

Module P6: Strategic Procurement and Supply Management

Stage	1						
Semester	2						
Module Title	Strategic Procurement and Supply Management						
Module Number/Reference	P6 - SPSM						
Module Status (Mandatory/Elective)	Mandatory						
Module ECTS credit	5						
Module NFQ level (only if applicable)	9						
Pre-requisite Module Titles	No						
Co-requisite Module Titles	No						
Is this a capstone module? (Yes or No)	No						
List of Module Teaching Personnel	Dr. Paul Davis						
Contact Hours				Non-contact Hours			Total Effort (Hours)
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
18		18				64	100
Allocation of Marks (Within the Module)							
	Continuous Assessment	Project	Practical	Final Examination	Total is always 100%		
Percentage contribution	50%			50%	100%		

Intended Module Learning Outcomes

On successful completion of this programme the module learners will be able to:

1. Develop and critically appraise procurement performance measures for an organisation
2. Analyse, describe and critique the strategic nature of procurement
3. Demonstrate how procurement can align itself with corporate objectives through case analysis, discussion and presentation
4. Identify and critique the role of ethics in procurement
5. Identify, appraise and critique the environmental and legislative factors that influence strategic procurement decisions

Module Objectives

The aim of this module is to develop learners' understanding of leading edge thinking in the area of strategic procurement. Learners will be able at the end of this module to adapt the strategic procurement perspective of procurement thus adding increase value to organisations which they will operate.

Module Curriculum

This course gives learners a detailed review of strategic procurement .

Week 1	Background, objectives and structure
Week 2	Defining Strategic Procurement
Week 3	Strategic Procurement – A Private Sector lens
Week 4	Strategic Procurement – A Public Sector lens
Week 5	Organising for Strategic Procurement – procurement governance structures
Week 6	Innovation and Procurement – service innovation versus product innovation
Week 7	Technology and Procurement
Week 8	Assignment week
Week 9	Global Procurement and Supply Management Techniques – negotiating in an international environment – a cultural overview
Week 10	Sustainable Procurement – a local policy objective
Week 11	Strategic Procurement – a programme management approach
Week 12	Future Issues for Strategic Procurement
Week 13	Module Review and Exam Preparation

Reading lists and other learning materials

Essential Reading

Booth C, (2010), *Strategic Procurement*

Websites

www.ipsera.org

Journals

International Journal of Purchasing and Supply Management

Journal of Supply Management

Journal of Public Procurement

The module will be supported through a case based learning approach utilising current and relevant cases from the ECCH (European Case Clearing House) and others. It is felt that a single text book will form foundational level approaches but that the case approach will develop masters level critical thinking skills.

Module Learning Environment

Accommodation

A base classroom is used for teaching purposes for the delivery of the Strategic Procurement and Supply Management module. Participants also have access to online teaching resources and Moodle, which is Griffith College's current Virtual Learning Environment (VLE).

The learners also participate in field trips to industries to experience the various types of businesses and how they manage the implementation of strategic procurement.

Library

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 course on an annual basis as is the norm with all courses run by Griffith College.

Module Teaching and Learning Strategy

Teaching strategies employed in the Strategic Procurement and Supply Management module have been selected on the basis of their appropriateness to the curriculum content and their effectiveness in accomplishing the module aims and specified learning outcomes. Learning and teaching strategies on the Strategic Procurement are focused on the development of learner reflection and a deep approach to learning. These teaching methods include:

- Lectures
- Guest Lectures
- Field Trips.

Lectures

Lectures provide the means for communication between lecturer and learners in which basic concepts and ideas relating to the module are presented. The lecture format is used in the context of the module to accomplish the following aims:

- To present precise factual information.
- To introduce learners to concepts and terminology.
- To survey the general themes of the Module area and unite various strands.
- To update learners on recent development in the area.
- To promote understanding, application and analysis.

Lectures can be flexible and take a variety of forms, those forms most appropriate to this degree in this module would include:

- Lecture and discussion.
- Lecture and worked exercises.
- Lecture and question and answer.

- Lecture and project work.
- Lecture and prescribed reading.
- Lecture and tutorials.

Guest Lectures

Lectures on a variety of topics relevant to Strategic Procurement and Supply are delivered by lecturers from educational establishments and by personnel from the relevant industries and other bodies. Such lecturers can input particular expertise at the appropriate level in a concentrated format to achieve specific learning outcomes. It can provide for input from the 'practical' perspective allowing theory to be reinforced by the experience of practitioners in the field.

Module Assessment Strategy

Element Number	Weighting	Type	Description
1	30%	Project	Written report focusing on strategic procurement within an organisation
2	20 %	In Class Exercise	Negotiating in a multicultural environment
2	50%	Closed Book Examination	Analytical questions – to review and critique topics on strategic procurement

Assessment Strategy			
Module Learning Outcome	Element 1	Element 2	Element 3
1. Develop and critically appraise procurement performance measures for an organisation	Yes	Yes	Yes
2. Analyse, describe and critique the strategic nature of procurement	Yes	Yes	Yes
3. Demonstrate how procurement can align itself with corporate objectives through case analysis, discussion and presentation	yes	N/A	Yes
4. Identify and critique the role of ethics in procurement	Yes	Yes	Yes
5. Identify, appraise and critique the environmental and legislative factors that influence strategic procurement decisions	Yes	N/A	N/A

Sample Examination Marking Criteria

Outstanding work which is both illuminating and insightful. Language is fluent and authoritative demonstrating a comprehensive knowledge, and convincing command of the subject matter. Accurate and concise application of theory and additional sources of work where appropriate. Exceptionally clear and well articulated examples provided to support learners answer. Excellent structure.	80%+
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Evidence of a very good understanding of theory and sound application to a particular business scenario when required. Competent critical analysis with the ability to develop a clear and compelling argument. Well developed examples where required to help illustrate learners work.	70- 79 %
Good understanding of the underlying concepts and a good attempt at applying theory to business scenario when required. Good logic and structure to answer. Examples provided to illustrate answer.	60- 69%
Evidence of some reading from lectures, handouts, recommended texts though often descriptive in nature. Reasonable use of most major points though missing some key elements of theory. Confused or unclear in parts. Examples provided where required but underdeveloped.	55 – 59%
Some relevant material but inadequate or incomplete treatment of same. Minimal or missing examples.	50 – 54%
Not of passing standard though shows signs of some engagement with the material.	45 – 49%
Serious lack of relevance; signs of lack of involvement with course material; serious confusion.	<45%