

Level 5

Advanced Diploma in Procurement and Supply

Grow in confidence

5
CIPS LEVEL

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CIPS LEVEL

How to read a CIPS syllabus

Before getting started on any of our qualifications we encourage you to read the syllabus. Our examiners will use the syllabus to set the exam questions to test your knowledge and understanding of the content.

Each syllabus is split into topic modules. Each module is further broken down into learning outcomes, assessment criteria and indicative content.

Learning Outcomes

This is the overarching theme of the content for the module that you are studying. It's the first part in the list of items that our examiners will use to write their questions to test your knowledge and understanding.

Assessment Criteria

This will give you a breakdown of the learning outcome or theme. Take notice of the command words used at the start of each assessment criteria. The meaning of a command word can be found in our **Guide to CIPS Exams**. Our examiners consider these when creating questions to test your knowledge and understanding.

Indicative Content

The following content provides examples of what you could be asked questions about in an exam but remember this is not an exhaustive list. You should aim to study and thoroughly understand each topic in this content list.

| Managing Teams and Individuals (LSM1) | |
|--|---|
| Learning outcomes, assessment criteria and indicative content | |
| 1.0 Understand, analyse, and apply management and organisational approaches | |
| 1.1 Analyse aspects of organisational behaviour | <ul style="list-style-type: none">1.1.1 Behaviour of individuals1.1.2 Organisational structure and the impact on team behaviour1.1.3 Impact of organisational structures on the process of management1.1.4 Organisational metaphors1.1.5 Impact of the psychological contract in managing individuals1.1.6 STEEPLED factors influencing organisational behaviour |
| 1.2 Analyse the traditional approaches of management and organisational behaviour | <ul style="list-style-type: none">1.2.1 Administrative approach1.2.2 Scientific management approach1.2.3 Bureaucratic approach |
| 1.3 Analyse contemporary approaches to management and organisational behaviour | <ul style="list-style-type: none">1.3.1 Organisations as a 'socio-technical' system1.3.2 The systems approach to organisational behaviour1.3.3 The contingency approach1.3.4 Postmodernism in organisations1.3.5 Human relations approach1.3.6 Management and distributed leadership |
| 1.4 Evaluate influences that shape organisational behaviour | <ul style="list-style-type: none">1.4.1 The role of individuals1.4.2 The role of teams and groups1.4.3 The role of the organisation1.4.4 The cultural environment and methodologies for assessing cultural types |



Your qualification

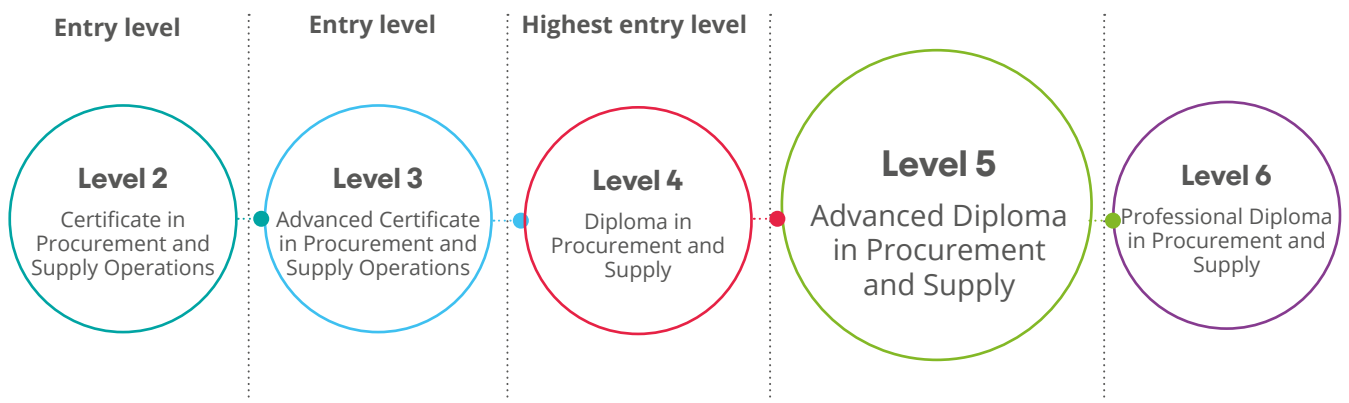
CIPS qualifications are regulated internationally to ensure we offer a recognised, professional standard in procurement and supply. CIPS Level 5* Advanced Diploma in Procurement and Supply is a vocationally related professional qualification. Formal recognition is included within the regulatory frameworks of an increasing number of countries such as the UK (England, Wales and Northern Ireland), Dubai, Trinidad & Tobago, Botswana and Ghana. Further information on this recognition and the details of corresponding qualifications levels for other international qualifications frameworks are detailed on our website. CIPS members can have the confidence in our regulated qualifications, which reliably indicate the standard of knowledge, skills and understanding that you, as a learner, are required to demonstrate.

A vocationally related qualification, the Level 5 Advanced Diploma is designed for individuals who are more experienced members of the profession. Individuals who are expected to develop, improve, and fulfil functional business objectives and also formulate direction.

The required knowledge and skills are developed as learners perform practical, work-related tasks with a focus on how to deal with key aspects of risk in supply chains and mitigation of those

risks, processing and evaluating contracts and the impact of legal implications and non-conformance of contracts. Learners will also understand the importance of ESG considerations on procurement and supply activities.

On completion of this qualification, you can expect to improve your overall organisational procurement and supply performance to fulfil your organisational objectives.



NEXT STEPS

This qualification provides progression to the CIPS Level 6 Professional Diploma in Procurement and Supply

Level 6

*Refers to levels within the UK RQF. Other regulatory bodies may have different corresponding levels

What will I study?



42 credits must be made up of these **CORE** modules

| | |
|--|----------------------|
| CORE Level 5 Managing Teams and Individuals (L5M1) | 12 CREDITS |
| CORE Level 5 Managing Supply Chain Risk (L5M2) | 6 CREDITS |
| CORE Level 5 Managing Contractual Risk (L5M3) | 6 CREDITS |
| CORE Level 5 Advanced Contract & Financial Management (L5M4) | 12 CREDITS |
| CORE Level 5 Managing Ethical Procurement and Supply (L5M5) | 6 CREDITS |

Choose three **ELECTIVE** modules to make up the final **18 credits**

| | | | |
|---|---------------------|--|---------------------|
| ELECTIVE Level 5 Category Management (L5M6) | 6 CREDITS | ELECTIVE Level 5 Achieving Competitive Advantage Through the Supply Chain (L5M7) | 6 CREDITS |
| ELECTIVE Level 5 Project and Change Management (L5M8) | 6 CREDITS | ELECTIVE Level 5 Operations Management (L5M9) | 6 CREDITS |
| ELECTIVE Level 5 Logistics Management (L5M10) | 6 CREDITS | ELECTIVE Level 5 Advanced Negotiation (L5M15) | 6 CREDITS |



Who is it for?

Provides senior buyers, contract, and supply chain managers with the expertise to improve organisational procurement and to fulfil organisational objectives. It gives you the knowledge base to reduce cost, improve quality and timescales, manage the supply chain and deal with legal issues.

What will I learn?

Building on the practical knowledge and understanding gained at CIPS Level 4 Diploma in Procurement and Supply you will develop a higher level of practical, theoretical, and technical knowledge and understanding of procurement and supply. Your learning will focus on how to deal with key aspects of risk in supply chains and mitigation of those risks; processing and evaluating contracts and the impact of legal implications when contracts are breached. On completion of this qualification, you can expect to improve your overall organisational procurement and supply performance to fulfil your organisational objectives.

Entry requirements

You will need to have achieved the CIPS Level 4 Diploma in Procurement and Supply.

Credit values

To gain a qualification you are required to complete a total number of credits. This is a way of quantifying the required number of study hours. 1 credit is equivalent to 10 hours of study. Each module is given a credit value of 6 or 12 credits.

About our exams and your study commitments

Objective response exam format (OR)

These questions allow you to select a response from a list of possible answers. You will find these types of exams across all our qualifications levels and they are marked by computer and then moderated by CIPS examiners.

OR

Guided learning hours (GLH)

It is expected that you will undertake 250 GLH. This includes lectures, tutorials and practicals, as well as supervised study in, for example, learning centres and workshops.

250
GLH HOURS

Constructed response exam format (CR)

These questions require you to create or 'construct' a response to the question such as an essay or case study. You will find this type of exam in our diploma level qualifications and they will be marked by subject expert examiners.

CR

Self-study requirement (SSR)

Additionally, we recommend that you also commit to at least 335 SSR hours. This includes wider reading of the subject areas and revision to give yourself the best preparation for successfully achieving the qualification.

335
SSR HOURS

Your total qualification time (TQT)

The TQT for this qualification is 600 hours. This represents the time you may typically expect to allocate to guided learning hours, additional self-study and assessment time to complete this qualification. With five exam opportunities each year, we recommend allowing 12 months to complete this qualification.

600
TQT HOURS

Total exam time

The total exam time for this qualification is 15 hours. All of the modules in CIPS qualifications are assessed by examination.

15
HOURS



Managing Teams and Individuals

(L5M1)

12
CREDITS

Module purpose

On completion of this module, learners will be able to evaluate the different schools of thought and the reasoning behind the variety of approaches to the management of themselves, individuals, and groups or teams within organisations, and how these might apply in a procurement and supply context.

Module aim(s)

Management is the administration of an organisation, whether it be a business, a not-for-profit organisation, or a government body. Management includes the activities of setting the strategy of an organisation and co-ordinating the efforts of its employees or volunteers to accomplish its objectives through the application of available resources, including financial, natural, technological, and human resources. In keeping with other organisational functions, those who manage procurement and supply activities must possess expertise in developing and fulfilling organisational and functional objectives, so learners will gain a wider appreciation of theories and techniques that relate to managing teams and individuals involved with the procurement and supply function.

C

Core module

3

Hours exam duration

CR

Constructed response exam

120

Hours module learning time

Managing Teams and Individuals (L5M1)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|--|--|
| 1.0 | Understand, analyse, and apply management and organisational approaches | |
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|------------|--|-------|--|
| 1.1 | Analyse aspects of organisational behaviour | 1.1.1 | Behaviour of individuals |
| | | 1.1.2 | Organisational structure and the impact on team behaviour |
| | | 1.1.3 | Impact of organisational structures on the process of management |
| | | 1.1.4 | Organisational metaphors |
| | | 1.1.5 | Impact of the psychological contract in managing individuals |
| | | 1.1.6 | STEEPLED factors influencing organisational behaviour |

| | | | |
|------------|--|-------|--------------------------------|
| 1.2 | Analyse the traditional approaches of management and organisational behaviour | 1.2.1 | Administrative approach |
| | | 1.2.2 | Scientific management approach |
| | | 1.2.3 | Bureaucratic approach |

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|------------|---|-------|--|
| 1.3 | Analyse contemporary approaches to management and organisational behaviour | 1.3.1 | Organisations as a 'socio-technical' system |
| | | 1.3.2 | The systems approach to organisational behaviour |
| | | 1.3.3 | The contingency approach |
| | | 1.3.4 | Postmodernism in organisations |
| | | 1.3.5 | Human relations approach |
| | | 1.3.6 | Management and distributed leadership |

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|------------|--|-------|---|
| 1.4 | Evaluate influences that shape organisational behaviour | 1.4.1 | The role of individuals |
| | | 1.4.2 | The role of teams and groups |
| | | 1.4.3 | The role of the organisation |
| | | 1.4.4 | The cultural environment and methodologies for assessing cultural types |



Managing Teams and Individuals (L5M1)

Learning outcomes, assessment criteria and indicative content

2.0 Understand and apply approaches to managing individuals

| | | |
|---|-------|---|
| 2.1 Analyse how the different behavioural characteristics of individuals can impact on their management style and approach | 2.1.1 | The differences among individuals |
| | 2.1.2 | The value and importance of diversity in organisations |
| | 2.1.3 | Approaches to the measurement of individuals' characteristics for the purposes of development |
| | 2.1.4 | Emotional intelligence - insight into how people think and behave |
| 2.2 Examine the importance of knowledge and learning in management | 2.2.1 | Knowledge: how knowledge is created and codified |
| | 2.2.2 | Organisational requirements and resources for effective learning |
| | 2.2.3 | The dispositions of individuals for effective learning: curiosity, motivation, resilience, self-awareness |
| | 2.2.4 | Learning as a formal and spontaneous process |
| | 2.2.5 | Behavioural and cognitive theories of learning |
| | 2.2.6 | Importance and benefits of learning |
| 2.3 Analyse motivation theories and approaches | 2.3.1 | Definition of motivation |
| | 2.3.2 | Extrinsic and intrinsic motivation |
| | 2.3.3 | Frustration-induced and constructive behaviours |
| | 2.3.4 | Content theories of motivation |
| | 2.3.5 | Process theories of motivation |
| 2.4 Analyse and apply the major dimensions that influence job satisfaction | 2.4.1 | The dimensions of job satisfaction |
| | 2.4.2 | Alienation at work |
| | 2.4.3 | Approaches to job design, enlargement, and enrichment |
| | 2.4.4 | Flexible working arrangements |
| | 2.4.5 | Collaboration and teamwork |

Managing Teams and Individuals (L5M1)

Learning outcomes, assessment criteria and indicative content

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| 3.0 | Understand and apply approaches to planning and managing work groups or teams | |
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| 3.1 | Examine the impact of work groups or teams on effective and efficient performance | 3.1.1 Group vision, values, norms, and alignment |
| | | 3.1.2 Groups, teams, and teamwork |
| | | 3.1.3 Formal and informal groups |

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| 3.2 | Analyse theory and practice of developing effective work groups | 3.2.1 Considerations and characteristics of effective groups and teams: the size of the group, capability of the members, the nature of the task, physical setting, communications, and the use of technology |
| | | 3.2.2 Theories relating to the stages of group/team development |
| | | 3.2.3 Individual strengths and team roles |
| | | 3.2.4 Self-managed work groups/teams |
| | | 3.2.5 Considerations for virtual teams and remote working |
| | | 3.2.6 The benefits of diverse teams |
| | | 3.2.7 Managing conflict |

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| 3.3 | Assess the importance of team development and change | 3.3.1 Definition and importance of team development |
| | | 3.3.2 Embedding learning into team development |
| | | 3.3.3 Role congruence and incongruence |
| | | 3.3.4 The case for disbanding or merging teams and methods to manage the change |



Managing Teams and Individuals (L5M1)

Learning outcomes, assessment criteria and indicative content

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| 4.0 | Assess the application of management concepts and principles in a procurement and supply function | |
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| 4.1 | Assess the alignment of procurement and supply knowledge, skills, and behaviours to the organisational strategy | 4.1.1 The scope of the procurement and supply operation |
| | | 4.1.2 Methods for identifying the relevant knowledge, skills, and behaviours required |
| | | 4.1.3 The business case for developing teams |

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| 4.2 | Evaluate the role of the procurement and supply team and how it builds trust with stakeholders | 4.2.1 The impact of different roles in stakeholder relationships |
| | | 4.2.2 Stakeholder management as a team approach |
| | | 4.2.3 Building and maintaining trust with stakeholders |
| | | 4.2.4 Collaboration for mutually beneficial stakeholder relationships |

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| 4.3 | Examine the importance of learning within effective procurement and supply functions | 4.3.1 The need for lifelong learning in procurement and supply |
| | | 4.3.2 Sharing knowledge of procurement and supply practice with stakeholders |
| | | 4.3.3 Embedding a learning culture within a procurement and supply function |
| | | 4.3.4 Responsibility for professional development |

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| 4.4 | Assess the development of personal behaviours to support effective procurement and supply activities | 4.4.1 The importance of being unbiased in procurement and supply activities |
| | | 4.4.2 Effective listening and communication |
| | | 4.4.3 Use of curiosity and creative thinking to solve problems |
| | | 4.4.4 Reflective activities |

Managing Supply Chain Risk

(L5M2)

6

CREDITS

Module purpose

On completion of this module, learners will be able to evaluate a variety of tools and techniques to establish the level of risk in supply chains and to recommend and apply ways of avoiding, mitigating, or managing risk.

Module aim(s)

Managing risks is key to any organisation's strategy. It involves identifying, documenting, and dealing with potential risks relating to its operations. This helps the organisation to run effectively and efficiently, especially since supply chains can be complex therefore susceptible to risks. ESG (Environmental, Social, and Governance) considerations contribute to supply chain risk, so are important to understand in the context of managing supply chain risk. This module is designed to help learners examine the nature and sources of supply chain risk and identify and implement appropriate risk management and mitigation techniques. Learners will undertake risk analysis, consider the advantages of a risk register, and apply a range of risk management tools and techniques appropriate to typical supply chain issues.

C

Core module

1.5

Hours exam duration

OR

Objective response exam

60

Hours module learning time



Managing Supply Chain Risk (L5M2)

Learning outcomes, assessment criteria and indicative content

1.0 Understand the nature of risk affecting supply chains

1.1 Analyse the different types of risk that can impact on supply chains

- 1.1.1 Definition of risks; hazards; exposure; and risk appetite
 - 1.1.2 Categories of risk: financial, strategic, operational, and hazard
 - 1.1.3 ESG (Environmental, Social, and Governance) risks impacting supply chains
 - 1.1.4 Tools for assessing internal and external sources of risk
 - 1.1.5 Positive and negative consequences of risk
 - 1.1.6 Direct and indirect losses
-

1.2 Assess operational risks in supply chains

- 1.2.1 Contract failure
 - 1.2.2 Financial risks: currency, cash flow and insolvency
 - 1.2.3 Quality failure
 - 1.2.4 Security of supply
 - 1.2.5 Technology
 - 1.2.6 Logistics complexity
 - 1.2.7 Risks in outsourcing and offshoring
 - 1.2.8 ESG (Environmental, Social, and Governance) risks impacting supply chains
-

1.3 Compare methods for eliminating fraud and corruption in supply chains

- 1.3.1 Types of corruption
 - 1.3.2 Types of fraud
 - 1.3.3 Governance of fraud and corruption in supply chains
 - 1.3.4 The use of ethical codes including the CIPS Code of Conduct to support the elimination of risk
-

Managing Supply Chain Risk (L5M2)

Learning outcomes, assessment criteria and indicative content

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|---|-------|---|
| 1.4 Assess the risks in supply chains that can impact on organisational ESG (Environmental, Social, and Governance) considerations | 1.4.1 | Defining ESG (Environmental, Social, and Governance) considerations in the context of sustainable procurement and supply |
| | 1.4.2 | How environmental supply chain risks impact organisational ESG (Environmental, Social, and Governance) considerations. |
| | 1.4.3 | How social supply chain risks impact organisational ESG (Environmental, Social, and Governance) considerations |
| | 1.4.4 | How governance supply chain risks impact organisational ESG (Environmental, Social, and governance) considerations. |
| | 1.4.5 | Standards for sustainable procurement: ISO standards, United Nations (UN) and International Labour Organization (ILO), and local sustainability standards |

2.0 Understand processes in managing risk in supply chains

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| 2.1 Examine the use of contractual terms to help manage risk in supply chains | 2.1.1 | Purpose and use of model form contracts in managing supply chain risk |
| | 2.1.2 | Purpose and development of indemnity and liability clauses in supply chain risk management |
| | 2.1.3 | Purpose and use of clauses for testing, inspection, and acceptance |
| | 2.1.4 | Impact of force majeure clauses in managing supply chain risk |
| | 2.1.5 | Global sourcing considerations and compliance to standards |

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| 2.2 Analyse the use of third-parties in risk management in supply chains | 2.2.1 | Use of third-party providers for credit rating, debt factoring, and related business services in managing supply chain risk |
| | 2.2.2 | Use of third-party providers for auditing risks including ESG risks in supply chains |
| | 2.2.3 | Use of third-party providers for disaster recovery services |



Managing Supply Chain Risk (L5M2)

Learning outcomes, assessment criteria and indicative content

| | | | |
|------------|--|-------|--|
| 2.3 | Assess the use of insurances for supply chain risks | 2.3.1 | Use of insurance in managing supply chain risk |
| | | 2.3.2 | Legal principles of insurance |
| | | 2.3.3 | Categories of insurance: employers and public liability, professional indemnity, product liability, and trade credit |
| | | 2.3.4 | Insurance claims, underwriting, and supply chain risk management |

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| 2.4 | Examine the use of contingency plans in response to risks in supply chains | 2.4.1 | Components of a business continuity plan and disaster recovery plan |
| | | 2.4.2 | Definitions and purpose of disaster recovery and business continuity planning |
| | | 2.4.3 | Importance of reviewing and testing contingency plans |

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| 3.0 | Understand risk mitigation strategies in supply chains |
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|------------|--|-------|--|
| 3.1 | Evaluate the use of probability and impact assessments to manage risks in supply chains | 3.1.1 | Methodologies for assessing the probability and impact of risk |
| | | 3.1.2 | Vulnerability assessments |
| | | 3.1.3 | Collating statistical evidence of risks |
| | | 3.1.4 | Use of probability theory and statistical distribution methods to determine the likelihood of risk |

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| 3.2 | Analyse and propose how risk assessments and risk registers can mitigate risks in a supply chain | 3.2.1 | Creation and use of templates for risk assessments and risk registers |
| | | 3.2.2 | Engaging stakeholders in the development and review of risk assessment and registers |
| | | 3.2.3 | Importance of reporting and action plans in risk management |

Managing Supply Chain Risk (L5M2)

Learning outcomes, assessment criteria and indicative content

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|---|-------|--|
| 3.3 Explain the development of a risk management culture and strategy to improve supply chains | 3.3.1 | Developing a strategic approach to risk management |
| | 3.3.2 | Role of organisation culture in management of supply chain risk |
| | 3.3.3 | Risk management process and the development of risk management plans |
| | 3.3.4 | Resource requirements for effective supply chain risk management |
| | 3.3.5 | Supply chain risk visibility and reporting to stakeholders |



Managing Contractual Risk

(L5M3)

6

CREDITS

Module purpose

On completion of this module, learners will be able to evaluate the legal and process issues relating to the formation of contracts and the legal implications of contractual non-conformance. They will also assess the impacts of breach of contract and examine potential remedies and provisions that are available under such circumstances.

Module aim(s)

As organisations outsource activity it is vital that they ensure the associated contracts deliver expected services and/or products. Those tasked with managing the procurement and supply function must identify, monitor, and manage contractual risk. This module is designed to help learners examine the nature of contract risk, and the legal implications relating to contract formation and non-conformance. Learners will also consider the impact and management of breach of contract.

C

Core module

1.5

Hours exam duration

OR

Objective response exam

60

Hours module learning time

Managing Contractual Risk (L5M3)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|---|--|
| 1.0 | Understand the legal and process issues relating to the formation of contracts | |
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| 1.1 | Analyse the issues relating to the formation of contracts and the associated risks | 1.1.1 Contract risks associated with offers |
| | | 1.1.2 Risks associated with counter offers |
| | | 1.1.3 Contract risks associated with acceptance |
| | | 1.1.4 Contract risks associated with precedence of documents |
| | | 1.1.5 Contract risks associated with contract amendments, variation, and changes |

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| 1.2 | Analyse the various elements of contractual process on overall risk | 1.2.1 Indemnities and liabilities |
| | | 1.2.2 Contractual risk of insurance |
| | | 1.2.3 Guarantees |
| | | 1.2.4 Liquidated damages guarantees |
| | | 1.2.5 Payment |
| | | 1.2.6 Delivery and completion |
| | | 1.2.7 Force majeure |
| | | 1.2.8 Sub-contracting |

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| 2.0 | Understand the impact of breach of contract and approaches for managing breach. | |
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| 2.1 | Analyse types and impact of contract breach | 2.1.1 Minor breach |
| | | 2.1.2 Material breach |
| | | 2.1.3 Fundamental breach |
| | | 2.1.4 Anticipatory breach |
| | | 2.1.5 Repudiation |

| | | |
|------------|--|--|
| 2.2 | Compare and contrast the methods to manage breach of contract | 2.2.1 Formal versus informal action |
| | | 2.2.2 Negotiation |
| | | 2.2.3 Litigation and implications |
| | | 2.2.4 Alternative dispute resolution: mediation, arbitration, conciliation, ombudsperson |



Managing Contractual Risk (L5M3)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|---|---|
| 2.3 | Explain options to mitigate the consequences of a breach of contract | 2.3.1 Sub-contracting and novation |
| | | 2.3.2 Use of liquidated damage provisions |
| | | 2.3.3 Managing reputational damage |
| | | 2.3.4 Making claims and management of the process |

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| 3.0 | Understand the legal implications of contractual non-conformance in procurement and supply | |
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| 3.1 | Contrast remedies that apply to the non-performance of contracts in procurement and supply | 3.1.1 Contract non-performance, remedies, service credits, and the relationship with contract breach |
| | | 3.1.2 Contractual provisions as remedies for contract non-performance |
| | | 3.1.3 Default clauses as remedies for contract non-performance |
| | | 3.1.4 Assessment of consequential loss as a remedy for contract non-performance |
| | | 3.1.5 Liquidated damages, unliquidated damages, and penalty provisions as remedies for contract non-performance |
| | | 3.1.6 Serving notice as a remedy for contract non-performance |

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| 3.2 | Analyse the legal consequences of terminating a supplier relationship for non-performance in procurement and supply | 3.2.1 Contract termination and amicable dissolution |
| | | 3.2.2 Drafting and issuing termination notices |
| | | 3.2.3 Assessment of damages |
| | | 3.2.4 Contractual warranties and conditions |
| | | 3.2.5 Specific performance |
| | | 3.2.6 Termination clauses |

Advanced Contract and Financial Management

(L5M4)

12
CREDITS

Module purpose

On completion of this module, learners will be able to develop financial measures to manage and improve contract performance. Learners will be introduced to the concepts and use of contract and financial management as a means to support effective strategic sourcing.

Module aim(s)

In any organisation, a significant element of the procurement and supply activity is focused on the contracting process. Those involved in the formulation and management of contracts with external suppliers must have a detailed understanding of the strategic nature of contractual performance measures in procurement and supply. Financial management refers to the efficient and effective management of money (funds) necessary to accomplish organisational and associated procurement and supply objectives. This module is designed to help learners working in the procurement and supply profession, with responsibility for contracting, who should have a strategic awareness of the financial impact contracts have on organisations.

C

Core module

3

Hours exam duration

CR

Constructed response exam

120

Hours module learning time



Advanced Contract and Financial Management (L5M4)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|--|--|
| 1.0 | Understand and apply tools and techniques to measure and develop contract performance in procurement and supply | |
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| 1.1 | Assess the application of key performance indicators (KPIs) in delivering contract performance | |
| | 1.1.1 | Effectiveness of supplier relationships |
| | 1.1.2 | Cost |
| | 1.1.3 | Quality |
| | 1.1.4 | Delivery |
| | 1.1.5 | Safety |
| | 1.1.6 | Environmental, Social, and Governance (ESG) considerations |
| | 1.1.7 | Product development |

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| 1.2 | Evaluate methods of measuring and improving contract performance | |
| | 1.2.1 | Sources of data and analysis of data in relation to cost, quality, delivery, safety, and ESG (Environmental, Social, and Governance) considerations |
| | 1.2.2 | Measures supporting the improvement of ESG (Environmental, Social and Governance) considerations |
| | 1.2.3 | Measures supporting the improvement of innovation in procurement and supply |
| | 1.2.4 | Measures assessing product development time to market |
| | 1.2.5 | Role of qualitative and quantitative data to measure and improve contract performance |
| | 1.2.6 | Calculate and analyse return on investment for the use of data in measuring contract performance |
| | 1.2.7 | Assess opportunities for data systems integration across supply chains |

Advanced Contract and Financial Management (L5M4)

Learning outcomes, assessment criteria and indicative content

| | | | | |
|------------|---|-------|--|---|
| 1.3 | Examine approaches available for supplier contract performance | 1.3.1 | Context and scope for supplier contract development | - |
| | | 1.3.2 | Supplier capability assessments | - |
| | | 1.3.3 | Learning, knowledge, and technology transfer between and across organisations | - |
| | | 1.3.4 | Collaborative product/service development: cross functional working, early supplier involvement, supplier networks, supplier co-ordination and supplier forums | - |
| | | 1.3.5 | Continuous improvement strategies, action plans, and reviews | - |
| 1.4 | Assess scope and developments to improve ESG (Environmental, Social, and Governance) considerations in supply chains | 1.4.1 | Environmental measures | - |
| | | 1.4.2 | Social and social value measures | - |
| | | 1.4.3 | Governance measures | - |
| | | 1.4.4 | New supply chain finance | - |
| <hr/> | | | | |
| 2.0 | Understand and apply the concept of strategic sourcing | | | |
| 2.1 | Assess the market factors that influence strategic sourcing | 2.1.1 | Industry dynamics | - |
| | | 2.1.2 | Pricing behaviour | - |
| | | 2.1.3 | Financial data relating to suppliers | - |
| | | 2.1.4 | Market demand and supply factors | - |
| | | 2.1.5 | Business motivations, cost margins, and working practices of key suppliers | - |
| | | 2.1.6 | Internal stakeholder involvement | - |
| | | 2.1.7 | ESG (Environmental, Social, and Governance) considerations | - |



Advanced Contract and Financial Management (L5M4)

Learning outcomes, assessment criteria and indicative content

| | | | | |
|------------|---|--------|---|---|
| 2.2 | Examine the assessment of sourcing options and trade-offs for strategic supply of products and/or services | 2.2.1 | Contract type and duration | - |
| | | 2.2.2 | Competitive vs. non-competitive sourcing | - |
| | | 2.2.3 | Number of suppliers and vetting strategies | - |
| | | 2.2.4 | Marketplace competition and the role of competition regulators | - |
| | | 2.2.5 | Direct negotiation | - |
| | | 2.2.6 | Joint proposition improvement | - |
| | | 2.2.7 | Supply chain visibility | - |
| 2.3 | Analyse a strategic assessment plan for a key supplier using modelling and analytical techniques | 2.3.1 | Capacity and capability | - |
| | | 2.3.2 | Planning | - |
| | | 2.3.3 | Quality control systems | - |
| | | 2.3.4 | Security | - |
| | | 2.3.5 | Technical expertise | - |
| | | 2.3.6 | Reputation and time established | - |
| | | 2.3.7 | Trading with competitors | - |
| | | 2.3.8 | Future expansion opportunities – partnership potential | - |
| | | 2.3.9 | Sensitivity analysis and calculation of investment outcomes based on a range of assumptions | - |
| | | 2.3.10 | Supplier performance based on financial data: calculate percentage change in revenues, costs, and profits | - |
| | | 2.3.11 | Sales forecast data and calculation of variances when comparing sales forecast data with the wider market | - |

Advanced Contract and Financial Management (L5M4)

Learning outcomes, assessment criteria and indicative content

3.0 Understand and apply financial techniques that affect supply chains

3.1 Analyse how finance can impact on supply chains

- 3.1.1 Role of financial management in supply chains
 - 3.1.2 Options and risks of working capital funding and the role of credit insurance
 - 3.1.3 Project funding options and assessment of cost of capital using weighted average cost of capital (WACC)
 - 3.1.4 Medium and long-term financing options
 - 3.1.5 Financing of investments, corporate financing options, and the role of dividends
-

3.2 Appraise methods for managing the volatility of currencies in supply chains

- 3.2.1 Calculation of changes in indices to inform cost analysis
 - 3.2.2 Fixed and floating exchange rates
 - 3.2.3 Demand and supply factors in foreign exchange and the reasons for exchange rate volatility
 - 3.2.4 Spot, forward, and derivative instruments in foreign exchange
 - 3.2.5 Services provided by the banking sector in foreign exchange
-



Advanced Contract and Financial Management (L5M4)

Learning outcomes, assessment criteria and indicative content

| | | | | |
|------------|---|-------|---|---|
| 3.3 | Analyse methods for managing the volatility of commodities | 3.3.1 | Types of commodities | - |
| | | 3.3.2 | Operation of commodity markets | - |
| | | 3.3.3 | Role of speculation in commodity markets | - |
| | | 3.3.4 | The operation of spot, forward, futures, and hedging in the buying and selling of commodities | - |
| | | 3.3.5 | The operation of Contract for Difference (CFD) in commodity markets | - |

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| 4.0 | Analyse and apply financial and performance measures that can affect the supply chain | | | |
|------------|--|--|--|--|

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| 4.1 | Assess financial measures that can be applied to the performance of the supply chain | 4.1.1 | Calculation and evaluation of performance measures linked to cost, time, quality, and customer satisfaction | - |
| | | 4.1.2 | Calculation and evaluation financial measures of efficiency (ROCE), cash flow, sales growth, investment (IRR and NPV), and variances over time | - |
| | | 4.1.3 | Assessment of measures: stock turn, share yield, and earnings per share | - |
| | | 4.1.4 | Use, interpretation, and limitations of balanced scorecards | - |

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| 4.2 | Examine the impact of stakeholder feedback on the supply chain performance | 4.2.1 | Purpose of stakeholder feedback in developing supply chain performance | - |
| | | 4.2.2 | Devising metrics of performance including feedback from third parties and suppliers, and other stakeholders | - |
| | | 4.2.3 | Receiving feedback, reporting structures, and processes | - |

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| 4.3 | Analyse approaches to benchmarking that can be applied to measuring supply chain performance | 4.3.1 | Use and limitations of benchmarking in supply chains | - |
| | | 4.3.2 | Supplier involvement in performance improvement | - |
| | | 4.3.3 | Ethical approach the collection, storage, and use of benchmarking data | - |

Managing Ethical Procurement and Supply

(L5M5)

6

CREDITS

Module purpose

On completion of this module, learners will be able to explain how ESG (Environmental, Social, and Governance) considerations can influence the ethical and sustainable elements of procurement and supply arrangements.

Module aim(s)

Procurement and supply activity across the globe requires organisations to understand and address associated ethical and sustainability challenges. ESG (Environmental, Social, and Governance) considerations provide a holistic view of ethics and sustainability issues organisations must consider when working across supply chains. ESG (Environmental, Social, and Governance) considerations challenge decision-making arrangements, and transparency and demand effective stakeholder engagement to support further improvements in securing ethical and sustainable supply chains. This module is designed to give those with responsibility for the procurement and supply functions an understanding of ESG (Environmental, Social and Governance) considerations and how these influence ethical and sustainable procurement and supply.

C

Core module

1.5

Hours exam duration

OR

Objective response exam

60

Hours module learning time



Managing Ethical Procurement and Supply (L5M5)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|---|--|
| 1.0 | Understand the impact of ESG (Environmental, Social, and Governance) considerations on ethical and sustainable supply chains | |
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|------------|--|--|
| 1.1 | Analyse the application of ethical and ESG (Environmental, Social, and Governance) factors in supply chains | <ul style="list-style-type: none">1.1.1 Principles and application of ESG (Environment, Social, and Governance) considerations to secure ethical and sustainable procurement and supply arrangements1.1.2 The role of environmental considerations in securing ethical and sustainable procurement and supply arrangements1.1.3 The role of social value considerations in securing ethical and sustainable procurement and supply arrangements1.1.4 The role of governance considerations in securing ethical and sustainable procurement and supply arrangements1.1.5 The risks and rewards of adopting ESG (Environmental, Social, and Governance) considerations in securing ethical and sustainable procurement and supply arrangements1.1.6 The development of ESG (Environmental, Social, and Governance) focused procurement and supply policies in securing ethical and sustainable procurement and supply arrangements1.1.7 Role of equality, diversity, and inclusion (ED&I) in securing ethical and sustainable procurement and supply arrangements1.1.8 Issues impacting ethical and sustainable procurement and supply: modern slavery, bribery, corruption, fraud, and human rights infringements1.1.9 Impact of breaches of ethical codes or ESG standards on reputation and brand |
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| 1.2 | Contrast the factors influencing globalisation in supply chains | <ul style="list-style-type: none">1.2.1 Use of STEEPLED analysis to explain the factors driving globalisation1.2.2 Competitive advantage through global sourcing1.2.3 Low-cost country sourcing1.2.4 ESG (Environmental, Social, and Governance) considerations in global sourcing |
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Managing Ethical Procurement and Supply (L5M5)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|--|--|
| 1.3 | Assess the cultural and social factors in securing ethical and sustainable procurement and supply | 1.3.1 Language and culture |
| | | 1.3.2 Labour standards and working practices |
| | | 1.3.3 Wages and social security arrangements |
| | | 1.3.4 Workers' rights |
| | | 1.3.5 Health and safety standards |

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| 1.4 | Contrast the potential conflicts between stakeholders that may arise from using ESG (Environmental, Social, and Governance) considerations in developing ethical and sustainable procurement and supply arrangements | 1.4.1 Profit maximisation and low-cost sourcing |
| | | 1.4.2 Demand management and the need for urgent orders |
| | | 1.4.3 Short-term commercial gains and long-term availability |
| | | 1.4.4 Specifications |
| | | 1.4.5 Responsible use of power relationships |
| | | 1.4.6 Comprehensive stakeholder consultations and engagement |

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| 2.0 | Understand the importance of compliance with ESG (Environmental, Social, and Governance) factors to achieve ethical and sustainable procurement and supply arrangements | |
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| 2.1 | Assess methods to achieve ESG (Environmental, Social, and Governance) standards to secure ethical and sustainable supply chains | 2.1.1 Mapping supply chains to achieve supply chain transparency |
| | | 2.1.2 Analysis of ESG (Environmental, Social, and Governance) and ethical considerations to secure ethical and sustainable procurement and supply arrangements |
| | | 2.1.3 Use of risk mitigation strategies to achieve ESG (Environmental, Social, and Governance) objectives to secure ethical and sustainable procurement and supply arrangements |
| | | 2.1.4 Mapping, consulting, and managing all stakeholder requirements to secure ESG (Environmental, Social, and Governance) considerations in ethical and sustainable procurement and supply arrangements |



Managing Ethical Procurement and Supply (L5M5)

Learning outcomes, assessment criteria and indicative content

| | | | |
|------------|--|-------|---|
| 2.2 | Evaluate how contractual terms can support the achievement of ESG (Environmental, Social, and Governance) objectives for ethical and sustainable procurement and supply | 2.2.1 | Monitoring contract performance |
| | | 2.2.2 | The importance of data and feedback from stakeholders to achieve compliance |
| | | 2.2.3 | Methods to correct non-compliance and create and monitor action plans |
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| 2.3 | Evaluate the use of third-parties to promote compliance with ESG (Environmental, Social, and Governance) considerations in supply chains | 2.3.1 | Sourcing third parties for auditing services |
| | | 2.3.2 | Assessing the competencies of third-parties for the provision of ethical and ESG (Environmental, Social, and Governance) audit services |
| | | 2.3.3 | Challenges with third-party auditors |
| <hr/> | | | |
| 2.4 | Assess how supplier relationships should be managed in the event of failures in ESG (Environmental, Social, and Governance) considerations in ethical and sustainable procurement and supply arrangements | 2.4.1 | Creating awareness of standards and updates to standards with suppliers |
| | | 2.4.2 | Worker representation, processes, and audit trails |
| | | 2.4.3 | Creating corrective action plans and supplier development programmes |
| | | 2.4.4 | Escalating non-compliance and making exit arrangements |
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| 3.0 | Understand initiatives and standards related to ESG (Environmental, Social, and Governance) that support ethical and sustainable procurement and supply | | |
| <hr/> | | | |
| 3.1 | Assess the role of international labour standards and independent external accreditations in achieving ESG (Environmental, Social, and Governance) considerations for procurement and supply | 3.1.1 | Standards set by the United Nations (UN) and the International Labour Organization (ILO) |
| | | 3.1.2 | The role of the UN and ILO in pursuing improved ESG (Environmental, Social, and Governance) and ethical standards |
| | | 3.1.3 | Labour codes of conduct: Ethical Trading Initiative (ETI) and Social Accountability International's standard SA8000 |

Managing Ethical Procurement and Supply (L5M5)

Learning outcomes, assessment criteria and indicative content

3.2 Analyse how external environmental standards frameworks and external accreditations can help to achieve ESG (Environment, Social, and Governance) objectives in ethical and sustainable procurement and supply arrangements

3.2.1 The benefits and challenges of independent standards in securing ESG (Environmental, Social, and Governance) objectives for ethical and sustainable procurement and supply arrangements

3.2.2 Role of industry standards and frameworks used by organisations in securing ESG (Environmental, Social, and Governance) considerations and ethical standards

3.3 Analyse how standards can help to achieve fair trade in ethical and sustainable procurement and supply arrangements

3.3.1 Principles of fair trade in procurement and supply

3.3.2 The World Fair Trade Organisation (WFTO) and its principles and charter of fair trade and implications for procurement and supply

3.3.3 Fairtrade International (FI), global fair trade organisations and their implications for procurement and supply

3.3.4 Fairtrade standards that affect the workplace and producers and their implications for procurement and supply

3.3.5 Importance of updating internal governance standards



Category Management

(L5M6)

6

CREDITS

Module purpose

On completion of this module, learners will be able to evaluate approaches that can be adopted to develop category management of both direct and indirect organisational expenditure and plan for the associated strategic processes.

Module aim(s)

Category management involves applying the end-to-end procurement process to a specific range of goods or services. This involves pre-award processes such as category analysis and demand management, sourcing and contract negotiation, and the post-award processes such as performance management. It is essential that those involved in managing procurement and supply activity can evaluate approaches to develop category management and are able to create process plans which ensure category management success. This module is designed for those who have responsibility for category management as it focuses on the differing approaches for category management using the tools and techniques which are available to assist with the creation of the associated processes for direct or indirect expenditure.

E

Elective module

1.5

Hours exam duration

OR

Objective response exam

60

Hours module learning time

Category Management (L5M6)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|---|--|
| 1.0 | Understand approaches that can be used to develop category management strategies | |
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| 1.1 | Critically compare strategic and conventional sourcing processes and their role in category management | 1.1.1 Defining strategic sourcing and category management |
| | | 1.1.2 The stages of a conventional sourcing process |
| | | 1.1.3 Transactional and strategic sourcing activities |
| | | 1.1.4 Differentiating account management and category management |

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| 1.2 | Critically compare models for the adoption of category management | 1.2.1 Models of strategic sourcing such as AT Kearney's 7 step model |
| | | 1.2.2 Models of category management such as the CIPS Purchasing and Supply Model and CIPS Category Management Model |
| | | 1.2.3 Analysis of similarities and differences between models for strategic procurement, strategic sourcing and category management |

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| 1.3 | Identify the technical and behavioural skills required to implement category management | 1.3.1 Technical skills such as financial management and cost analysis, supply chain analysis, supply base research, sourcing processes, risk management, legal aspects and negotiation |
| | | 1.3.2 Behavioural skills such as communication, influencing, working with teams, cross functional working and change agents |

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| 2.0 | Understand the concepts, tools and techniques associated with managing expenditure | |
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| 2.1 | Contrast the types of expenditure that can be analysed for category management processes | 2.1.1 Expenditures that are related to direct costs |
| | | 2.1.2 Expenditures that are related to indirect costs |
| | | 2.1.3 Applying Pareto analysis to expenditures and key suppliers |



Category Management (L5M6)

Learning outcomes, assessment criteria and indicative content

| | | | |
|------------|---|-------|----------------------------|
| 2.2 | Compare and contrast the tools and techniques that can be applied to map categories of direct and indirect expenditure | 2.2.1 | Matrices |
| | | 2.2.2 | Supply chain mapping |
| | | 2.2.3 | Porter's 5 forces model |
| | | 2.2.4 | Market share/market growth |
| | | 2.2.5 | STEEPLED and SWOT |
| | | 2.2.6 | Technology route maps |

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| 3.0 | Understand the strategic impact of a category management process |
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| 3.1 | Analyse the data required for the development of a category management process | 3.1.1 | Historical and forecasted data on categories of spend |
| | | 3.1.2 | Demand patterns for category groups |
| | | 3.1.3 | Current contracts with suppliers and terms that are being applied |
| | | 3.1.4 | Reviews of existing relationships and performance |
| | | 3.1.5 | Market trends |

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| 3.2 | Examine the requirements for initiating and preparing the introduction of a category management process | 3.2.1 | Producing category hierarchies for both direct and indirect expenditures |
| | | 3.2.2 | Applying portfolio tools to map the categories of expenditures |
| | | 3.2.3 | Creating total cost models for category management |
| | | 3.2.4 | Conducting stakeholder needs analysis |
| | | 3.2.5 | Forming cross functional teams and preparing responsible, accountable, consultative, and informing roles within the team |
| | | 3.2.6 | Reviewing the implications of existing legislative requirements and standards |

Category Management (L5M6)

Learning outcomes, assessment criteria and indicative content

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| 3.3 Analyse supply market factors that impact on the development of a category management process | 3.3.1 | Analysing industry dynamics, competitiveness, and pricing behaviour |
| | 3.3.2 | Analysing financial data on potential suppliers |
| | 3.3.3 | Using requests for information (RFIs) to assess market factors |
| | 3.3.4 | Conducting impact assessments of CSR/ sustainability factors |
| | 3.3.5 | Conducting supply chain and value chain analysis |
| | 3.3.6 | Analysing supplier perceptions |



Achieving Competitive Advantage Through the Supply Chain

(L5M7)

6

CREDITS

Module purpose

On completion of this module, learners will be able to assess a range of processes that support the achievement of competitive advantage and improvements in organisational performance through its supply chain.

Module aim(s)

Competitive advantage is associated with the processes and procedures that an organisation has at its disposal to outperform its competitors. Many organisations see their supply chains as a significant source of achieving competitive advantage. It is therefore important that those with responsibility for managing the supply chain have a clear understanding of the approaches and techniques that are available to leverage the supply chain to achieve competitive advantage. This module is designed for such managers responsible for formulating plans and approaches to achieve competitive advantage for their organisations through the supply chain.

E

Elective module

1.5

Hours exam duration

OR

Objective response exam

60

Hours module learning time

Achieving Competitive Advantage Through the Supply Chain (L5M7)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|---|--|
| 1.0 | Understand the dynamics of supply chains | |
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| 1.1 | Compare supply chains, supply network and supply chain management | 1.1.1 Defining supply chains, supply networks and supply chain management |
| | | 1.1.2 The use of supplier tiering and network sourcing |

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| 1.2 | Analyse the added value that effective supply chain management can deliver for the organisation | 1.2.1 Improving quality |
| | | 1.2.2 Reducing prices and total costs |
| | | 1.2.3 Reducing time to market and achieving deliveries to required timescales |
| | | 1.2.4 Creating innovation |
| | | 1.2.5 Reducing risk and supply chain vulnerability |

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| 1.3 | Analyse the relationship between organisational infrastructure and process management in supply chain management | 1.3.1 Theoretical perspectives on added value |
| | | 1.3.2 Aspects of organisational infrastructure: culture, organisational structure, and systems |
| | | 1.3.3 Process management: the sourcing process in procurement and managing stages of the process |
| | | 1.3.4 Process mapping techniques |
| | | 1.3.5 Value chain analysis |

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| 1.4 | Compare approaches to improving supply chains | 1.4.1 The spectrum of relationships in a supply chain |
| | | 1.4.2 The collaborative model of supply chain management: partnering and strategic relationship management |
| | | 1.4.3 The competitive model of supply chain management |
| | | 1.4.4 The outsourcing of work or services |
| | | 1.4.5 Off shoring, global procurement and low-cost country sourcing |



Achieving Competitive Advantage Through the Supply Chain (L5M7)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|---|--|
| 2.0 | Understand improvement methodologies that can be used in supply chains | |
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| 2.1 | Compare approaches to total quality management for supply chain improvement | <ul style="list-style-type: none">2.1.1 Defining quality and total quality management2.1.2 Approaches to quality: quality inspection, quality assurance and total quality2.1.3 Quality vs. risk2.1.4 The importance of relationships in quality management |
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| 2.2 | Analyse the use of statistical methods to achieve supply chain improvement | <ul style="list-style-type: none">2.2.1 Collating data for performance measurement2.2.2 Developing key performance indicators (KPIs) on aspects of supply performance2.2.3 Analysing data and an introduction to statistics2.2.4 The use of the normal distribution2.2.5 Developing statistical process control2.2.6 The 6 sigma improvement methodology2.2.7 Creating continuous improvement |
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| 2.3 | Critically appraise processes that can be used for supply chain improvement | <ul style="list-style-type: none">2.3.1 Just-in-time (JIT) supply processes2.3.2 The application of JIT in the service sector2.3.3 The development of lean thinking and lean supply2.3.4 Lean thinking compared with agile2.3.5 The 5S methodology |
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| 2.4 | Examine how business process re-engineering (BPR) and benchmarking can be used for supply chain improvement | <ul style="list-style-type: none">2.4.1 The development of business process re-engineering (BPR)2.4.2 BPR in contrast to total quality2.4.3 The use of benchmarking in supply chains |
|------------|--|--|

Achieving Competitive Advantage Through the Supply Chain (L5M7)

Learning outcomes, assessment criteria and indicative content

| | | |
|------------|---|--|
| 3.0 | Understand measures required to achieve competitive advantage in supply chains | |
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| 3.1 | Evaluate sources of competitive advantage | 3.1.1 Competitive advantage based on lowest cost of supply |
| | | 3.1.2 Competitive advantage achieved through sources of differential advantage such as innovation, range of products, brand image and customer care |

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| 3.2 | Analyse pricing arrangements that can be used to achieve competitive advantage in the supply chain | 3.2.1 The use of fixed pricing, variable pricing, and cost plus arrangements |
| | | 3.2.2 The use of open book costing and cost transparency |
| | | 3.2.3 The use of incentivisation in pricing and gain share (risk/reward) mechanisms |

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| 3.3 | Analyse cost reduction activities for a supply chain to achieve competitive advantage | 3.3.1 Supplier rationalisation and aggregation of requirements |
| | | 3.3.2 The risks and benefits associated with single sourcing arrangements |
| | | 3.3.3 Negotiating reductions in prices and costs |
| | | 3.3.4 Collaborative and competitive models of supply |
| | | 3.3.5 Value analysis and value engineering |

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| 3.4 | Assess methods to promote greater collaboration in supply chains to support the achievement of competitive advantage | 3.4.1 Strategic vs. operational suppliers |
| | | 3.4.2 Creating partnership sourcing arrangements |
| | | 3.4.3 Building trust with suppliers |
| | | 3.4.4 The relationship life cycle |



Project and Change Management

(L5M8)

6

CREDITS

Module purpose

On completion of this module, learners will be able to assess the impact and implications of projects, examine approaches applied to the planning and management of projects and recognise the challenges associated with and methods to manage, achieve and maintain organisational change.

Module aim(s)

The speed of development and the drive for maintaining organisational competitiveness mean that change is inevitable in the modern workplace. Consequently, those who work and manage in organisations will be expected to deal with change initiatives and to manage those projects which are generated as a direct consequence. This module is designed for those who are involved in the procurement and supply function, who must recognise the wider environment in which they work and be prepared to apply the tools and techniques that will ultimately lead to the successful management of projects and change initiatives.

E

Elective module

1.5

Hours exam duration

OR

Objective response exam

60

Hours module learning time

Project and Change Management (L5M8)

Learning outcomes, assessment criteria and indicative content

1.0 Understand aspects of projects in organisations

1.1 Analyse aspects of projects in organisations

- 1.1.1 The relationship between programmes and projects
 - 1.1.2 Stakeholder identification, analysis, and involvement
 - 1.1.3 Measures of safety, quality, cost and delivery
 - 1.1.4 Success and failure of projects
 - 1.1.5 Elements of projects
 - 1.1.6 Work breakdown structure
-

1.2 Evaluate the impact on supply chain relationships of undertaking projects

- 1.2.1 Supply chain networks for projects
 - 1.2.2 Relationships with sub-contractors
 - 1.2.3 Consortiums and joint ventures for projects
 - 1.2.4 Traditional and contemporary relationships
 - 1.2.5 Project partnering and strategic partnering
-

1.3 Analyse the resources for projects

- 1.3.1 Resource loading and levelling
 - 1.3.2 Multi project scheduling and resource allocation
 - 1.3.3 Information technology systems for project management
 - 1.3.4 Leading and managing projects
 - 1.3.5 Critical chain methodology
 - 1.3.6 Asset finance and the role of banks
-

1.4 Analyse the project life cycles of projects

- 1.4.1 Perspectives on project life cycles
- 1.4.2 Project initiation
- 1.4.3 Organising projects and project implementation
- 1.4.4 Co-ordination in project management
- 1.4.5 Project control
- 1.4.6 Project closure
- 1.4.7 Project review



Project and Change Management (L5M8)

Learning outcomes, assessment criteria and indicative content

2.0 Understand the concept of organisational change and how it can be achieved

- 2.1 Analyse the types of organisational change**
- 2.1.1 Evolution
 - 2.1.2 Adaption
 - 2.1.3 Revolution
 - 2.1.4 Reconstruction
 - 2.1.5 Closed, contained and open-ended change
-

- 2.2 Analyse situations that lead to organisational change**
- 2.2.1 Organisational life cycle
 - 2.2.2 SWOT and PEST analysis and factors
 - 2.2.3 Internal drivers
 - 2.2.4 Future trends and innovation
 - 2.2.5 Multiple-cause diagrams and simultaneous change
 - 2.2.6 Changes in management and structure
 - 2.2.7 Cycle of competitive behaviour and reactive breakpoints
-

- 2.3 Evaluate organisational responses to change**
- 2.3.1 Environmental turbulence
 - 2.3.2 Resistance to change
 - 2.3.3 Cynicism and scepticism
 - 2.3.4 The challenge of maintaining change
 - 2.3.5 The change cycle – loss, doubt, discomfort, discovery, understanding, integration
-

- 2.4 Analyse methods to manage, achieve and maintain change**
- 2.4.1 Collaborate, communicate, direct, and coerce
 - 2.4.2 Clarify goals
 - 2.4.3 Refine methods and procedures
 - 2.4.4 Empowerment and ownership
 - 2.4.5 Incremental adjustment
 - 2.4.6 Lean and value stream mapping
 - 2.4.7 Monitor and maintain changes
 - 2.4.8 The change spectrum – hard (difficult) vs. soft (messy) problems

Project and Change Management (L5M8)

Learning outcomes, assessment criteria and indicative content

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| 3.0 | Understand approaches to the planning and management of projects and change initiatives | |
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| 3.1 | Evaluate structures for corporate governance | <ul style="list-style-type: none">3.1.1 Project boards/executive3.1.2 Project responsibility charting3.1.3 The use of project initiation documents3.1.4 Structures of project management such as project, functional and matrix3.1.5 Project reporting |
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| 3.2 | Analyse the common objectives for projects | <ul style="list-style-type: none">3.2.1 Identifying goals and objectives of projects3.2.2 The balance between cost, quality, and time in projects3.2.3 Technology project development3.2.4 Building sustainability into major projects3.2.5 Impact on the community for major projects3.2.6 Communicating project objectives to the supply chain |
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| 3.3 | Analyse approaches to the management of risks for projects | <ul style="list-style-type: none">3.3.1 Identifying assumptions and risks3.3.2 Risk simulation3.3.3 Risk registers3.3.4 Risk accountability3.3.5 The management of risk in supply chains |
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| 3.4 | Critically compare methodologies for the planning of projects | <ul style="list-style-type: none">3.4.1 Sequencing activities3.4.2 Network techniques including project evaluation and review techniques (PERT) and critical path method (CPM)3.4.3 Gantt charts and baselines |
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Operations Management

(L5M9)

6

CREDITS

Module purpose

On completion of this module, learners will be able to understand the concepts of operations management that link to the efficiency and effectiveness of the supply chain and explain plans, designs, processes and systems for the improved control or improvement of supply chain operations.

Module aim(s)

To ensure success an organisation must create and adopt processes that ensure the consistent production of products and/or services that meet customer demand, both in terms of quantity and quality. This is the responsibility of those who manage the supply chain operations function. This module is designed to enable those involved in procurement and supply to assess techniques that are aimed at improving supply chain operations to the overall benefit of the organisation.

E

Elective module

1.5

Hours exam duration

OR

Objective response exam

60

Hours module learning time

Operations Management (L5M9)

Learning outcomes, assessment criteria and indicative content

1.0 Understand the concept and scope of operations management

1.1 Analyse the role and activities of operations management in organisations

- 1.1.1 Definitions of operations and operations management
 - 1.1.2 The extent of operations management in organisations
 - 1.1.3 Operations management in different types of organisations
-

1.2 Critically assess the objectives and strategies of operations management

- 1.2.1 From implementing to supporting to driving strategy
 - 1.2.2 The stages of development of operations strategy
 - 1.2.3 The performance objectives of operations management (quality, speed, dependability, flexibility, and cost)
 - 1.2.4 Top down and bottom-up perspectives of operations strategy
 - 1.2.5 Order qualifying and order winning objectives of operations management
-

1.3 Evaluate operations management processes

- 1.3.1 The input transformation output model of operations management
 - 1.3.2 The dimensions of operations processes (volume, variety, variation and visibility)
 - 1.3.3 The activities of operations processes
-

1.4 Analyse the application of operations management across supply chains

- 1.4.1 Operations management in manufacturing, services, retail, construction, and public sector supply chains
- 1.4.2 The impact of operations management on global sourcing
- 1.4.3 Examples of operations management in different supply chains



Operations Management (L5M9)

Learning outcomes, assessment criteria and indicative content

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| 2.0 | Understand improvement methodologies that can be applied in operations management | |
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| 2.1 | Analyse tools for improving performance in operations management | 2.1.1 The use of performance measurement in operations management |
| | | 2.1.2 Setting performance targets |
| | | 2.1.3 Benchmarking in improving operations management |
| | | 2.1.4 Building continuous improvement |
| | | 2.1.5 The use of business process re-engineering |

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| 2.2 | Explain techniques in failure prevention and recovery that can be applied in operations management | 2.2.1 Measuring failure and the impact of failure |
| | | 2.2.2 Mechanisms to detect failure |
| | | 2.2.3 Failure mode and effect analysis |
| | | 2.2.4 Improving process reliability |
| | | 2.2.5 Maintenance and approaches to maintenance |
| | | 2.2.6 Failure distributions |
| | | 2.2.7 Business continuity |

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| 2.3 | Evaluate the role of total quality management in operations management | 2.3.1 Approaches to total quality management |
| | | 2.3.2 The differences between total quality and quality assurance |
| | | 2.3.3 The work of pioneers of total quality management (such as Deming, Juran) |

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| 2.4 | Analyse techniques for quality improvement that can be applied in operations management | 2.4.1 Diagnosing quality problems |
| | | 2.4.2 The use of statistical process control |
| | | 2.4.3 Variation in process quality |
| | | 2.4.4 The Taguchi loss function |
| | | 2.4.5 Poka yoke |
| | | 2.4.6 The Six Sigma approach to quality improvement |

Logistics Management

(L5M10)

6
CREDITS

Module purpose

On completion of this module, learners will be able to understand the concepts of logistics management that link to the efficiency and effectiveness of the supply chain and explain plans, designs, processes and systems for the improved control or improvement of supply chain logistics.

Module aim(s)

In order to ensure success an organisation must create and adopt processes that ensure the consistent delivery of products and/or services that meet customer demand, both in terms of quantity and quality. This is the responsibility of those who manage the supply chain logistics function. This module is designed to enable those involved in procurement and supply to assess techniques that are aimed at improving supply chain logistics to the overall benefit of the organisation.

E

Elective module

1.5

Hours exam duration

OR

Objective response exam

60

Hours module learning time



Learning outcomes, assessment criteria and indicative content

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| 1.0 | Understand the concept of logistics management | |
| 1.1 | Analyse the role and activities of logistics management | <ul style="list-style-type: none">1.1.1 Defining logistics1.1.2 The elements of logistics management: integration of information, transportation, inventory, warehousing, material handling, packaging and security1.1.3 The different areas of logistics: procurement, production, distribution, after sales and disposals1.1.4 Logistics and supply chain management |
| 1.2 | Analyse the concept of integrated logistics | <ul style="list-style-type: none">1.2.1 The total logistics concept1.2.2 The total costs concept of logistics1.2.3 Pipeline inventory and logistics1.2.4 Multimodal transportation |
| 1.3 | Evaluate aspects of competitive advantage that can be achieved through logistics management | <ul style="list-style-type: none">1.3.1 Sources of competitive advantage through logistics1.3.2 Matching logistics to business strategy1.3.3 Levels of customer service1.3.4 Measuring customer service1.3.5 Service lifecycle management1.3.6 The financial impact of logistics |
| 1.4 | Critically appraise the use of technology in logistics management | <ul style="list-style-type: none">1.4.1 Coding and bar coding in logistics1.4.2 Order tracking technologies1.4.3 Auto Identification Data Capture (AIDC) technology in logistics1.4.4 Radio Frequency Identification (RFID) in logistics1.4.5 E-fulfilment in logistics1.4.6 Warehouse management systems (WMS)1.4.7 Integrating systems in the logistics supply chain |

Learning outcomes, assessment criteria and indicative content

2.0 Understand capacity planning and control in logistics management

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| 2.1 Analyse techniques that can be applied to planning and control in logistics management | 2.1.1 | The difference between planning and control |
| | 2.1.2 | Achieving balance between planning and control |
| | 2.1.3 | Responding to demand |
| | 2.1.4 | Loading, sequencing and scheduling |
| 2.2 Explain techniques that can be applied to capacity management | 2.2.1 | Defining capacity |
| | 2.2.2 | Capacity constraints |
| | 2.2.3 | Planning and controlling capacity |
| | 2.2.4 | Forecasting demand fluctuations |
| | 2.2.5 | Measuring capacity |
| | 2.2.6 | Capacity planning through level capacity plans, chase demand plans or demand management |
| 2.3 Analyse the use of Materials Requirements Planning (MRP) Systems technology for planning and control in Logistics management | 2.3.1 | MRP and MRP II |
| | 2.3.2 | ERP |
| | 2.3.3 | Master production scheduling |
| | 2.3.4 | Bills of materials |
| | 2.3.5 | Inventory data |
| | 2.3.6 | MRP calculations |
| | 2.3.7 | The limitations of MRP systems |
| 2.4 Analyse the use of reverse logistics as a process | 2.4.1 | The challenge of customer returns and returns management |
| | 2.4.2 | Customer returns policies |
| | 2.4.3 | Redistribution of returns to the supply chain |



Advanced Negotiation

(L5M15)

6

CREDITS

Module purpose

On completion of this module learners will be able to examine the key stages of the negotiation process and the influence of relationships and ethics on the process. They will also assess the methods and behavioural factors which can influence others.

Module aim(s)

Those involved in procurement and supply activity will create and manage formal agreements which will be critical to organisational success. Part of the developmental process for such agreements will rely upon effective negotiations with stakeholders and/or suppliers and also the ability to influence the individuals and groups involved. This module is designed for those managers who may be faced with preparing for and completing negotiations.

E

Elective module

1.5

Hours exam duration

OR

Objective response exam

60

Hours module learning time

Advanced Negotiation (L5M15)

Learning outcomes, assessment criteria and indicative content

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| 1.0 | Understand the key stages which impact on the negotiation process and outcomes | |
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| 1.1 | Analyse pre-negotiation and the associated preparation that should be made | <ul style="list-style-type: none">1.1.1 Who is to negotiate – team vs. individual – advantages vs. disadvantages1.1.2 The venue, intelligence gathering, clear objectives, strategy and tactics, rehearsal1.1.3 Negotiation agenda – advantages vs. disadvantages |
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| 1.2 | Examine negotiation and the associated strategies, tools and techniques | <ul style="list-style-type: none">1.2.1 Specialist tools of negotiation1.2.2 Framing an agenda1.2.3 Questions to elicit information and apply pressure1.2.4 Concessions to secure movement1.2.5 Reciprocated concessions1.2.6 Understanding the personalities of one's opponents and their motivational drivers1.2.7 Deadlocked negotiations1.2.8 The effects of lengthy negotiations, tiredness and concentration1.2.9 Concluding the negotiation, planning, agreements, benefits and value added |
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| 1.3 | Examine post-negotiation actions | <ul style="list-style-type: none">1.3.1 Clear agreements1.3.2 Selling the agreements to stakeholders1.3.3 Implementing agreements, planning, contracts, joint implementation teams, performance reviews and continuous improvement1.3.4 Establish monitoring procedures |
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Advanced Negotiation (L5M15)

Learning outcomes, assessment criteria and indicative content

2.0 Understand negotiation relationships and ethics

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| 2.1 | Assess the changing relationships within the negotiation process | 2.1.1 | Honesty and working relationships |
| | | 2.1.2 | Build mutual trust |
| | | 2.1.3 | Assess the situation |
| | | 2.1.4 | Place negotiation in the long-term context |
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| 2.2 | Analyse ethics and its influence on the negotiation process | 2.2.1 | Positional negotiation |
| | | 2.2.2 | Principled negotiation |
| | | 2.2.3 | Separate the people from the problem |
| | | 2.2.4 | Identify options for mutual gain – win-win |
| | | 2.2.5 | Sharing of information and data |
| | | 2.2.6 | Cultural factors |
| | | 2.2.7 | Bribery, corruption and fraud |
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3.0 Understand methods and behavioural factors which can influence others

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| 3.1 | Assess methods to influence individuals and groups | 3.1.1 | Building networks of trust and influence |
| | | 3.1.2 | Creating alliances |
| | | 3.1.3 | Identifying and dealing with conflict and resistance |
| | | 3.1.4 | Managing ambiguity and uncertainty |
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| 3.2 | Assess the behavioural factors that might influence individuals | 3.2.1 | Attitudes and responses |
| | | 3.2.2 | Motivation |
| | | 3.2.3 | Groups vs. informal organisations |
| | | 3.2.4 | Leadership style and systems management |
| | | 3.2.5 | Consultation and participation |
| | | 3.2.6 | Empowerment |
| | | 3.2.7 | Organisational structure |

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