

## 6.7 Module 7: Sustainable Procurement

### 6.7.1 Headline information about the module

<b>Module title</b>	Sustainable Procurement
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	9
<b>Module number/reference</b>	MPSCM -SP
<b>Parent programme(s) the plural arises if there are embedded programmes to be validated.</b>	MSc in Procurement and Supply Chain Management
<b>Stage of parent programme</b>	1
<b>Semester</b>	2
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	10
<b>List the teaching and learning modes</b>	Full time, part time
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Learners should normally hold an approved honours degree in a business related discipline or equivalent qualification from an approved tertiary/or professional institution
<b>Pre-requisite module titles</b>	Not applicable
<b>Co-requisite module titles</b>	Not applicable
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Lecturing staff should hold a masters Level (Level 9) qualification in procurement/supply chain management with at least 5 years working in a management or consultant related role. Preferably with a third level teaching qualification (e.g. Certificate in Training and Education).
<b>Maximum number of learners per centre (or instance of the module)</b>	60
<b>Duration of the module</b>	12 weeks
<b>Average (over the duration of the module) of the contact hours per week</b>	6
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Normal lecture room with internet access and good-quality audio-visual equipment.

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:60	60
Monitoring and small-group teaching	1:30	12
Other		
Independent Learning		
Directed e-learning (hours)		
Independent Learning (hours)		178
Other hours (group project)		
Work-based learning hours of learning effort		
<b>Total Effort (hours)</b>		<b>250</b>

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100				100%

### 6.7.2 Module aims and objectives

The module develops learners' understanding of the concept and initiatives of sustainability which includes corporate social responsibility. This will include the supply chain impact on communities and society, environmental aspects of procurement, ethical trading and working standards. The module looks at the alignment of sustainable goals within the supply chain which has local and global dimensions and developing the area for organisational commitment, procedures, systems and practices.

### 6.7.3 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) critically discuss the importance of compliance with standards to achieve sustainability in supply chains
- (ii) appraise the initiatives and standards to improve sustainability
- (iii) discuss the principles of building a sustainable procurement system and how to improve the processes of delivering this system
- (iv) critically appraise the challenges managers face in a procurement organisation
- (v) critique managerial and technical insights to manage and operate sustainable procurement
- (vi) develop an appreciation for management of incorporating sustainability into the procurement process.

### 6.7.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

The module provides learners with a detailed understanding and knowledge of the concept of developing sustainability within the supply chain. In today's global economy a sustainable supply chain is one of the key factors for the success of the organisation in order to secure the long-term future.

### **6.7.5 Information provided to learners about the module**

The Programme Handbook contains the module descriptor and assessment details. Extensive use of the VLE, Moodle, provides detailed notes and additional resources. In class, learners are provided with a PowerPoint pack and extensive reading list, incorporating professional and academic sources.

### **6.7.6 Module content, organisation and structure**

The module involves the application of some material previously covered in related modules, in addition to new material in the areas of sustainability methodologies and skills. Throughout the delivery, case studies and group discussions aim to integrate the relevant theories and applications in the analysis of particular supply chain scenarios.

#### **Introduction to Sustainability**

- Background to sustainability
- Aspects and drives
- Risks and rewards
- Developing and implementing sustainable procurement policy

#### **Sustainability Issues in Supply Chains**

- Globalisation and supply chains
- Overview of sustainability issues
- Cultural and social issues
- Environmental issues
- Stakeholder conflicts and trade-offs

#### **Sustainability Initiatives and Standards**

- The role of codes and standards
- Labour codes and fair-trade standards
- Environmental management standards
- General sustainability and sustainable procurement

#### **Developing Responsible Procurement**

- Principles of responsible procurement
- Implications of responsible procurement
- Power in supply chains
- Managing conflicting priorities
- Sustainability risk management
- Sustainability through the procurement cycle

#### **Sustainable Specification and Contract Development**

- Identifying and defining requirements
- Developing sustainable specifications
- Developing market knowledge
- Contract negotiation and development
- Sustainable pricing
- Other sustainable contract terms

### **Sustainable Supplier Selection**

- Sustainable considerations in supplier selection
- Supplier pre-qualification and selection
- Contract award
- Supporting SME's and diverse suppliers

### **Sustainable Performance Measurement**

- Sustainability benchmarks and targets
- KPI's
- Balanced scorecard
- Collaborative performance management
- Contract and supplier management

### **Managing Supply Chain Complexity**

- Supply chain complexity
- Supply chain mapping
- Managing risk and vulnerability
- Portfolio analysis
- Supply chain visibility

### **Managing Supply Chain Compliance**

- Monitoring sustainability performance
- Supply chain audits
- 3<sup>rd</sup> party auditing
- Maintaining accountability

### **Improving and Developing Compliance**

- Supplier relationship management
- Corrective action planning
- Continuous improvement planning
- Supplier development programmes
- Problem solving

### **6.7.7 Module teaching and learning (including formative assessment) strategy**

A range of delivery methods are adopted, including lectures, tutorials, case studies and in-class exercises using a range of professional and academic sources. These are designed to engage learners in the module content, and associated competencies that the programme team wishes learners to develop over the course of the module. Learners' guided independent reading and research is supported by use of Moodle to prepare learners for their classes in addition to developing autonomous self-directed learners.

### **6.7.8 Work-based learning and practice-placement**

There is no work-based learning on practice-placement within this module.

### **6.7.9 E-learning**

E-learning supports are provided via the college's online learning environment, Moodle, including extensive library resources.

### 6.7.10 Module physical resource requirements

Normal lecture room with internet access and good-quality audio-visual equipment. All learners have access to an extensive range of “actual” and “remote access” library resources. The library monitors and updates its resources on an ongoing basis, in line with the College’s Library Acquisition Policy. Lecturers update reading lists for this programme on an annual basis.

### 6.7.11 Reading lists and other information resources

Learners can draw on reading lists from their other modules in addition to the resources below.

#### Primary Reading

*Grando, A & Belvedere, V. (2017) Sustainable Operations & Supply Chain Management. West Sussex: Wiley.*

#### Secondary Reading

*Fahimnia, B. (ed.) (2015) Green Logistics and Transportation: A Sustainable Supply Chain Perspective. Cham: Springer*

*Grant, D.B., Trautrim, A. and Wong, C.Y. (2017) Sustainable Logistics and Supply Chain Management: Principles and Practices for Sustainable Operations and Management. Second edition. New York: Kogan Page Ltd*

*Weetman, C. (2017) A Circular Economy Handbook for Business and Supply Chains: Repair, Remake, Redesign, Rethink. 1st Edition. London ; New York: Kogan Page Ltd.*

### 6.7.12 Specifications for module staffing requirements

Lecturing staff should hold a masters level (Level 9) qualification, preferably with a third level teaching qualification (e.g. Certificate in Training and Education).

### 6.7.13 Module summative assessment strategy

Learners analyse a series of sustainability and supply chain issues and case studies. Through these scenarios and case studies learners can identify and define problems, analyse options and methodologies, develop their strategic awareness, exercise appropriate professional and ethical judgment and develop reasoned strategies. Assessment of this module is an individual case assignment. The assessed work breakdown is presented in the table below:

No	Description	MIMLOs	Weighting
1	Individual case study assignment	(i), (ii), (iii), (iv), (v), (vi)	100%

### 6.7.14 Sample assessment materials

Please see Sample Assessment Handbook.