





This qualification specification covers the following qualification:

Qualification Title	Qualification Number
Gateway Qualifications Level 4 Diploma in Procurement	601/3928/6

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1.1 (June 2020)	Front, back covers and RPL statement updated.	n/a
1.2 (April 2021)	Qualification approval from Qualifications Wales removed.	Pg6 and 7
1.3 (Jan 2023)	Removed address and changed back cover	Page 16

## About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification, you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: [www.gatewayqualifications.org.uk/recognition](http://www.gatewayqualifications.org.uk/recognition)

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## 1. Qualification Information

### 1.1 About the qualification

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The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The Gateway Qualifications Level 4 Diploma in Procurement has been developed in consultation with various stakeholders including the relevant Sector Skills Council (Skills for Logistics) and Training Providers and a replacement for the NQF qualifications in Supply Chain Management (NVQ). The qualifications are supported by employers including a government agency and a local police authority.

These qualifications will be suitable for learners in the following roles.

- Buyer
- Procurement / purchasing executive
- Procurement specialist
- Contract officer
- Supply chain / inventory / logistics analyst

Supply chain / inventory / logistics planner.

### 1.2 Objective

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The objective of the Gateway Qualifications Level 4 Diploma in Procurement is to confirm occupational competence of those in a procurement role.

### 1.3 Funding

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For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

### 1.4 Geographical coverage

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The qualifications have been approved by Ofqual to be offered in England.

If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

## **1.5 Progression opportunities**

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The qualifications form part of a suite of Procurement qualifications at Levels 3, 4, 5 and 6. Progression opportunities for this qualification are to the Levels 5 and 6 Diplomas In Procurement.

## **1.6 Equality, diversity and inclusion**

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It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.



## 2. Learner Entry Requirements

### 2.1 Key information

Qualification Titles	
<b>Age</b>	The approved age range for these qualifications is: 18+ and 19+
<b>Prior qualifications or units</b>	There is no requirement for learners to have achieved prior qualifications or units.
<b>Prior skills/knowledge/understanding</b>	There is no requirement for learners to have prior skills, knowledge or understanding
<b>Restrictions</b>	There are no restrictions to entry.
<b>Additional requirements/guidance</b>	There are no additional rules or guidance regarding learner entry requirements.

### 2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details

### 2.3 Recruiting learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

## 3. Qualification Details

### 3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

### 3.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning Hours	Credit Value
Gateway Qualifications Level 4 Diploma in Procurement	60	335	60

**Total Qualification Time** is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### 3.3 Qualification Structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.4 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**.

## Gateway Qualifications Level 4 Diploma in Procurement

To achieve the Gateway Qualifications Level 4 Diploma in Procurement, learners must achieve a minimum of 60 credits including 4 mandatory units totalling 19 credits from group M (Mandatory), a minimum of 4 units worth at least 17 credits from group OA and further units from either group OA or group OB with a maximum of 20 credits from group OB.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
F/506/5272	Develop Working Relationships with Colleagues and Stakeholders	4	4	20	15.3	M (Mandatory)
A/506/5271	Evaluate Information on Procurement	4	5	25	15.3	M (Mandatory)
T/506/5270	Improve the Performance of Procurement	4	6	30	15.3	M (Mandatory)
R/506/5275	Provide Leadership and Direction for Own Area of Responsibility	5	4	30	15.3	M (Mandatory)
F/506/5269	Undertake a Supply Market Analysis	4	6	35	15.3	OA (Optional Units A)
A/506/5268	Determine Requirements and Produce a Specification in Procurement	4	5	30	15.3	OA (Optional Units A)
T/506/5267	Assess the Capability of Suppliers to Meet Requirements	4	4	30	15.3	OA (Optional Units A)
M/506/5266	Manage a Sourcing Process in Procurement	4	6	35	15.3	OA (Optional Units A)
H/506/1764	Negotiate for Supplies	3	4	20	15.3	OA (Optional Units A)
K/506/5265	Establish Contractual Relationships with Suppliers	4	5	35	15.3	OA (Optional Units A)
H/506/5264	Review the Outcomes of Contracts	4	5	30	15.3	OA (Optional Units A)
D/506/5263	Evaluate Supplier Performance	4	5	25	15.3	OA (Optional Units A)
Y/506/5262	Manage the Purchase Order Cycle	4	4	25	15.3	OA (Optional Units A)

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code	Group Name
L/506/5274	Plan Change in Own Area of Responsibility	5	6	30	15.3	OB (Optional Units B)
Y/506/5259	Manage a Tendering Process	4	4	20	15.3	OB (Optional Units B)
R/506/5261	Schedule the Flow of Supplies in the Supply Chain	4	4	25	15.3	OB (Optional Units B)
J/506/5273	Manage Inventory	4	6	35	7.2	OB (Optional Units B)
M/506/5834	Manage Risk in Procurement	4	4	25	15.3	OB (Optional Units B)

### 3.4 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

### 3.5 Links to other qualifications

The qualifications form part of a suite of Procurement qualifications at Levels 3, 4, 5 and 6.

Progression opportunities for this qualification are to the Levels 5 and 6 Diplomas In Procurement.

### **3.6 Relationship with other frameworks**

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The Gateway Qualifications Level 4 Diploma in Procurement provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in the Procurement and Supply sector.

Relevant units within the qualification have been carefully developed according to the relevant standards as appropriate and/or in conjunction with users of the qualifications.

## 4. Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

### 4.1 Method of assessment

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The method of assessment for the qualification is through a portfolio of evidence.

Learners must have access to a relevant workplace as there is a requirement for assessment to be undertaken in the workplace.

### 4.2 Assessment materials

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There are no specific assessment materials provided for this qualification.

### 4.3 Assessment language

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The qualifications are assessed in English only.

### 4.4 Access Arrangements, Reasonable Adjustments and Special Considerations

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It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

#### Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

## 5. Centre Recognition and Qualification Approval

### 5.1 Centre Recognition

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Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

### 5.2 Qualification-specific centre requirements

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Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

#### Learning in the Work Place

Where delivery of a unit is in the work place, centres are required to exercise due diligence in respect of the following:

- Risk assessments
- Health and safety requirements

Provision of appropriate learning experience

### 5.3 Qualification-Specific tutor/assessor requirements

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Tutor/Assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

### 5.4 Qualification-specific quality assurance requirements

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There are no additional internal/external quality assurance requirements for this/these qualification.

### 5.5 Additional requirements/guidance

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There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

### 5.6 Malpractice

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Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>



## 6. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 7. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester, Essex.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

## Appendix 1 – Unit Specifications

<b>Unit Title:</b>	<b>Develop Working Relationships with Colleagues and Stakeholders</b>
<b>Unit Reference Number:</b>	F/506/5272
<b>Level:</b>	4
<b>Credit Value:</b>	4
<b>GLH:</b>	20
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

### Unit Summary

This unit will help learners to maintain, monitor, review and improve working relationships with colleagues and stakeholders.

This unit has 3 learning outcomes.

### Assessment Methodology

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Develop Working Relationships with Colleagues and Stakeholders**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Be able to identify stakeholders and their relevance to an organisation.</p>	<p>1.1. Identify an organisation’s stakeholders.                      1.2. Evaluate the roles, responsibilities, interests and concerns of stakeholders.                      1.3. Assess the importance of identified stakeholders.</p>	<p>1.1. Identify stakeholders:                      • List of stakeholders</p> <p>1.2. Roles of stakeholders:                      • Evaluation and grouping of stakeholders</p> <p>1.3. Importance of stakeholders                      • Stakeholder mapping</p>
<p>2. Understand how to establish working relationships with colleagues and stakeholders.</p>	<p>2.1. Explain ways to agree a common sense of purpose with colleagues and stakeholders.                      2.2. Summarise how to create an environment of trust and mutual respect with colleagues and stakeholders.</p>	<p>2.1 Agree a common purpose:                      • Role of early stakeholder involvement                      • Stakeholder consultation                      • Stakeholder management strategy</p> <p>2.2 Creating trust:                      • Democratic and participative leadership styles                      • Stakeholder buy-in                      • Cross-functional team work</p>

**Develop Working Relationships with Colleagues and Stakeholders**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
3. Be able to create an environment of trust and mutual respect with colleagues and stakeholders.	3.1. Review the needs and motivations of colleagues and stakeholders. 3.2. Interact with colleagues and stakeholders in a way that builds respect and recognises the views and actions of others.	3.1. Review stakeholder needs: <ul style="list-style-type: none"> <li>• Stakeholder mapping review</li> <li>• Theories of motivation</li> <li>• Stakeholder motivations and needs evaluation</li> </ul> 3.2. Stakeholder management: <ul style="list-style-type: none"> <li>• Performance reports to stakeholders</li> <li>• Stakeholder review meetings</li> <li>• Revision to plans</li> <li>• Stakeholder communication</li> </ul>

**Unit Title:** Evaluate Information on Procurement

<b>Unit Reference Number:</b>	A/506/5271
<b>Level:</b>	4
<b>Credit Value:</b>	5
<b>GLH:</b>	25
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will help learners to understand key information flows within procurement, how to evaluate the information and how to disseminate findings to stakeholders.

This unit has 3 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Evaluate Information on Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand the importance of evaluating information at different stages of the procurement cycle.</p>	<p>1.1. Explain the purpose of evaluating information within the procurement cycle.                      1.2. Explain how different types of information are evaluated at key stages of the procurement cycle.</p>	<p>1.1. Explain the purpose:</p> <ul style="list-style-type: none"> <li>• Finding effective suppliers who deliver value for money</li> <li>• Measuring supplier performance and relationships</li> </ul> <p>1.2. Stages of the Procurement Cycle</p> <ul style="list-style-type: none"> <li>• Determining requirements</li> <li>• Sourcing</li> <li>• Negotiation</li> <li>• Contracting</li> <li>• Supplier relationship management</li> </ul> <p>Types of information</p> <ul style="list-style-type: none"> <li>• Market analysis</li> <li>• Supplier appraisal</li> <li>• Pre-qualification questionnaires (PQQ)</li> <li>• Bid evaluation</li> <li>• Negotiation preparation</li> <li>• Purchase price and cost analysis</li> <li>• Vendor rating</li> </ul>

**Evaluate Information on Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>2. Be able to evaluate information in procurement.</p>	<p>2.1. Gather information for evaluation in procurement.                      2.2. Evaluate information using appropriate tools and techniques.                      2.3. Summarise outcomes of evaluation in order to support decision making.</p>	<p>2.1 Information relating to:</p> <ul style="list-style-type: none"> <li>• Supply markets</li> <li>• Finding new suppliers</li> <li>• Negotiation</li> <li>• Purchase re-ordering</li> <li>• Tendering</li> <li>• Performance measurement</li> </ul> <p>2.2 Types of information:</p> <ul style="list-style-type: none"> <li>• Market intelligence reports</li> <li>• Supplier questionnaires</li> <li>• Supplier financial reports and published accounts</li> <li>• Third party information reports</li> <li>• Tenders and quotations</li> <li>• Economic reports</li> <li>• Re-order level reports</li> <li>• Internal customer feedback</li> <li>• Supplier performance</li> <li>• Model forms of contract and legal information</li> </ul>

**Evaluate Information on Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
		<p>Tools and techniques</p> <ul style="list-style-type: none"> <li>• Spreadsheets</li> <li>• Financial ratios</li> <li>• Inventory management calculations</li> <li>• Total cost of ownership</li> <li>• Vendor rating calculations</li> <li>• Bid analysis</li> <li>• Negotiation planning</li> <li>• Porters industry analysis</li> </ul> <p>STEEPLE</p> <p>2.3 Summarise outcomes:</p> <ul style="list-style-type: none"> <li>• Cross checking information</li> <li>• Reports summarising evaluation of information</li> <li>• Spreadsheet summary of information</li> <li>• SWOT analysis</li> <li>• Risk and opportunity table</li> <li>• Procurement targeting model</li> <li>• Tender evaluation spreadsheet</li> <li>• Negotiation analysis summary (Fisher and Ury fishbone diagram)</li> <li>• Supplier performance chart</li> </ul>



**Evaluate Information on Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to present outcomes of evaluation to stakeholders.</p>	<p>3.1. Present key outcomes of evaluation with conclusions in appropriate format for audience.</p> <p>3.2. Respond appropriately to feedback from stakeholders.</p> <p>3.3. Make recommendations in response to feedback.</p>	<p>3.1. Present key outcomes:</p> <ul style="list-style-type: none"> <li>• Reports</li> <li>• Presentations</li> <li>• Stakeholder communication</li> </ul> <p>3.2. Respond to feedback</p> <ul style="list-style-type: none"> <li>• Stakeholder meeting notes</li> <li>• Stakeholder communication</li> </ul> <p>3.3. Make recommendations</p> <ul style="list-style-type: none"> <li>• Recommendation reports</li> <li>• Stakeholder communication</li> <li>• Stakeholder presentations</li> </ul>

<b>Unit Title:</b>	<b>Improve the Performance of Procurement</b>
<b>Unit Reference Number:</b>	T/506/5270
<b>Level:</b>	4
<b>Credit Value:</b>	6
<b>GLH:</b>	30
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

### Unit Summary

This unit will help learners to identify areas that need to be addressed to improve the performance of the supply chain, how to generate and evaluate improvement options and how to implement a supply chain improvement plan.

This unit has 6 learning outcomes.

### Assessment Methodology

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Improve the Performance of Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand continuous improvement in the context of procurement.</p>	<p>1.1. Explain the principles of continuous improvement in procurement.                      1.2. Explain the key models used for continuous improvement in procurement.</p>	<p>1.1. Continuous improvement requires cross functional team working to enable:</p> <ul style="list-style-type: none"> <li>• Cost reduction</li> <li>• Risk reduction from exposure to the supply base</li> <li>• Supplier innovation</li> <li>• Lead time reduction</li> <li>• Quality improvement</li> </ul> <p>1.2. Explain key models:</p> <ul style="list-style-type: none"> <li>• TQM</li> <li>• 6 Sigma</li> <li>• Kaizen</li> <li>• Lean/Agile</li> <li>• Value analysis/value engineering</li> <li>• JIT</li> <li>• Procurement targeting (Kraljic)</li> <li>• Variety reduction and standardisation</li> <li>• Purchase price and cost analysis</li> <li>• Target pricing, learning curve and cost reduction</li> </ul>

**Improve the Performance of Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>2. Be able to identify areas to improve the performance of procurement.</p>	<p>2.1. Evaluate current supply chain performance within an organisation including a gap analysis of performance shortfalls.</p> <p>2.2. Agree areas for improvement with stakeholders.</p>	<p>2.1 Evaluate performance:</p> <ul style="list-style-type: none"> <li>• Vendor rating</li> <li>• Internal customer feedback</li> <li>• Cost reduction against target</li> <li>• Risk reduction against target</li> <li>• Supplier innovation and improvements</li> <li>• Procurement department benchmarking</li> <li>• Supplier performance gap analysis</li> <li>• Procurement process gap analysis</li> <li>• Procurement targets gap analysis</li> </ul> <p>2.2 Agree areas for improvements</p> <ul style="list-style-type: none"> <li>• Prioritised list of improvement areas</li> <li>• Stakeholder communication</li> <li>• Presentation to stakeholders</li> </ul>

**Improve the Performance of Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to determine options for performance improvement.</p>	<p>3.1. Identify and evaluate the options for performance improvement.                      3.2. Recommend preferred options to stakeholders with rationale.                      3.3. Agree preferred options with stakeholders.</p>	<p>3.1. Identify and evaluate options:</p> <ul style="list-style-type: none"> <li>• Sourcing improvements including supplier rationalisation</li> <li>• Partnering and supplier relationship management improvements</li> <li>• Standardisation</li> <li>• Systems and processes improvements</li> <li>• Organisational improvements</li> <li>• Supply chain improvements</li> </ul> <p>3.2. Recommend preferred option:</p> <ul style="list-style-type: none"> <li>• Option appraisal against cost, risk, time and effort versus potential returns</li> <li>• Option evaluation report</li> <li>• Stakeholder communication</li> </ul> <p>3.3. Agree areas for improvement:</p> <ul style="list-style-type: none"> <li>• Stakeholder communication</li> <li>• Stakeholder presentations</li> <li>• Agreed options for implementation</li> </ul>

**Improve the Performance of Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>4. Be able to develop a plan for performance improvement.</p>	<p>4.1. In consultation with key stakeholders develop a plan for performance improvement which identifies gaps/weaknesses.</p>	<p>4.1. Develop a plan for improvement:</p> <ul style="list-style-type: none"> <li>• Stakeholder communication</li> <li>• Stakeholder meeting notes</li> <li>• Performance improvement plan</li> <li>• Key performance indicators (KPI's)</li> </ul>
<p>5. Be able to implement and monitor performance improvement.</p>	<p>5.1. Implement performance improvements against plan. 5.2. Monitor progress and make amendments to plan as required.</p>	<p>5.1. Implement performance improvement plan:</p> <ul style="list-style-type: none"> <li>• Project initiation meeting notes</li> <li>• Key milestones and KPI's</li> </ul> <p>5.2. Monitor progress:</p> <ul style="list-style-type: none"> <li>• Project meeting notes</li> <li>• Performance measurement and KPI's, graphs and tables</li> <li>• Revised plans</li> </ul>

**Improve the Performance of Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>6. Be able to review the outcomes of performance improvement.</p>	<p>6.1. Evaluate outcomes of performance improvement against targets.                      6.2. Obtain feedback from key stakeholders on performance improvement.                      6.3. Report outcomes of review to key stakeholders.</p>	<p>6.1. Evaluate performance outcomes:</p> <ul style="list-style-type: none"> <li>• Measurement of performance improvement outcomes and benefits achieved</li> <li>• Gap analysis between outcomes and targets</li> </ul> <p>6.2. Obtain feedback:</p> <ul style="list-style-type: none"> <li>• Stakeholder questionnaires</li> <li>• Stakeholder meeting notes</li> <li>• Stakeholder communication</li> </ul> <p>6.3. Report outcomes of review:</p> <ul style="list-style-type: none"> <li>• Performance improvement reports</li> <li>• Performance improvement presentation</li> <li>• Stakeholder communications</li> </ul>

<b>Unit Title:</b>	<b>Provide Leadership and Direction for Own Area of Responsibility</b>
<b>Unit Reference Number:</b>	R/506/5275
<b>Level:</b>	5
<b>Credit Value:</b>	4
<b>GLH:</b>	30
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

### Unit Summary

This unit aims to provide the candidate with the ability to recognise own strengths within own area of responsibility and to use these to provide leadership to the team in achieving required goals. The candidate will also gather appropriate feedback from team members which, together with own reflection on leadership of the team, will lead to enhancement in the performance of the team and the individual.

This unit has 4 learning outcomes.

### Assessment Methodology

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning. All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.



**Provide Leadership and Direction for Own Area of Responsibility**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
<b>The learner will:</b>	<b>The learner can:</b>	
1. Be able to assess own capacity to lead in own area of responsibility.	1.1. Assess own strengths and ability to lead in a leadership role. 1.2. Evaluate strengths within own area of responsibility.	1.1. Assess own strengths: <ul style="list-style-type: none"> <li>• Distinguish leadership from management</li> <li>• Leadership traits and styles</li> <li>• Leadership self-analysis questionnaires</li> </ul> 1.2. Evaluate strengths: <ul style="list-style-type: none"> <li>• Evaluation of leadership in four directions</li> <li>• Strengths and weakness evaluation</li> <li>• Job role mapped to leadership competencies</li> </ul>

**Provide Leadership and Direction for Own Area of Responsibility**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
<b>The learner will:</b>	<b>The learner can:</b>	
2. Be able to provide direction and set objectives in own area of responsibility.	2.1. Outline direction for own area of responsibility. 2.2. Work with colleagues to set objectives that align with those of the organisation.	2.1 Outline direction: <ul style="list-style-type: none"> <li>• Department strategy document</li> <li>• Team strategy document</li> <li>• Project plans</li> <li>• Presentations</li> </ul> 2.2 Set objectives: <ul style="list-style-type: none"> <li>• Organisational objectives</li> <li>• Team meeting notes</li> <li>• Appraisals and PDP's</li> <li>• SMART objectives</li> </ul>

**Provide Leadership and Direction for Own Area of Responsibility**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.</p>	<p>3.1. Communicate the agreed direction to individuals within own area of responsibility.</p> <p>3.2. Collect feedback to inform improvement in own area of responsibility.</p>	<p>3.1. Communicate agreed direction:</p> <ul style="list-style-type: none"> <li>• Presentations</li> <li>• Plans</li> <li>• Team meeting notes</li> <li>• Informal meetings</li> <li>• Appraisals and PDP's</li> </ul> <p>3.2. Collect feedback:</p> <ul style="list-style-type: none"> <li>• Team feedback</li> <li>• Manager feedback</li> <li>• Customer feedback</li> <li>• Supplier feedback</li> </ul>

**Provide Leadership and Direction for Own Area of Responsibility**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
4. Be able to assess own leadership performance.	4.1. Assess feedback on own leadership performance. 4.2. Evaluate own leadership performance.	4.1. Assess feedback: <ul style="list-style-type: none"> <li>• Summary of feedback</li> <li>• Feedback mapped against job role competencies</li> </ul> 4.2. Evaluate own performance: <ul style="list-style-type: none"> <li>• Areas for improvement</li> <li>• Leadership improvement plan</li> <li>• Meeting notes with mentor</li> <li>• Own appraisal and PDP</li> </ul>

**Unit Title:** Undertake a Supply Market Analysis

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<b>Unit Reference Number:</b>	F/506/5269
<b>Level:</b>	4
<b>Credit Value:</b>	6
<b>GLH:</b>	35
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will help learners to undertake a supply market analysis, including making use of relevant tools and techniques.

This unit has 5 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Undertake a Supply Market Analysis**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand supply market analysis and why it is important.</p>	<p>1.1. Explain supply market analysis and why it is important.</p>	<p>1.1 Components of supply market analysis:</p> <ul style="list-style-type: none"> <li>• Finding new markets for supplies</li> <li>• Assessing risks and opportunities in purchasing from the market</li> <li>• Evaluating the viability of purchasing from the market</li> </ul> <p>Reasons for importance</p> <ul style="list-style-type: none"> <li>• Identifying new sources of supply</li> <li>• Informing sourcing strategy</li> <li>• Reduction in cost and risk of bought in materials</li> </ul>
<p>2. Understand the tools and techniques that can be used to undertake a supply market analysis.</p>	<p>2.1. Explain the different tools and techniques that can be used to undertake a supply market analysis.</p>	<p>2.1 Tools and techniques:</p> <ul style="list-style-type: none"> <li>• STEEPLE analysis</li> <li>• Porter's 5 forces industry analysis</li> <li>• CIPS/UN Pocket analysis</li> <li>• Risk/Impact analysis</li> <li>• SWOT analysis</li> <li>• Value chain and supply chain mapping</li> </ul>

**Undertake a Supply Market Analysis**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to gather supply market information.</p>	<p>3.1. Analyse key supply market factors that influence procurement.</p> <p>3.2. Use a variety of types of information and sources to gather market information relevant to an area of procurement.</p>	<p>3.1 Market factors that influence procurement:</p> <ul style="list-style-type: none"> <li>• Political, economic, social, technological, environmental and ethical factors</li> <li>• Supply chain structure and power of raw material suppliers</li> <li>• Logistics</li> <li>• Competition in the market place</li> <li>• Power of market buyers</li> </ul> <p>3.2 Information sources:</p> <ul style="list-style-type: none"> <li>• Primary data collection</li> <li>• Published market intelligence</li> <li>• Previous in-company research</li> </ul>

**Undertake a Supply Market Analysis**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>4. Be able to analyse supply market information.</p>	<p>4.1. Map key risks and opportunities relevant to an area of procurement against appropriate market analysis models.</p> <p>4.2. Use appropriate tools and techniques to analyse market information.</p>	<p>4.1 Map key risks:</p> <ul style="list-style-type: none"> <li>• Macro and Micro supply market risk and impact analysis</li> <li>• Macro and Micro supply market opportunity analysis</li> </ul> <p>4.2 Analysis tools:</p> <ul style="list-style-type: none"> <li>• Market SWOT analysis</li> </ul>



**Undertake a Supply Market Analysis**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>5. Be able to present outcomes of market analysis to stakeholders.</p>	<p>5.1. Present outcomes of market analysis in a format suitable for stakeholders.                      5.2. Respond to feedback from key stakeholders.                      5.3. Make recommendations as to the risks and opportunities of sourcing from the supply market.</p>	<p>5.1. Present outcomes:</p> <ul style="list-style-type: none"> <li>• Sourcing strategy with rationale based upon risks and opportunities of supply market</li> <li>• Presentation to stakeholders</li> </ul> <p>Stakeholder communication</p> <p>5.2. Respond to feedback:</p> <ul style="list-style-type: none"> <li>• Stakeholder meeting notes</li> <li>• Stakeholder communication</li> <li>• Changes to draft sourcing strategy</li> </ul> <p>5.3. Recommendations</p> <ul style="list-style-type: none"> <li>• Sourcing strategy</li> <li>• Presentation of strategy to stakeholders</li> </ul>

<b>Unit Title:</b>	<b>Determine Requirements and Produce a Specification in Procurement</b>
<b>Unit Reference Number:</b>	A/506/5268
<b>Level:</b>	4
<b>Credit Value:</b>	5
<b>GLH:</b>	30
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

### Unit Summary

This unit will help learners to work with the internal stakeholders in the development of procurement specification.

This unit has 4 learning outcomes.

### Assessment Methodology

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Determine Requirements and Produce a Specification in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand the purpose and process of specifications development in procurement.</p>	<p>1.1. Explain the different types of specification that can be used in procurement and their purpose.</p> <p>1.2. Explain the steps in developing a specification.</p> <p>1.3. Explain the types of information that may be included in a specification.</p>	<p>1.1 Types of specification:</p> <ul style="list-style-type: none"> <li>• Definition of specification</li> <li>• Conformance based specifications</li> <li>• Output based specifications</li> <li>• Technical specifications and drawings</li> <li>• Use of samples and brand names</li> <li>• Goods v services specifications including specifications for outsourcing</li> <li>• Use of standards for specifications</li> </ul> <p>1.2 Steps in development:</p> <ul style="list-style-type: none"> <li>• Steps in specification development such as those authored by the British Standards Institute</li> <li>• Standards Institute</li> <li>• Value analysis and value engineering in specification development</li> </ul>

**Determine Requirements and Produce a Specification in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
		1.3 Types of information in a specification: <ul style="list-style-type: none"> <li>• Technical manufacturing process</li> <li>• Components</li> <li>• Materials</li> <li>• Performance outputs</li> <li>• Processes</li> <li>• Sample references</li> <li>• Quality assurance procedures</li> <li>• Quality control procedures</li> <li>• Service level agreement</li> <li>• Timescales</li> <li>• Tolerances</li> </ul>
2. Be able to determine requirements for procurement.	2.1. Consult with internal stakeholders to determine requirements for key supplies.	2.1 Consult with stakeholders: <ul style="list-style-type: none"> <li>• Notes of stakeholder meeting</li> <li>• Stakeholder communication</li> <li>• Early supplier involvement communications</li> <li>• Draft operational requirement including quality, performance, quantity delivery and customer service levels</li> </ul>

**Determine Requirements and Produce a Specification in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to produce a specification.</p>	<p>3.1. Agree the scope of a specification that meets organisational requirements.                      3.2. Produce specification that is clear, matches stakeholder requirements and is in accordance with organisation guidelines and any legal requirements.</p>	<p>3.1 Meeting organisational requirements:</p> <ul style="list-style-type: none"> <li>• Communication of operational requirement to stakeholders</li> <li>• Feedback from stakeholders</li> </ul> <p>3.2 Produce specification:</p> <ul style="list-style-type: none"> <li>• Communication of draft specification to stakeholders</li> <li>• Feedback from stakeholders</li> <li>• Final specification document</li> </ul>
<p>4. Be able to deliver specification to the market.</p>	<p>4.1. Use appropriate methods to deliver specification to market.</p>	<p>4.1 Deliver specification to market</p> <ul style="list-style-type: none"> <li>• Tender documents and invitation to tender letter</li> <li>• Request for quotation (RFQ) documents</li> <li>• Communication with suppliers</li> </ul>

<b>Unit Title:</b>	<b>Assess the Capability of Suppliers to Meet Requirements</b>
<b>Unit Reference Number:</b>	T/506/5267
<b>Level:</b>	4
<b>Credit Value:</b>	4
<b>GLH:</b>	30
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

### Unit Summary

This unit will help learners to develop and implement a rigorous supplier assessment process.

This unit has 4 learning outcomes.

### Assessment Methodology

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Assess the Capability of Suppliers to Meet Requirements**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand the process of supplier capability assessment.</p>	<p>1.1. Explain why effective supplier capability assessment is essential.</p> <p>1.2. Evaluate the different methods for assessing the capability of key suppliers.</p> <p>1.3. Explain when to apply different methods for assessing key suppliers.</p>	<p>1.1 Purpose of assessment:</p> <ul style="list-style-type: none"> <li>• Finding capable and motivated suppliers</li> <li>• Supplier orientation model</li> <li>• Supplier interest curve</li> </ul> <p>1.2 Methods of assessment:</p> <ul style="list-style-type: none"> <li>• Site visits</li> <li>• Third party reports including credit rating agencies</li> <li>• Supplier questionnaires</li> <li>• References</li> <li>• Published financial accounts</li> </ul> <p>1.3 When to apply different methods</p> <ul style="list-style-type: none"> <li>• Supplier assessment methods based upon type of relationship required</li> <li>• Supplier assessment methods based upon the procurement targeting model (Kraljic) taking into account annual expenditure and supply market risk</li> <li>• Supplier assessment methods for urgent supplies</li> </ul>

**Assess the Capability of Suppliers to Meet Requirements**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>2. Be able to determine appropriate evaluation methods for suppliers.</p>	<p>2.1. Specify appropriate capability assessment criteria for potential suppliers in consultation with relevant stakeholders.</p>	<p>2.1 Assessment criteria:</p> <ul style="list-style-type: none"> <li>• Ability areas to include capacity, quality, financial health, lead times, cost and logistics</li> <li>• Commitment areas to include business outlook, culture, working together, attractiveness of buyers business, corporate social responsibility and corporate governance</li> </ul>
<p>3. Be able to assess the capability of suppliers.</p>	<p>3.1. Gather information to enable assessment of capability of key suppliers.</p> <p>3.2. Assess potential key suppliers against the agreed capability assessment criteria.</p> <p>3.3. Evaluate results of capability assessments of key suppliers.</p>	<p>3.1 Gather supplier information:</p> <ul style="list-style-type: none"> <li>• Supplier assessment visit reports</li> <li>• Completed supplier assessment questionnaire</li> <li>• References from other customers</li> <li>• Credit agency and third party reports</li> </ul> <p>3.2 Assess suppliers:</p> <ul style="list-style-type: none"> <li>• Supplier assessment against ability criteria</li> <li>• Supplier assessment against commitment criteria</li> </ul>



**Assess the Capability of Suppliers to Meet Requirements**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
		3.3 Evaluate results of supplier assessment: <ul style="list-style-type: none"> <li>• Supplier assessment report</li> <li>• Supplier assessment scorecard</li> <li>• Approved suppliers and non-approved suppliers</li> </ul>
4. Be able to feedback results of supplier assessments.	4.1. Communicate results of assessments of key suppliers to internal stakeholders. 4.2. Communicate results of assessments to suppliers.	4.1 Communicate results to internal stakeholders <ul style="list-style-type: none"> <li>• Communication with internal stakeholders</li> </ul> 4.2 Communicate results to suppliers <ul style="list-style-type: none"> <li>• Communication with non-approved suppliers</li> <li>• Communication with approved suppliers</li> <li>• Debriefing suppliers</li> </ul>

**Unit Title:** Manage a Sourcing Process in Procurement

<b>Unit Reference Number:</b>	M/506/5266
<b>Level:</b>	4
<b>Credit Value:</b>	6
<b>GLH:</b>	35
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will help learners to understand and implement a sourcing process from determining requirements to award of business.

This unit has 6 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Manage a Sourcing Process in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand the procurement sourcing process.</p>	<p>1.1. Explain the steps in a sourcing process.                      1.2. Explain organisational sourcing policies and processes in procurement.                      1.3. Explain different sourcing methods.</p>	<p>1.1 Steps in the sourcing process:</p> <ul style="list-style-type: none"> <li>• Determining requirements</li> <li>• Market analysis</li> <li>• Advertising the requirements</li> <li>• Shortlisting the suppliers</li> <li>• Inviting bids</li> <li>• Bid evaluation</li> <li>• Negotiation</li> <li>• The award of business</li> </ul> <p>1.2 Organisational policies:</p> <ul style="list-style-type: none"> <li>• Organisational policies and procedures</li> <li>• Standing orders and standing financial instructions</li> <li>• Legal requirements</li> </ul> <p>1.3 Sourcing methods</p> <ul style="list-style-type: none"> <li>• Quotation v tender v negotiation</li> <li>• Electronic procurement including e-auctions and e-tendering</li> <li>• Single source v dual source v multiple source</li> </ul>

**Manage a Sourcing Process in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
2. Be able to determine requirements for sourcing.	2.1. Following consultation with stakeholders specify the procurement requirements for sourcing. 2.2. Identify and agree award criteria.	2.1 Agree requirements: <ul style="list-style-type: none"> <li>• Communication with stakeholders to agree requirements</li> <li>• Notes of meetings with stakeholders</li> </ul> 2.2 Award criteria <ul style="list-style-type: none"> <li>• Lowest price</li> <li>• Most economically advantageous offer (tender)</li> <li>• Criteria for routine purchases</li> <li>• Criteria for CAPEX purchases</li> <li>• Criteria for high value, high risk purchases</li> </ul>

**Manage a Sourcing Process in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to issue sourcing documentation to potential suppliers.</p>	<p>3.1. Select suppliers in accordance with organisational requirements. 3.2. Issue sourcing documentation in appropriate format to potential suppliers.</p>	<p>3.1 Select bidders:</p> <ul style="list-style-type: none"> <li>• Advertisement of requirements</li> <li>• Approved list of suppliers</li> <li>• Third party supplier data base for buying organisations sector</li> <li>• Pre-qualification questionnaire (PQQ)</li> </ul> <p>3.2 Issue sourcing documentation:</p> <ul style="list-style-type: none"> <li>• Invitation to tender letter and documents</li> <li>• Invitation to bid letter and documents</li> <li>• Request for quotation, request for price, enquiry documents</li> <li>• Informal communication with suppliers</li> </ul>
<p>4. Be able to respond to queries relating to a bid.</p>	<p>4.1. Follow organisational guidelines to respond to queries in a consistent manner and in line with best practice.</p>	<p>4.1 Response to bid queries:</p> <ul style="list-style-type: none"> <li>• Organisational policies and procedures</li> <li>• Communication with suppliers</li> <li>• Communication with internal stakeholders</li> </ul>

**Manage a Sourcing Process in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>5. Be able to evaluate and clarify bids.</p>	<p>5.1. Establish evaluation team which includes colleagues with relevant expertise.                      5.2. Evaluate bids in accordance with agreed award criteria and organisational procedures.                      5.3. Resolve any queries with supplier bids.</p>	<p>5.1. Establish evaluation team:</p> <ul style="list-style-type: none"> <li>• Communication with stakeholders</li> <li>• Evaluation team and roles</li> </ul> <p>5.2. Evaluate bids:</p> <ul style="list-style-type: none"> <li>• Notes of evaluation panel meeting</li> <li>• Evaluators scorecards</li> <li>• Evaluation spreadsheet</li> <li>• Evaluation using weighted criteria</li> </ul> <p>5.3. Resolve queries</p> <ul style="list-style-type: none"> <li>• Communication to suppliers</li> <li>• Supplier response</li> <li>• Bid clarification meeting notes</li> <li>• Amended evaluation documentation</li> </ul>

**Manage a Sourcing Process in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>6. Be able to award business to the successful bidder.</p>	<p>6.1. Make recommendations for award of business with evidence to justify recommendations.</p> <p>6.2. Obtain approval for award in line with organisational requirements.</p> <p>6.3. Communicate outcomes of bid to suppliers.</p>	<p>6.1. Award recommendations:</p> <ul style="list-style-type: none"> <li>• Overall evaluation showing preferred supplier or suppliers</li> <li>• Business award recommendation paper</li> </ul> <p>6.2. Award approval:</p> <ul style="list-style-type: none"> <li>• Line manager ratification of award recommendation</li> <li>• Presentation of award recommendation to award panel</li> <li>• Notes of award panel meeting</li> </ul> <p>6.3. Communication of outcomes:</p> <ul style="list-style-type: none"> <li>• Organisational policies and procedures</li> <li>• Communication with suppliers</li> <li>• Communication with internal stakeholders</li> </ul>

**Unit Title:** Negotiate for Supplies

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<b>Unit Reference Number:</b>	H/506/1764
<b>Level:</b>	3
<b>Credit Value:</b>	4
<b>GLH:</b>	20
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will help learners to understand the process of negotiation in procurement and supply.

This unit has 5 learning outcomes.

**Assessment Methodology**

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.



**Negotiate for Supplies**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand the process of negotiation in procurement and supply.</p>	<p>1.1. Explain the benefits and disadvantages of negotiation for supplies.                      1.2. Explain the phases of negotiation.                      1.3. Explain the key persuasion techniques utilised in negotiation.</p>	<p>1.1 Benefits and disadvantages of negotiation:</p> <ul style="list-style-type: none"> <li>• Improving a suppliers offer through negotiation</li> <li>• Resolving problems without third party intervention</li> <li>• Resolution timescale compared with other methods of conflict resolution</li> <li>• Building trust through integrative negotiations</li> <li>• Building negativity through adversarial negotiations</li> <li>• Predictability of negotiation and its effect on the other party</li> <li>• Benefits and disadvantages of negotiation as a method of soliciting suppliers bids.</li> </ul> <p>1.2 Phases of negotiation:</p> <ul style="list-style-type: none"> <li>• Negotiation research</li> <li>• Negotiation planning</li> <li>• Developing the negotiation strategy</li> <li>• The negotiation meeting and the four stages of a negotiation meeting</li> <li>• The negotiation agreement.</li> </ul>

**Negotiate for Supplies**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
		1.3 Negotiation persuasion techniques: <ul style="list-style-type: none"> <li>• Tactics and ploys</li> <li>• Behavioural traits of a skilled negotiator</li> <li>• Persuasion techniques of logic, emotion, bargaining, threat and compromise and when to use them.</li> </ul>
2. Be able to prepare for the negotiation of supplies.	2.1. Identify requirements of all stakeholders. 2.2. Carry out market research for the required supplies.	2.1 Identify requirements: <ul style="list-style-type: none"> <li>• Stakeholder communication</li> <li>• Operational requirements</li> </ul> 2.2 Market research: <ul style="list-style-type: none"> <li>• STEEPLE analysis</li> <li>• Industry analysis (Porter’s 5 forces)</li> <li>• Supplier analysis</li> <li>• Market testing</li> <li>• Benchmarking</li> <li>• Purchase price and cost analysis</li> </ul>

**Negotiate for Supplies**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to produce a negotiation plan for the negotiation of supplies.</p>	<p>3.1. Define negotiation objectives and targets.                      3.2. Identify acceptable negotiable variables.                      3.3. Produce negotiation plan.</p>	<p>3.1 Negotiation objectives and targets:</p> <ul style="list-style-type: none"> <li>• Must, Intend and Like (MIL) targets</li> <li>• Timescales for negotiation</li> <li>• Best alternative to a negotiated agreement (BATNA)</li> </ul> <p>3.2 Variables:</p> <ul style="list-style-type: none"> <li>• Performance variables (quality, quantity, delivery)</li> <li>• Price and cost variables</li> <li>• Terms and conditions variables</li> <li>• Sourcing options variables (single, dual or multi source)</li> <li>• Agreement term variables</li> </ul> <p>3.3 Negotiation plan:</p> <ul style="list-style-type: none"> <li>• Position and interests of the other party</li> <li>• Roles of the negotiation team and briefing the team</li> <li>• List of tradable negotiation variables and when to use them</li> <li>• Tactics and ploys to be used</li> <li>• Styles of persuasion to be used</li> <li>• Fall back positions</li> </ul>

**Negotiate for Supplies**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>4. Be able to conduct a negotiation meeting for supplies.</p>	<p>4.1. Conduct negotiation with suppliers. 4.2. Reach an agreement with the supplier in line with negotiable variables.</p>	<p>4.1 Conduct negotiations:</p> <ul style="list-style-type: none"> <li>• Opening phase</li> <li>• Testing assumptions and the other parties positions and interests</li> <li>• Proposing and bargaining phase using negotiable variables</li> <li>• Summarising progress</li> <li>• Implementing tactics and ploys</li> <li>• Reassess</li> </ul> <p>4.2 Reach agreement:</p> <ul style="list-style-type: none"> <li>• Testing understanding of proposals</li> <li>• Summarising agreements and compromises</li> <li>• Agreeing action plans for implementation</li> </ul>

**Negotiate for Supplies**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
5. Be able to implement the agreement.	5.1. Circulate agreement to stakeholders. 5.2. Implement the negotiated agreement.	5.1. Circulate agreement: <ul style="list-style-type: none"> <li>• Summary of agreement to internal stakeholders</li> <li>• Summary of agreement to suppliers</li> <li>• Contract documentation</li> </ul> 5.2. Implement agreement: <ul style="list-style-type: none"> <li>• Implementation against plan monitoring</li> <li>• Stakeholder progress reports</li> <li>• Review meetings with suppliers</li> </ul>

<b>Unit Title:</b>	<b>Establish Contractual Relationships with Suppliers</b>
<b>Unit Reference Number:</b>	K/506/5265
<b>Level:</b>	4
<b>Credit Value:</b>	5
<b>GLH:</b>	35
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

### Unit Summary

This unit will help learners to understand the legal aspects of contract formation and be able to follow the key steps to establish contract relationships with suppliers.

This unit has 4 learning outcomes.

### Assessment Methodology

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Establish Contractual Relationships with Suppliers**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand the process and legal requirements for contract formation.</p>	<p>1.1. Explain the process of contract formation.                      1.2. Explain the different types of contract.                      1.3. Explain key legislation that affects different types of contracts.</p>	<p>1.1 Contract formation:</p> <ul style="list-style-type: none"> <li>• Offer acceptance and consideration</li> <li>• Capacity and intention to create legal relations</li> <li>• Battle of the forms</li> </ul> <p>1.2 Types of purchase contract:</p> <ul style="list-style-type: none"> <li>• Spot purchases</li> <li>• Fixed contracts</li> <li>• Framework and call off contracts</li> <li>• Goods v service contracts v works contracts</li> <li>• Lease agreements</li> </ul> <p>1.3 Key legislation</p> <ul style="list-style-type: none"> <li>• Sale of Goods Act</li> <li>• Supply of Goods and Services Act</li> <li>• Unfair Contract Terms Act</li> <li>• EU procurement directive</li> </ul>

**Establish Contractual Relationships with Suppliers**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>2. Be able to prepare contract documentation.</p>	<p>2.1. Agree the scope of contract with key stakeholders.</p> <p>2.2. Produce contract documentation which complies with organisational and legal requirements.</p>	<p>2.1 Agree scope of contract:</p> <ul style="list-style-type: none"> <li>• Development of operational requirement</li> <li>• Communication with stakeholders</li> <li>• Stakeholder meeting notes</li> </ul> <p>2.2 Produce contract documentation</p> <ul style="list-style-type: none"> <li>• Scope of contract</li> <li>• Terms of contract</li> <li>• Specification</li> <li>• Pricing schedule</li> <li>• Form of contract</li> <li>• Organisations policies and procedures</li> <li>• Organisations standing financial instructions and standing orders</li> <li>• Compliance with external regulations and law such as public sector EU procurement rules</li> </ul>



**Establish Contractual Relationships with Suppliers**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to finalise contract.</p>	<p>3.1. Gather feedback on detail of contract from key stakeholders.                      3.2. Amend contract as required.                      3.3. Obtain contractual authorisation in accordance with organisational requirements.                      3.4. Exchange contractual documentation with contractor.</p>	<p>3.1 Feedback form stakeholders:</p> <ul style="list-style-type: none"> <li>• Communicate contract documents to stakeholders</li> <li>• Feedback from stakeholders</li> </ul> <p>3.2 Amend contract:</p> <ul style="list-style-type: none"> <li>• Amended contract documents</li> </ul> <p>3.3 Contract authorisation:</p> <ul style="list-style-type: none"> <li>• Request for contract ratification</li> <li>• Contract authorisation</li> </ul> <p>3.4 Exchange contract</p> <ul style="list-style-type: none"> <li>• Invitation to tender documents</li> <li>• Request for bids</li> <li>• Dialogue with bidders</li> <li>• Receipt of bids in accordance with organisation procedures</li> <li>• Evaluation of bids in accordance with organisational procedures</li> <li>• Clarification of bids</li> <li>• Recommendation for contract award</li> <li>• Compliance with confidentiality</li> </ul>

**Establish Contractual Relationships with Suppliers**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
4. Be able to communicate contractual documentation to stakeholders.	4.1. Communicate final contract information to stakeholders.	4.1 Communicate final contract documentation: <ul style="list-style-type: none"> <li>• Contract award communication to supplier and stakeholder</li> <li>• Contract documents</li> <li>• Contract database</li> <li>• Contract register</li> <li>• Contract management system</li> </ul>

**Unit Title:** Review the Outcomes of Contracts

<b>Unit Reference Number:</b>	H/506/5264
<b>Level:</b>	4
<b>Credit Value:</b>	5
<b>GLH:</b>	30
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will help learners to understand and apply the tools and techniques to review the outcomes of contracts.

This unit has 6 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Review the Outcomes of Contracts**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand the importance of contract review in procurement and supply.</p>	<p>1.1. Explain why it is important to review contracts in procurement and supply. 1.2. Explain best practice relating to reviewing contracts in procurement and supply.</p>	<p>7.1 Importance of review contracts:</p> <ul style="list-style-type: none"> <li>• Ensuring key performance obligations are met</li> <li>• Early detection of performance variation</li> <li>• Building relationships with supplier</li> <li>• Developing a culture of continuous improvement</li> </ul> <p>7.2 Best practice</p> <ul style="list-style-type: none"> <li>• Contract measurement systems</li> <li>• Contract measurement criteria</li> <li>• Developing trust</li> <li>• Contract review meetings</li> </ul>
<p>2. Be able to select suitable sources of information on the outcomes of contracts.</p>	<p>2.1. Select suitable sources of information to support a review of contract outcomes.</p>	<p>2.1 Sources of information:</p> <ul style="list-style-type: none"> <li>• Service level agreement measures</li> <li>• Key performance indicators</li> <li>• Internal customer feedback</li> <li>• Supplier feedback</li> <li>• Contract claims and variations</li> </ul>

**Review the Outcomes of Contracts**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to evaluate information on the outcomes of contracts.</p>	<p>3.1. Evaluate all relevant information using appropriate evaluation methods.</p>	<p>3.1 Evaluate information:</p> <ul style="list-style-type: none"> <li>• Statistical evaluation techniques</li> <li>• Benchmarking</li> <li>• Tables, graphs, charts and dashboards</li> <li>• Qualitative v quantitative measures</li> </ul>
<p>4. Be able to deal with problems with the outcomes of contracts.</p>	<p>4.1. Identify any problems with outcomes of contracts.                      4.2. Determine possible solutions to identified problems.                      4.3. Resolve problems effectively.</p>	<p>4.1 Identify problems:</p> <ul style="list-style-type: none"> <li>• Contract performance shortfalls</li> <li>• Contract relationship shortfalls</li> </ul> <p>4.2 Generate solutions:</p> <ul style="list-style-type: none"> <li>• Resolution options appraisal</li> <li>• Resolution plan</li> </ul> <p>4.3 Resolve problems:</p> <ul style="list-style-type: none"> <li>• Negotiation with supplier</li> <li>• Resolution agreement with supplier</li> </ul>
<p>5 Be able to agree improvement plans relating to outcomes of contracts with stakeholders.</p>	<p>5.1 Agree improvement plans with stakeholders relating to the outcomes of contracts.</p>	<p>5.1 Improvement plans:</p> <ul style="list-style-type: none"> <li>• Performance improvement draft plan</li> <li>• Stakeholder communication</li> <li>• Performance improvement plan</li> </ul>

**Review the Outcomes of Contracts**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
6 Be able to communicate results of the contract outcomes to stakeholders.	6.1 Produce key findings, conclusions and recommendations relating to the outcomes of contracts to different stakeholders in appropriate formats.	6.1 Key findings: <ul style="list-style-type: none"> <li>• Contract review reports</li> <li>• Contract review presentations</li> <li>• Contract review metrics</li> <li>• Stakeholder communication</li> </ul>

**Unit Title:** Evaluate Supplier Performance

<b>Unit Reference Number:</b>	D/506/5263
<b>Level:</b>	4
<b>Credit Value:</b>	5
<b>GLH:</b>	25
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will ensure that learners are able to measure and evaluate the on-going performance of suppliers

This unit has 4 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Evaluate Supplier Performance**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand how supplier performance should be evaluated.</p>	<p>1.1. Explain best practice in supplier evaluation. 1.2. Explain the key performance measures that should be used when conducting supplier evaluation.</p>	<p>1.1 Best practice:</p> <ul style="list-style-type: none"> <li>• Evaluation of suppliers performance/outcomes</li> <li>• Evaluation of supplier processes</li> <li>• Evaluation of supplier value chain</li> <li>• Evaluation of relationship</li> <li>• Evaluation of suppliers continuous improvement and innovation</li> <li>• Use of balanced scorecards</li> </ul> <p>1.2 Key performance measures:</p> <ul style="list-style-type: none"> <li>• Quality compliance</li> <li>• Lead time achievement</li> <li>• Meeting demand first time</li> <li>• Maintenance</li> <li>• Customer service level</li> <li>• Supplier innovation</li> <li>• Cost reduction</li> <li>• Relationship management</li> <li>• Responsiveness</li> <li>• Process improvements</li> </ul>



**Evaluate Supplier Performance**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
2. Be able to gather information to evaluate supplier performance.	2.1. Gather suitable sources of information to evaluate supplier performance.	2.1 Gather information: <ul style="list-style-type: none"> <li>• Performance data</li> <li>• Internal customer feedback</li> <li>• Supplier accounts</li> <li>• Supplier improvement plans</li> <li>• Cost reduction plans</li> </ul>
3. Be able to evaluate information on supplier performance.	3.1. Use appropriate analytical techniques to evaluate relevant information. 3.2. Produce key findings relating to supplier performance in appropriate formats for different stakeholders.	3.1 Analytical techniques: <ul style="list-style-type: none"> <li>• Trend analysis</li> <li>• Measures of dispersion</li> <li>• Weighting and ranking of evaluation criteria</li> <li>• Market comparisons</li> </ul> 3.2 Produce key findings: <ul style="list-style-type: none"> <li>• Reports</li> <li>• Dashboards</li> <li>• Balanced scorecards</li> <li>• Graphs and charts</li> <li>• presentations</li> </ul>

**Evaluate Supplier Performance**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>4. Be able to discuss results of supplier performance evaluation with stakeholders.</p>	<p>4.1. Discuss key finding relating to supplier performance with stakeholders. 4.2. Agree areas for development with stakeholders.</p>	<p>4.1 Discuss findings with stakeholders:</p> <ul style="list-style-type: none"> <li>• Reports of supplier performance</li> <li>• Presentations to stakeholders</li> <li>• Stakeholder meetings</li> <li>• Stakeholder communication</li> </ul> <p>4.2 Areas for development:</p> <ul style="list-style-type: none"> <li>• Supplier improvement plans</li> <li>• Performance improvements</li> <li>• Relationship improvements</li> <li>• CSR and ethical improvements</li> <li>• Supply chain process improvements</li> </ul>

**Unit Title:** Manage the Purchase Order Cycle

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<b>Unit Reference Number:</b>	Y/506/5262
<b>Level:</b>	4
<b>Credit Value:</b>	4
<b>GLH:</b>	25
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will help learners to manage the stages of the purchase order cycle from the specification generation stage to the authorisation and issue of the order to suppliers including the acknowledgement of acceptance by the supplier.

This unit has 3 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Manage the Purchase Order Cycle**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand the purchase order cycle.</p>	<p>1.1. Explain the key stages of the purchase order cycle including the legal aspects.                      1.2. Explain the key stakeholders involved in the purchase order cycle.</p>	<p>1.1 Purchase cycle and legal aspects:</p> <ul style="list-style-type: none"> <li>• Purchase order cycle</li> <li>• Contract formation</li> <li>• Battle of the forms</li> <li>• Quotations and tenders</li> </ul> <p>1.2 Key stakeholders:</p> <ul style="list-style-type: none"> <li>• Internal customer</li> <li>• Finance</li> <li>• Procurement</li> <li>• Quality assurance</li> <li>• Supplier</li> <li>• Logistics and inventory</li> </ul>

**Manage the Purchase Order Cycle**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>2. Be able to prepare purchase order and related documentation.</p>	<p>2.1. Liaise with stakeholders to understand requirements for purchase order.                      2.2. Gather and evaluate all information to be included in the purchase order.                      2.3. Agree specifications to be used with purchase orders.</p>	<p>2.1 Liaise with stakeholder:</p> <ul style="list-style-type: none"> <li>• Stakeholder communication</li> <li>• Stakeholder meetings</li> </ul> <p>2.2 Gather and evaluate information:</p> <ul style="list-style-type: none"> <li>• Operational requirement</li> <li>• Requisition</li> <li>• Statement of works</li> <li>• Delivery requirement</li> <li>• Quotations and quotations analysis</li> <li>• Terms and conditions of contract</li> </ul> <p>2.3 Agree specification with stakeholders:</p> <ul style="list-style-type: none"> <li>• Stakeholder communication</li> <li>• Specifications</li> <li>• Standards</li> </ul>

**Manage the Purchase Order Cycle**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to place orders with suppliers.</p>	<p>3.1. Produce purchase orders in accordance with organisational requirements.                      3.2. Obtain appropriate authorisation for the issue of purchase orders.                      3.3. Place orders with suppliers in accordance with organisational procedures.</p>	<p>3.1 Produce PO's:</p> <ul style="list-style-type: none"> <li>• Organisational procedures for raising purchase orders</li> <li>• Requisition, quotation and tendering process</li> <li>• Inventory re-order procedure</li> <li>• Purchase orders</li> </ul> <p>3.2 Obtain authorisation:</p> <ul style="list-style-type: none"> <li>• Purchase order authority levels</li> <li>• Purchase order authorisation</li> <li>• Purchase order signatures</li> </ul> <p>3.3 Place orders:</p> <ul style="list-style-type: none"> <li>• Communicate purchase orders to suppliers</li> <li>• Communicate copies of purchase orders to key stakeholders</li> </ul>

**Unit Title:** **Plan Change in Own Area of Responsibility**

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<b>Unit Reference Number:</b>	L/506/5274
<b>Level:</b>	5
<b>Credit Value:</b>	6
<b>GLH:</b>	30
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will help learners to understand the theory of change management and how to plan change within own area to include risk assessment, optional appraisal and overcoming potential barriers to change.

This unit has 5 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Plan Change in Own Area of Responsibility**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand how to plan change.</p>	<p>1.1. Analyse, compare and evaluate tools and techniques for planning change.</p>	<p>1.1 Plan change:</p> <ul style="list-style-type: none"> <li>• Kotters 7 steps in change management</li> <li>• Why change fails</li> <li>• Role of the change agent</li> <li>• Stakeholder management</li> </ul>
<p>2. Be able to develop plans for change in own area of responsibility.</p>	<p>2.1. Identify and explain the change required.                      2.2. Develop a plan to effect the required change.                      2.3. Assess development requirements needed to ensure the success of the planned change.                      2.4. Evaluate the risks and benefits associated with the plan.                      2.5. Consider contingency arrangements based on identified risks.</p>	<p>2.1 Explain change:</p> <ul style="list-style-type: none"> <li>• Gap analysis</li> <li>• Rationale for change</li> <li>• Presentations</li> <li>• Stakeholder communication</li> </ul> <p>2.2 Develop plan:</p> <ul style="list-style-type: none"> <li>• Change management plan</li> </ul> <p>2.3 Development requirements:</p> <ul style="list-style-type: none"> <li>• Stakeholder buy-in</li> <li>• Financial resources</li> <li>• People resources</li> <li>• Competence and skill matrix</li> <li>• Project management requirements</li> </ul>



**Plan Change in Own Area of Responsibility**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
		2.4 Risks and benefits: <ul style="list-style-type: none"> <li>• Stakeholder mapping</li> <li>• Risk matrix</li> <li>• Opportunity/benefits matrix</li> </ul> 2.5 Contingency plan: <ul style="list-style-type: none"> <li>• “what if” scenarios</li> <li>• Contingency plans</li> </ul>
3. Be able to develop systems for monitoring and assessing progress.	3.1. Determine appropriate systems to monitor and assess the progress of change.	3.1 Monitoring the progress of change: <ul style="list-style-type: none"> <li>• Milestones</li> <li>• Key performance indicators</li> <li>• Performance gathering methodology</li> <li>• Performance analysis</li> <li>• Presentation of results</li> </ul>

**Plan Change in Own Area of Responsibility**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>4. Be able to evaluate barriers and determine ways to overcome resistance to planned change.</p>	<p>4.1. Evaluate barriers that may hinder the planned change. 4.2. Determine ways to overcome resistance to planned change.</p>	<p>4.1 Identifying barriers to change:</p> <ul style="list-style-type: none"> <li>• Potential barriers to change</li> <li>• Stakeholder mapping</li> <li>• Force field analysis</li> </ul> <p>4.2 Overcoming barriers:</p> <ul style="list-style-type: none"> <li>• Early stakeholder involvement</li> <li>• Stakeholder management</li> <li>• Publishing early wins</li> </ul>

**Plan Change in Own Area of Responsibility**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
5. Be able to develop a communication strategy to facilitate the process for change.	5.1. Evaluate a range of communication methods to support the process of change. 5.2. Develop a communication strategy to facilitate the process for change and review with feedback to continue the process for change.	5.1 Communication methods evaluation: <ul style="list-style-type: none"> <li>• Who wants to know?</li> <li>• What are we trying to prove?</li> <li>• Reporting requirements and communication methods</li> <li>• Stakeholder mapping and reporting requirements</li> </ul> 5.2 Communication strategy: <ul style="list-style-type: none"> <li>• Reporting content</li> <li>• Reporting formats</li> <li>• Reporting frequencies</li> <li>• Stakeholder group communication strategy</li> </ul>

**Unit Title:** Manage a Tendering Process

<b>Unit Reference Number:</b>	Y/506/5259
<b>Level:</b>	4
<b>Credit Value:</b>	4
<b>GLH:</b>	20
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will ensure that learners are able to manage a tendering process, including developing product or service specifications and tender guidelines, evaluating tenders and selecting a supplier to deliver the required products or services.

This unit has 8 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Manage a Tendering Process**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand tendering processes in procurement.</p>	<p>1.1. Explain tendering processes in procurement including the legal requirements.                      1.2. Explain organisational tendering policies and processes.                      1.3. Explain the legal aspects of tendering.</p>	<p>1.1 The tendering process:</p> <ul style="list-style-type: none"> <li>• Stages of the tendering process</li> <li>• Documentation in the tendering process</li> <li>• Advantages of procurement through tendering</li> <li>• Contract documentation</li> </ul> <p>1.2 Policies and procedures</p> <ul style="list-style-type: none"> <li>• Organisation procurement procedures</li> <li>• Standing financial instructions and standing orders</li> <li>• EU procurement rules</li> </ul> <p>1.3 Legal aspects:</p> <ul style="list-style-type: none"> <li>• Buyers terms and conditions of supply</li> <li>• Offer and unqualified acceptance</li> <li>• Role of bid clarification and revised offers</li> <li>• Contract formation</li> </ul>

**Manage a Tendering Process**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
2. Be able to draw up a specification for required products or services.	2.1. Consult with colleagues to identify and agree requirements for products or services. 2.2. Draw up a specification for required products or services.	2.1 Consult with colleagues: <ul style="list-style-type: none"> <li>• Meeting with colleagues and stakeholders</li> <li>• Communication with colleagues and stakeholders</li> <li>• Operational requirement</li> </ul> 2.2 Specification: <ul style="list-style-type: none"> <li>• Technical specification</li> <li>• Performance specification</li> <li>• Service level agreement</li> </ul>

**Manage a Tendering Process**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to produce tender documentation.</p>	<p>3.1. Produce tender documentation including award criteria in line with organisational requirements.</p>	<p>3.1 Produce invitation to tender:</p> <ul style="list-style-type: none"> <li>• Schedule of requirements</li> <li>• Specifications</li> <li>• Terms and conditions of contract</li> <li>• Service level agreement</li> <li>• Pricing schedule</li> <li>• Form of contract</li> <li>• Tender evaluation criteria including lower price and most economically advantageous tender (MEAT)</li> <li>• Invitation to tender letter including timescales for submission</li> <li>• Tender return instructions</li> </ul>

**Manage a Tendering Process**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>4. Be able to issue tender documentation to potential suppliers.</p>	<p>4.1. Select potential suppliers in accordance with organisational requirements.                      4.2. Issue tender documentation in appropriate format to potential suppliers.</p>	<p>4.1 Produce tender list:</p> <ul style="list-style-type: none"> <li>• Prequalification questionnaire (PQQ)</li> <li>• PQQ evaluation</li> <li>• Supplier database analysis</li> <li>• Approved list of suppliers</li> <li>• Contract advertisement notice</li> </ul> <p>4.2 Issue invitation to tender:</p> <ul style="list-style-type: none"> <li>• Invitations to tender letters</li> <li>• Electronic invitation to tender</li> <li>• Supplier acknowledgement</li> </ul>
<p>5. Be able to respond to queries relating to a tender.</p>	<p>5.1. Respond to pre-tender queries in a consistent manner and in line with best practice.</p>	<p>5.1 Respond to queries:</p> <ul style="list-style-type: none"> <li>• Suppliers tender queries</li> <li>• Buyers clarification to all potential tenders</li> <li>• Amendment to tender documents</li> </ul>



**Manage a Tendering Process**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>6. Be able to evaluate received tenders.</p>	<p>6.1. Establish evaluation team comprising colleagues with relevant experience.                      6.2. Receive, record and open tenders in line with stated tendering process.                      6.3. Seek clarification from prospective suppliers where necessary.                      6.4. Evaluate tenders against agreed award criteria and organisational procedures.</p>	<p>6.1. Establish evaluation team:</p> <ul style="list-style-type: none"> <li>• Identify technical evaluators</li> <li>• Identify commercial evaluators</li> <li>• Brief evaluation team on evaluation criteria and scoring methodology</li> </ul> <p>6.2. Receive and open tenders:</p> <ul style="list-style-type: none"> <li>• Organisation procedure for tender opening</li> <li>• Organisational procedure for electronic tender receipt</li> <li>• Open tenders with live date stamp</li> <li>• Examples of return envelopes without trace of sender</li> <li>• Signatures of authorised tender openers on tender documents</li> </ul> <p>6.3. Seek clarification where required:</p> <ul style="list-style-type: none"> <li>• Tender analysis</li> <li>• Bid clarification communication</li> <li>• Organisation procedures on bid clarification and post tender negotiation</li> </ul>

**Manage a Tendering Process**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
		6.4. Tender evaluation: <ul style="list-style-type: none"> <li>• List of tender evaluation criteria and weightings</li> <li>• Technical tender evaluation</li> <li>• Commercial tender evaluation</li> <li>• Combined overall tender evaluation</li> <li>• Ranked order of tenders</li> <li>• Organisational procedures for tender evaluation</li> </ul>
7. Be able to select a supplier.	7.1. Make recommendations for award of contract. 7.2. Obtain approval for award of contract.	7.1. Recommendations: <ul style="list-style-type: none"> <li>• Contract award recommendations report</li> <li>• Contract award recommendation presentation</li> </ul> 7.2. Award approval: <ul style="list-style-type: none"> <li>• Contract award panel meeting notes</li> <li>• Contract award signatures</li> </ul>

**Manage a Tendering Process**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>8. Be able to communicate the outcome of a tender.</p>	<p>8.1. Communicate outcome of tender to chosen supplier using appropriate documentation processes.</p> <p>8.2. Inform unsuccessful suppliers of the outcome and provide feedback.</p>	<p>8.1. Communicate award to successful bidders(s):</p> <ul style="list-style-type: none"> <li>• Award letter</li> <li>• Contract start-up meeting notes</li> <li>• Contract documentation</li> <li>• Successful supplier communication dialogue</li> </ul> <p>8.2. Debrief unsuccessful bidders:</p> <ul style="list-style-type: none"> <li>• Regret letters</li> <li>• Notes of debriefing meetings</li> <li>• Debriefing e-mails</li> </ul>

**Unit Title:** Schedule the Flow of Supplies in the Supply Chain

<b>Unit Reference Number:</b>	R/506/5261
<b>Level:</b>	4
<b>Credit Value:</b>	4
<b>GLH:</b>	25
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will ensure that learners are able to manage a tendering process, including developing product or service specifications and tender guidelines, evaluating tenders and selecting a supplier to deliver the required products or services.

This unit has 4 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Schedule the Flow of Supplies in the Supply Chain**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the purpose of scheduling the flow of supplies in the supply chain.	1.1. Explain the purpose of scheduling the flow of supplies in the supply chain. 1.2. Explain best practice in connection with the scheduling of supplies in the supply chain.	1.1 Purpose of scheduling: <ul style="list-style-type: none"> <li>• Manage lead times</li> <li>• Avoid stock outs</li> <li>• Provide demand visibility to suppliers</li> <li>• Optimise acquisition costs</li> </ul> 1.2 Best Practice: <ul style="list-style-type: none"> <li>• MRP systems and their benefits</li> <li>• ERP systems and their benefits</li> <li>• JIT</li> <li>• Kanban</li> <li>• Lean and agile supply</li> </ul>

**Schedule the Flow of Supplies in the Supply Chain**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>2. Be able to analyse the demand for supplies in the supply chain.</p>	<p>2.1. Select appropriate sources of management information on the scheduling of supplies in the supply chain.</p> <p>2.2. Analyse management information about scheduling of supplies using appropriate methods.</p>	<p>2.1 Sources of demand information:</p> <ul style="list-style-type: none"> <li>• Production schedules</li> <li>• Sales order book</li> <li>• Bill of materials</li> <li>• Stock re-order level reports</li> <li>• Sales forecasts</li> </ul> <p>2.2 Analyse information:</p> <ul style="list-style-type: none"> <li>• Trends</li> <li>• Forecasts</li> <li>• Exploded bill of materials for dependant demand items</li> <li>• Minimum order quantities</li> <li>• Re-order level and economic order quantity reports</li> </ul>

**Schedule the Flow of Supplies in the Supply Chain**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>3. Be able to produce schedules for supplies in the supply chain.</p>	<p>3.1. Produce schedules for supplies and discuss with stakeholders. 3.2. Agree and implement any changes to the schedule with stakeholders.</p>	<p>3.1 Produce schedules:</p> <ul style="list-style-type: none"> <li>• Supply requirement draft schedules</li> <li>• Stakeholder communication</li> <li>• Stakeholder meetings</li> </ul> <p>3.2 Changes to schedule:</p> <ul style="list-style-type: none"> <li>• Amendments to supply requirements schedule</li> <li>• Stakeholder communication</li> <li>• Final supply requirements schedule</li> </ul>
<p>4. Be able to monitor and review the performance of suppliers against schedules of supplies.</p>	<p>4.1. Assess the performance of suppliers against scheduled requirements. 4.2. Identify and resolve any problems with the scheduling of supplies in the supply chain.</p>	<p>4.1 Assess performance of suppliers:</p> <ul style="list-style-type: none"> <li>• Expediting notes</li> <li>• Vendor rating data</li> <li>• Non-conformance reports</li> </ul> <p>4.2 Resolve problems:</p> <ul style="list-style-type: none"> <li>• Supplier meeting notes</li> <li>• Supplier communication</li> <li>• Revised schedules</li> <li>• Supplier improvements plans</li> <li>• Re-sourcing</li> </ul>

<b>Unit Title:</b>	<b>Manage Inventory</b>
<b>Unit Reference Number:</b>	J/506/5273
<b>Level:</b>	4
<b>Credit Value:</b>	6
<b>GLH:</b>	35
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	7.2 Warehousing and Storage

### Unit Summary

This unit will help learners to understand the theory of inventory management and be able to manage stock levels to meet organisational requirements in a cost effective manner.

This unit has 6 learning outcomes.

### Assessment Methodology

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.



**Manage Inventory**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the principles of inventory management.	1.1. Explain why organisations hold stock. 1.2. Explain the principles of effective inventory management.	1.1 Why do organisations hold stock: <ul style="list-style-type: none"> <li>• Buffer between supply and demand</li> <li>• Managing fluctuating supplier lead times</li> <li>• Bulk purchase discounts</li> <li>• Unit of purchase v unit of issue</li> <li>• Management of bottleneck risk</li> <li>• Hedging against inflation</li> </ul> 1.2 Principles of inventory management <ul style="list-style-type: none"> <li>• Principles of achieving economic, ethical and effective inventory management</li> <li>• Inventory management saw tooth diagram</li> <li>• Components of an effective inventory management system</li> <li>• Inventory management performance measures</li> </ul>

**Manage Inventory**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>2. Be able determine supplies for stockholding.</p>	<p>2.1. Determine items to be held in stock in accordance with organisational policy.                      2.2. Establish stockholding levels for items to be held in stock to enable customer demand to be met at least cost.</p>	<p>2.1 Identify items to be held in stock:</p> <ul style="list-style-type: none"> <li>• New stock requests</li> <li>• Evaluation of stock v non-stock options</li> <li>• Organisational policy on stockholding</li> </ul> <p>2.2 Establish stockholding levels:</p> <ul style="list-style-type: none"> <li>• Maximise and minimise stock levels</li> <li>• Re-order levels and economic order quantities</li> <li>• Calculation of safety stock levels</li> </ul>
<p>3. Be able to replenish stock levels.</p>	<p>3.1. Run re-order level reports on a regular basis to ensure stock does not fall below minimum levels.                      3.2. Determine stock items requiring replenishment and place orders.                      3.3. Expedite outstanding stock orders.</p>	<p>3.1 Run ROL reports:</p> <ul style="list-style-type: none"> <li>• Computerised re-order level reports</li> <li>• Re-order level reports for continuous inventory management</li> <li>• Manual re-order level reports for periodic inventory management</li> </ul> <p>3.2 Stock requiring replenishment:</p> <ul style="list-style-type: none"> <li>• Stock replenishment list</li> <li>• Re-order quantity report</li> </ul>

**Manage Inventory**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
		Order stock items: <ul style="list-style-type: none"> <li>• Purchase orders</li> <li>• Order confirmation</li> </ul> 3.3 Expedite orders: <ul style="list-style-type: none"> <li>• Overdue order list prompting re-active expediting</li> <li>• Supplier communication</li> <li>• Revised delivery dates</li> <li>• Outstanding order list prompting pro-active expediting</li> </ul>
4. Be able to monitor stock usage.	4.1. Monitor stock including slow moving, obsolete and fast moving. 4.2. Report findings of stock monitoring to stakeholders and recommend items for stock re-adjustment.	4.1 Determine slow moving stock: <ul style="list-style-type: none"> <li>• “Stock not issued since” reports</li> <li>• “Stock not reaching re-order level for more than x months” reports</li> <li>• Physical stock check</li> </ul> Identify obsolete stock: <ul style="list-style-type: none"> <li>• “stock not issued since” reports</li> <li>• Physical stock check</li> <li>• Communication with internal customer</li> </ul>

**Manage Inventory**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
		Fast moving stock: <ul style="list-style-type: none"> <li>• Stock out reports</li> <li>• Stock items with increased demand</li> </ul> 4.2 Report findings to stakeholders: <ul style="list-style-type: none"> <li>• Stock analysis reports</li> <li>• Presentation to stakeholders</li> <li>• Stakeholder communications</li> </ul>

**Manage Inventory**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>5. Be able to change inventory levels.</p>	<p>5.1. Interpret findings from consultation with stakeholders to identify where stock levels should be changed.</p> <p>5.2. Implement changes to stock levels to meet customer demand at least cost.</p> <p>5.3. Dispose of redundant stock in the most cost effective manner.</p> <p>5.4. Re-set stock control parameters.</p>	<p>5.1 Consult with stakeholders:</p> <ul style="list-style-type: none"> <li>• Stock analysis reports</li> <li>• Stakeholder dialogue</li> <li>• Agreement of usages to stock profile and stock levels</li> </ul> <p>5.2 Implement changes:</p> <ul style="list-style-type: none"> <li>• Changes to stock profile</li> <li>• Stock records</li> </ul> <p>5.3 Dispose of redundant stock:</p> <ul style="list-style-type: none"> <li>• Advertising redundant stock</li> <li>• Negotiating with suppliers to buy back redundant stock</li> <li>• Write off of stock</li> </ul> <p>5.4 Reset stock levels:</p> <ul style="list-style-type: none"> <li>• Reset min/max levels on stock records</li> <li>• Reset re-order levels and re-order quantities</li> <li>• Revised stock records</li> </ul>

**Manage Inventory**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
6. Be able to measure the performance of inventory management.	6.1. Produce inventory management reports which identify economic, efficiency and effectiveness of the inventory management system. 6.2. Review reports with stakeholders and recommend ways to improve inventory management performance.	6.1. Inventory management reports: <ul style="list-style-type: none"> <li>• Stock turn reports</li> <li>• Service level reports</li> <li>• Stock value reports</li> <li>• Customer feedback reports</li> </ul> 6.2. Review with stakeholders: <ul style="list-style-type: none"> <li>• Stakeholder presentations</li> <li>• Stakeholder dialogue</li> <li>• Revised inventory management targets</li> </ul>

**Unit Title:** Manage Risk in Procurement

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<b>Unit Reference Number:</b>	M/506/5834
<b>Level:</b>	4
<b>Credit Value:</b>	4
<b>GLH:</b>	25
<b>Unit Grading Structure:</b>	Pass
<b>Sector Subject Area:</b>	15.3 Business Management

**Unit Summary**

This unit will help learners to understand the key risks that impact on procurement, how to identify and analyse their impact then how to manage and mitigate them.

This unit has 3 learning outcomes.

**Assessment Methodology**

This unit is assessed using evidence from the workplace including physical products of work such as reports, plans, meeting notes, documentation and correspondence. Assessment can also be undertaken through witness testimonies, observable performance, professional discussion and questioning.

All units are assessed by a portfolio of evidence.

Please refer to the Gateway Qualifications assessment definitions document for guidance on assessment activities and the expectations for assessment practice and evidence for verification.

**Manage Risk in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Be able to undertake a risk evaluation for current and planned activities in procurement.</p>	<p>1.1. Identify potential risks in current and planned activities in procurement.                      1.2. Assess the nature of identified risks and potential consequences.                      1.3. Evaluate the probability of potential risk occurring.</p>	<p>1.1 Identify potential risks:</p> <ul style="list-style-type: none"> <li>• Market risks</li> <li>• Quality risks</li> <li>• Quality and capacity risks</li> <li>• Lead time risks</li> <li>• Logistics and delivery risks</li> <li>• Corruption risks</li> <li>• CSR compliance risks</li> </ul> <p>1.2 Nature of risks and consequences:</p> <ul style="list-style-type: none"> <li>• Market risk and impact analysis</li> <li>• Supplier risk and impact analysis</li> <li>• Supply chain risk and impact analysis</li> </ul> <p>1.3 Probability of risk occurring:</p> <ul style="list-style-type: none"> <li>• Risk likelihood scoring system</li> <li>• Risk likelihood and impact analysis scoring matrix</li> <li>• SWOT analysis</li> </ul>



**Manage Risk in Procurement**

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>2. Be able to minimise the impact and likelihood of potential risks occurring.</p>	<p>2.1. Identify ways and means of minimising the impact and likelihood of potential risks. 2.2. Allocate responsibility for risk management to relevant individuals within own area of responsibility.</p>	<p>2.1 Ways of minimising risks and impacts:</p> <ul style="list-style-type: none"> <li>• Sourcing methods to minimise risk and impact</li> <li>• Contractual arrangements to minimise risk and impact</li> <li>• Relationship development to minimise risk and impact</li> <li>• Reviewing specifications and value analysis</li> <li>• Rationalisation and standardisation</li> <li>• Stockholding and inventory management</li> </ul> <p>2.2 Responsibility for risk management:</p> <ul style="list-style-type: none"> <li>• List of individuals responsible for risk management</li> <li>• Team building</li> <li>• 1 to 1 briefing</li> <li>• Job roles and job description</li> </ul>
<p>3. Be able to communicate identified risks.</p>	<p>3.1. Provide information on identified risks to relevant stakeholders.</p>	<p>3.1 Agree risk reduction options with stakeholders:</p> <ul style="list-style-type: none"> <li>• Risk register</li> <li>• Risk strategy</li> <li>• Stakeholder presentations</li> <li>• Stakeholder dialogue</li> </ul>



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