

## Qualification Unit

This unit forms part of a regulated qualification and is only available for delivery in Wales.

**Unit Title:** Working in a Procurement and Supply Environment

**Open Awards Unit Reference Number:** CBL502

**Level:** Three (3)

**Credit Value:** Four (4)

**Minimum Guided Learning Hours:** 10

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand <b>own organisation's</b> approach to roles and responsibilities within procurement and supply chain	1.1 Explain the role of the procurement/supply function within <b>own organisation</b> in terms of: <ul style="list-style-type: none"> <li>• Strategy</li> <li>• Mission/Vision/objectives</li> <li>• Centralised or devolved</li> </ul>
	1.2 Explain own role, responsibilities and reporting line
2. Participate in team situations within own role and responsibilities	2.1 Identify organisational stakeholders that impact own role and responsibilities
	2.2 Participate in cross functional team working
	2.3 Reflect on the enablers and barriers to cross team working and how they were overcome
3. Be able to consider the impact of external factors on procurement and supply chain operations within <b>own organisation</b>	3.1 Complete STEEPLD for <b>own organisation</b>
	3.2 Present examples of how <b>own organisation</b> can be affected by external factors

Indicative Content	
LO1	<p>1.1 The Learner <b>is required to</b> give an explanation of the type of sector their organisation belongs to (i.e. public/private), its purpose and the client groups it serves. They <b>are required</b> be able to explain their organisation’s strategy, mission/values/objectives and whether its procurement and supply is centralised or devolved. This could be supported by evidence from their organisational literature, Mission/Vision Statements, Job Descriptions, website, promotional materials, articles, training materials, induction information, press articles, etc.</p> <p>1.2 The Learner is required to provide a detailed explanation of their role, responsibilities and reporting line. This could be obtained through their job description, organisational chart, etc. It could also be supported by Professional Discussion, verbal questioning, etc. It may also be substantiated by Witness Statements from Reporting Officers. Managers, etc. (NB. Records of verbal answers and professional discussion, etc. needs to be made available for IQA/EQA.)</p>
LO2	<p>2.1 The Learner is required to be able to identify internal and external stakeholders and provide examples of how these stakeholders may influence or impact the role they perform. Learners can demonstrate these impacts through discussion, or by other evidence showing influence or impact of stakeholders, which may include (but is not restricted to) correspondence (e-mails, records of phone conversations, etc), meeting agendas and minutes. (NB. Records of verbal answers and professional discussion, etc. needs to be made available for IQA/EQA.)</p> <p>2.2 The Learner is required to produce a detailed account of team tasks they are, or were involved in. This should include clear reference to other colleagues within the procurement team(s) or other departments and relate to departmental goals or organisation objectives. Other evidence may include copies of meeting minutes, e-mails, data, reports, etc. showing collaboration with own department or a project team. Learners should refer to a minimum of two tasks.</p> <p>2.3 The Learners is required to reflect on the team’s performance of the tasks, considering also how they themselves contributed to those tasks. Reflection may include a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats), relevant systems, data/performance indicators, stakeholder feedback etc.</p>
LO3	<p>3.1 The Learner <b>is required to</b> describe and evidence how all the STEEPLED elements can impact the Procurement and Supply process:</p> <ul style="list-style-type: none"> <li>• Social</li> <li>• Technological</li> <li>• Economic</li> <li>• Environmental</li> <li>• Political</li> <li>• Legal</li> <li>• Ethical</li> <li>• Demographic</li> </ul> <p>Evidence <b>may</b> be obtained from Industry Conferences and Events, News Articles, Industry Forums, Academic Research, Government Reports, Industry Journals and Publications, Market Research Information, as well as own organisation’s</p>

communications, presentations, directives, think pieces, etc.

3.2 The Learner **is required to** choose **at least two** of the STEEPLED factors to focus on when presenting. When considering how their organisation can be affected by external factors, they could consider the action taken by their own organisation to react/mitigate the impact of these, commenting on their effectiveness.