johnsen, T.E., Howard, M., Miemczyk, J. (2014), Purchasing and supply chain management. A sustainability perspective, Routledge, New York.</li> </ul>			

	<ul style="list-style-type: none"> <li>Porter, M.E.; Kramer, M.R. (2011), Creating Shared Value, Harvard Business Review, Vol. 89/Issue 1, 2 (2011), p. 62-77.</li> <li>Rahbek, Esben; Pedersen, Gjerdrum (2015), Corporate Social Responsibility, Sage, London.</li> </ul> <p>Selected articles from:</p> <ul style="list-style-type: none"> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations and Production Management</li> <li>Journal of Operations Management</li> <li>Journal of Business Ethics</li> </ul> <p>UN Global Compact Dilemma Game</p>
18	<u>Preparatory work (if applicable)</u>
19	<div>Last revision date</div> <div>LEAVE BLANK</div>

## 21. The Business Context

1	Module code	LEAVE BLANK
2	Module title	<b>The Business Context</b>
3	Level	LEAVE BLANK
4	ECTS credits	LEAVE BLANK
5	Excluded combinations	LEAVE BLANK
6	Pre-requisite or co-requisite	LEAVE BLANK
7	Class contact time: total hours	Total Hours: LEAVE BLANK
8	Independent study time: total hours	Total Hours: LEAVE BLANK
9	Semester(s) of delivery	LEAVE BLANK
10	Main campus location	LEAVE BLANK
11	Module co-ordinator	LEAVE BLANK
12	<u>Module Aim</u>  This module will foster the development of student's business acumen, by providing them with an understanding of how organisations fit within their competitive context and also how Purchasing and Supply Management (PSM) decisions affect other organisational functions, as well as customers and society. Students should be prepared to handle change and work in a cross-functional environment and sustain knowledge in the long term.	
	<u>Intended learning outcomes</u>  <i>By successful completion of the module, you will be able to:</i>	



	<ol style="list-style-type: none"> <li>1. Identify how organisations make money and generate value</li> <li>2. Apply a range of economics and financial techniques to interpret financial transactions and facilitate analysis</li> <li>3. Analyse the modern global business environment, in which a variety of organisation types operate and which involves rapid change (e.g. trends like crowdsourcing)</li> <li>4. Evaluate the role of PSM in a wider and holistic organisational context from both internal and external perspectives and its role within the wider holistic Supply Chain</li> <li>5. Reflect your own behaviour in a cross-functional environment</li> </ol>			
13	<u>Indicative Content</u> <ul style="list-style-type: none"> <li>• Utilise the PESTEL framework for analysing the macro-business environment</li> <li>• Internal stakeholder mapping for analysing the micro-business environment</li> <li>• Supply, demand and price in the business environment</li> <li>• Competition and alternative market structures (Five Forces, SWOT)</li> <li>• The relationship between government and business, including regulatory, monetary, fiscal and environmental issues</li> <li>• Measuring economic growth</li> <li>• Shared Value Concept</li> <li>• Different types of organisations</li> <li>• Interdependencies in a variety of business environments</li> <li>• Characterizing a business' own position; Value Chains, Business Models versus Supply Chains and Networks</li> <li>• Entrepreneurial capabilities: Decision making in PSM and their impact on the company (and vice versa), strategy development</li> <li>• Self-reflection "Business acumen and personal maturity"</li> <li>• Corporate Governance: Describe the need and benefit to set up corporate governance processes in private or public institutions; Name international or local regulations for corporate governance in private or public institutions; give examples of corporate governance elements</li> <li>• Knowledge sharing: awareness of the importance of sharing knowledge, and the knowledge and application of appropriate tools to do this</li> <li>• Change Management: Apply methods and tools, e.g. scenario analysis</li> </ul>			
14	<p>Learning activities and teaching methods</p> <p>The module primarily applies interactive teaching methods like business simulations, case studies and teamwork. Individual self-reflection sections and lectured input complements the interactive character.</p>			
15	<u>Assessment</u> (may use multiple assessments)			
	Form of Assessment	% weighting of module	Size of the assessment	ILOs assessed
	Exam	80%	2.5 hours	All
	Group presentation	20%	30 minutes	All
16	<u>Feedback to students</u> <p>Students will receive feedback on their performance in the following ways:</p> <ul style="list-style-type: none"> <li>• Both formative and summative feedback will be made available within the delivery of the module</li> <li>• Formative feedback will provide opportunity for students to develop academic, personal and professional development → will be given on an ongoing base in class</li> </ul>			

	<ul style="list-style-type: none"> <li>Summative feedback will be clearly aligned with the assessment criteria which will be made available → will be given as part of the formal assessment</li> </ul>	
17	<p><u>Learning resources &amp; key texts</u></p> <ul style="list-style-type: none"> <li>Harford, J., Mansi, S. A., &amp; Maxwell, W. F. (2012). Corporate governance and firm cash holdings in the US. In Corporate Governance (pp. 107-138). Springer Berlin Heidelberg.</li> <li>Wetherly, P. &amp; Otter, D. (2014). The Business Environment: Themes And Issues, 3rd Edition Oup: Oxford.</li> <li>Sloman, J. (2014). Economics, 9th Edition Prentice Hall.</li> <li>Worthington, I. &amp; Britton, C. (2014). The Business Environment. 7th Edition Pearson</li> <li>Davis, J., Subrahmanian, E., &amp; Westerberg, A. (Eds.). (2005). Knowledge management: Organizational and technological dimensions. Springer Science &amp; Business Media.</li> <li>The Fresh Connection Business Simulation</li> <li>Virtonomics</li> <li>Platform Wars</li> <li>Industry Masters: <a href="http://www.industrymasters.com">http://www.industrymasters.com</a></li> </ul> <p>Selected articles from:</p> <ul style="list-style-type: none"> <li>Accounting Review</li> <li>Econometrica</li> <li>International Economic Review</li> <li>Journal of International Economics</li> <li>Journal of International Business Studies</li> <li>Journal of Purchasing &amp; Supply Management</li> <li>Journal of Supply Chain Management</li> <li>Supply Chain Management: An International Journal</li> <li>International Journal of Operations and Production Management</li> <li>Journal of Operations Management</li> <li>Journal of Business Ethics</li> </ul>	
18	<p><u>Preparatory work (if applicable)</u></p>	
19	Last revision date	LEAVE BLANK

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Access method: [http://www.stat.fi/til/tpulk/2016/04/tpulk\\_2016\\_04\\_2017-03-15\\_tau\\_003\\_en.html](http://www.stat.fi/til/tpulk/2016/04/tpulk_2016_04_2017-03-15_tau_003_en.html)
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