IFPSM

Global Standard in Purchasing & Supply Management (GSPSM)

Assessors' Guide

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Contents

Introduction

In order to serve purchasing and supply management professionals and the companies for which they work worldwide, the Professional Standards Board (PSB) has created a Global Standard in Purchasing and Supply Management (GSPSM) that reflects a mix of knowledge, learning and skills appropriate to the profession. The GSPSM is awarded to programmes of learning, which are of Bachelor degree level or equivalent and which are typically of three to four years duration. On behalf of the PSB, the assessors will examine degree equivalent programmes from around the world against the standard's clear and transparent criteria for content, delivery and assessment. Programmes which meet these criteria will be recognised and certified by the PSB.

The GSPSM standard establishes a rigorous process for an institution and its programmes to receive accreditation. While aiming to establish a global recognition for eligible institutions and programmes, it also acts as a standard to be aspired to and as guidance for institutions in the development of their organisation, governance and in the design of programmes.

The GSPSM comprises a two-phased application process for institutional eligibility (Part A) and programme accreditation (Part B). Once an institution has successfully fulfilled the criteria for Part A it may then progress to Part B and apply to have specific programmes assessed for the GSPSM.

This guide gives a background to the GSPSM and the principles underpinning its development and the educational level at which, and the types of programmes to which, it is to be awarded. It outlines the role of GSPSM assessors, their relationship with the PSB and with the applicant. It also includes the application forms for both Parts of the GSPSM and a description of the documentation and evidence which is expected to be furnished by the applicant. Finally, it includes a series of checklists to assist the assessor complete the task of assessment and provide standardised feedback to the PSB.

Principles of the GSPSM

- Transparency
    - o Essential information regarding the content of the standard and the approach to assessing a programme, including the criteria for assessment against that standard is available and accessible to all parties.

- Openness
    - Participation is open to all institutions that have the potential to meet the standard.
- Impartiality
    - The PSB and any assessors appointed by the PSB will remain impartial and no one interest or party will be favoured over another.
- Effectiveness and relevance
    - The standard is relevant and appropriate to the characteristics expected of a purchasing and supply management professional and will be updated periodically. The standard reflects regulatory and market needs as well as development in the body of knowledge.
- Outcomes based
    - The standard is outcomes based and does not prescribe detailed programme design, delivery or assessment.

The principles supporting the level of the GSPSM

The GSPSM is set at the same level as a bachelor's degree or license or equivalent, typically of three to four years duration. The descriptor for this level, which sets out generic statements of the intended outcomes of study, is outlined below. Programmes of study will inevitably include learning which is progressively more challenging and for an award to be made at a particular level, the outcomes of this learning must reflect the qualification descriptor for that specific level, i.e. bachelor's degree, or equivalent.

The GSPSM expectation about the amount of learning and the academic demands of that learning is reflected in the level and duration of a typical bachelor's degree, or equivalent.

In addition, the level can be informed by the attributes that one would expect of a purchasing and supply management professional, an individual who has:

- Gained an underpinning knowledge and understanding of the tools, techniques, models and methodologies of purchasing and supply management.
- A clear and comprehensive knowledge, understanding and acumen – up, down and across the fields of strategic supply chain management.
- Extensive knowledge at a strategic level in purchasing and supply management.
- Applied this knowledge and understanding within a work context, thereby adding value to the institution

Level descriptor for bachelor's degrees or equivalent

Bachelor's degrees are typically awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
- to describe and comment upon particular aspects of current research
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of a bachelor's degree will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

Holders of a bachelor's degree will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline.

Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Holders of a bachelor's degree should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

What type of programmes can be recognised?

The aim of the PSB is to formally recognise as wide a variety of learning programmes, designations and awards as possible. The PSB will consider full-time, part-time and distance learning programmes for recognition. The PSB will also consider programmes that are delivered in partnership with other institutions and at multi-site locations. In addition to formally recognised and certified programmes of learning which take individuals through specific prescribed content, the PSB can also consider awards which are achieved through experiential learning, or through a combination of accredited and experiential learning.

PSB Assessor Roles and Responsibilities

Relationship with the Professional Standards Board (PSB)

- The assessor is appointed by the PSB and is a representative, acting on behalf of the PSB, when undertaking all reviews and assessments against the Global Standard in Purchasing and Supply (GSPSM)
- The assessor is responsible and accountable to the PSB at all times
- The assessor's role is to make recommendations on recognition against the GSPSM to the PSB; the assessor is not authorised to make any decisions on behalf of the PSB
- The PSB remains the decision making authority at all times on all aspects of recognition against the GSPSM

The role of the assessor

The assessor will act in an impartial way at all times and will:
- undertake initial communications with the institution being assessed to ensure that the applicant is clear about the review process and the detailed requirements
- review both Part A and Part B applications submitted to the PSB
- visit the institution if necessary and appropriate
- on the basis of this review to provide detailed feedback to the PSB via written reports, which highlight any specific aspects of the application that need to be considered by the PSB
- make recommendations to the PSB in respect of decisions on the eligibility of an institution to submit a programme application
- make recommendations to the PSB in respect of decisions on the recognition of specific programmes against the GSPSM

Typical themes for the assessor to follow up when visiting an institution

All institutions and programmes submitted for review and assessment will be unique and assessors will need to be guided by the specific issues which arise out of each application and also their own professional experience when planning any visits. However, when reviewing programmes of learning for recognition against the GSPSM, there will normally be a number of more general issues which also need to be considered. Some of these will be explored and clarified with the applicant via email and telephone discussion following the receipt of the initial application and often provide the basis of an agenda for a visit. Some

examples of typical issues for further exploration are listed below; these are indicative only and need not necessarily constitute the formal requirements of each application

- Is the rationale for the programme development coherent?
  - This is about making sure that the programme is not simply an existing programme which has been slightly modified in order to achieve recognition.
  - Evidence of market need?
  - Matches expertise within the institution?
- Extent of external involvement?
  - In terms of programme development – could be industry or sector representatives, or academics from other institutions.
  - External examiners assigned to the programme?
- Is the programme content clearly relevant to the purchasing and supply profession?
  - Some programmes might be just too general, or do not have a clear enough or strong enough focus on purchasing and supply, e.g. a bias towards information systems, logistics or operations management.
- Is the specialist content sufficient?
  - What is the proportion of specialist units compared to non-specialist units?
  - Does the irreducible core of the GSPSM comprise a minimum of 70% of the overall content of the programme?
  - Are any non-specialist units relevant?
  - Where there is a research project or work based project - are there provisions in place to ensure that it focuses adequately on a purchasing and supply topic?
- Are there a variety of routes through the programme?
  - This is about exploring the structure in more detail – looking at core and elective units and combinations of units – and the ways in which a student can achieve the final award.
- Are assessment strategies mixed?
  - Where there is any form of group assessment – does the programme have regulations in place to ensure appropriate contributions from all group members?
- Do the regulations permit a student to achieve the award with one or more condoned or compensated modules?
- Where the programme award relies on elements of experiential learning, are there mechanisms in place to ensure that this is appropriately authenticated?

- Extent of institutional involvement with industry?
- Research interests and outputs of the teaching team?
- Industrial or commercial experience of the teaching team?
- Links with the profession – locally, nationally or internationally?

In addition to these general areas, there is an expectation that the application should provide evidence to the assessor that the programme:

- Enables the acquisition of sound specialist knowledge of purchasing and supply chain management
- Provides opportunities to identify, analyse and formulate purchasing and supply chain management problems and approaches to solving these problems, with the aid of research, literature and practical application
- Provides opportunities to conduct analytical and developmental tasks which take into account the technical/academic components of purchasing and supply chain management, in particular through the use of purchasing and supply chain models, processes and theories
- Develops an awareness of social and ethical responsibilities in the context of purchasing and supply chain management and the profession, including professional ethics and standards.
- Develops individuals who will be well prepared for the profession when entering the workforce
- Has clear links with purchasing and supply chain management professional practice
- Reflects current and foreseeable specialist developments in purchasing and supply chain management
- Has employer support and engagement in both programme development and also in the learning process, for example through presentations, visiting speakers or work placement activity

Programme Content

The requirements regarding the certification of a programme are very detailed. The proposed subject matter for the standard has what is considered to be an irreducible core, which should comprise 70% of a proposed programme, as well as indicative general business disciplines which may make up the reminder (30% - including a possible 10% achieved through specialist study of relevance to the Institution's business sector or region):

Core Subjects (70%)	General Examples (30%)
Pre-contract	Marketing
Sourcing	Storage & distribution
Contracting/legal issues	Operations management in the supply chain
Relationships	Sustainable procurement
Technology	Project Management
Professionalism/ethics etc	Finance
Strategy/strategic issues	etc

The documentation of programme content according to the core topics described in the GSPSM may be quite difficult. The implied linear delivery or presentation of content is not prescriptive and judgement needs to be employed to fairly assess more flexible and sophisticated programme designs which may incorporate such topics into areas of interest or practice. Some examples of topic areas from programmes include: procurement process and value added of procurement; negotiation skills / communicating effectively; cost management; and procurement market research all of which may address many or all of the core topic areas.

Application Process

The GSPSM comprises a two-phased application process for institutional eligibility (Part A) and programme accreditation (Part B). Once an institution has successfully fulfilled the criteria for Part A it may then progress to Part B and apply to have specific programmes assessed for the GSPSM. The application forms for both parts A and B are included in Appendix 1. The application and the associated documentation are examined during a visit by the assessors to the institution (see Appendix 3 for a suggested timetable).

Each application is structured as follows:

Institutional Eligibility (Part A)

A1. Corporate Governance

A2. Equal Opportunities

A3. Integrity of Assessment

A4. Appeals

A5. Continuous Improvement

A6. Development of Qualifications and Awards and Assessment Methodologies

Programme Accreditation (Part B)

B1. Checklist of information to be included in the application

B2. Form to be completed for each Module of the Proposed Programme

B3. General Development of Skills

B4. Programme Content

B5. Development of Specific Skills

B6. Links with Professional Practice

B7. Specialist Developments

B8. Employer Support and Engagement

Both Parts require significant amount of rigorous preparation, organisation of documentation and detailed referencing. It is the intention of the PSB to be as helpful as possible by providing clear guidelines and instructions to prospective applicants which will become available on-line. It is recommended that the application forms and the assessor's checklists be completed in soft-copy. In addition to the application forms, checklists for the assessors are provided in Appendix 2. These checklists follow a similar structure to the application forms but are provided in landscape format and contain extra columns to allow for assessors comments and notes.

Organisation of Documentation

Applicants should collate all documentation relating to the standard into a bound, divided and indexed folder for the assessor's reference during the site visit. To assist the applicant, it is expected that they will have opportunities for conversations and engagement with the assessor prior to and during the preparation of documentation and to the assessor's visits to ensure clear understanding of requirements and expectations.

Documentation for Part A - Institutional Eligibility

The folder for Part A should contain the following checklists completed by applicants with supporting documents (or sample copies or reference to their location for easy access):

- A1. Governance
  - background to the institution and an overview of its strategy, educational philosophy, target markets etc
  - full details of the institution's ownership and management structures, board of management, executive, advisory, directors, etc
  - organisation structure and charts
  - details of any external relationships e.g. partners, awarding bodies and funding organisations
  - details of how any potential conflicts of interests are managed e.g. a clear distinction between those making awards and others parts of the institution. This is to ensure that those responsible for making decisions about valid and fair assessments leading to any awards are not influenced by any commercial interests
  - details of information technology capability, infrastructure, resources and facilities which are capable of supporting the indicated programmes in terms of both programme administration and students' learning
  - Evidence of financial stability
  - Code of Ethics and example(s)

- A2. Equal Opportunities policies and example(s)
  - the institutions full policies and public statements on equality and equal opportunities
  - clear admissions policies

- evidence of arrangements to accommodate all learners e.g. those with recognised learning difficulties or physical challenges. For example, a student with dyslexia may need additional time to complete a written examination or a student with visual impairment may require an audio script or enlarged on-line displays
- evidence to ensure fair assessment for example the agreements of assessment with the awarding bodies and consultation with appropriate experts
- evidence to ensure fair assessment so that adjustments to accommodate learners do not offer any learners an unfair advantage
- evidence of transparency and access to relevant information
- details of procedures and processes of both internal and external monitors

- **A3. Integrity of Assessment**
  - arrangements to ensure the secure management of exam questions/papers
  - details of how risks are identified and managed
  - clear rules for assessment and how these are communicated and upheld
  - procedures to ensure appropriate and rigorous assessment
  - evidence of transparency
  - details of meetings of examiners, exam boards, external examiners including samples of minutes
  - procedures to ensure authenticity of students' work, to mitigate against plagiarism and fraud with evidence of monitoring and evaluation processes
  - details of sanctions which can be applied in different circumstances
  - a code of ethics for programmes and assessment

- **A4. Appeals**
  - published appeals procedures to inform learners how they can appeal against an assessment or other decisions
  - detailed appeals procedures and examples

- **A5. Continuous Improvement**
  - evidence of active research into and procedures for receiving feedback from a wide spectrum of stakeholders e.g. students, staff, accreditation bodies, professional institutes, employers with examples
  - evidence that such feedback has been effectively applied and incorporated into programme content, methodologies, assessment etc

- evidence that such feedback is regularly applied and updated
- procedures for evaluating an individual learner's performance and progression over time and across awards and qualifications

- A6. Development of Qualification and Assessment methodologies
  - procedures for the development of new programmes, awards and qualifications including research and consultation with internal and external stakeholders
  - process for the approval and accreditation of new awards and qualifications
  - procedures for the development of assessment methodologies
  - evidence of on-going review and benchmarking of programmes, awards and qualifications and associated assessment methodologies

There may be some cross references between items and these may be noted in the documentation.

Documentation for Part B – Programme Accreditation

The folder for Part B should contain the following checklists completed by applicants with supporting documents (or sample copies or reference to their location for easy access):

- B1. Checklist of information to be included in the application
  - Rationale for the programme
  - Intended market and evidence that market demand exists
  - Entry criteria which are clear and appropriate
  - Programme learning outcomes
  - Duration of programme
  - Overall structure of the programme, including all module / unit titles and their interrelationships, progression paths etc
  - Module specifications/descriptors to include content, hours of study, assessment methods and reading lists for each module *(See Module form B2 below)*
  - CVs of the programme team to include (where applicable) details of industrial or commercial experience and special interests and research (a CV template will be provided to applicants)

- B2. Form to be completed for each Module of the Proposed Programme

Module Title:	**Module Code:**
Year/Level:	**Credit Rating:**
Pre-requisite(s):	Co-requisite(s):
Module Aims:	
Learning Outcomes: On successful completion of this module, students will be able to:	
Time Allowance: Hours (breakdown as appropriate: classes, project work, work experience etc)	
Syllabus/Course Content:	
Teaching Methods & Pedagogy:	
Assessment: Breakdown (%) of assessment by type e.g. assignment, continuous assessment, exam, thesis	
Indicative Reading List:	
Links to other modules:	
Other comments:	

- B3. General Development of Skills
    - This checklist should provide details of where (in which modules) general skills are developed throughout the programme.

- B4. Programme Content
    - Details of where specific content relating to the core topics and other business disciplines is taught and covered. It may be the case that the topics are covered by a variety of means and modules not explicitly titled or organised as per the topics identified. It will also include the range of general business topics and specialist topics covered in the programme

- B5. Development of Specific Skills
    - This checklist specifies in which modules skills are developed that prepare learners for the workforce and the profession of purchasing and supply management. Details of the methods of instruction and assessment will demonstrate how ever more sophisticated and demanding work is completed by learners as they progress through the programme

- Methods deployed should be sufficiently comprehensive and varied to ensure all the requisite skills and knowledge expected of the student are learned and tested
- Early modules will typically employ comparative and analytical skills and indicative assessment. Later modules will demand critical reflection and more interpretative, judgemental and integrative skills
- The list of skills is not definitive

- B6. Links with Professional Practice
  - The applicant should demonstrate that the programme has clear links with the purchasing and supply management profession. They should indicate in which modules there is input or contact with the profession and give examples of any work placements, assignments etc.

- B7. Specialist Developments
  - Evidence should be provided which demonstrated that the programme reflects current and foreseeable specialist developments in purchasing and supply management. As well as specialist areas relating to the profession in general, a specialism may relate to the institutions own particular area of expertise or reflect the region in which the programme is delivered.

- B8. Employer Support and Engagement
  - Evidence of employer support should be provided which indicates active engagement through among others, presentations, visiting speakers, work placements, support for research assignments as well as a broad acceptance of graduates from the programme

It is likely that some cross-references between lists will occur and these may be noted by the applicant as appropriate.

In addition it is suggested that summary matrices 1. Modules x Content and 2. Modules x Skills be completed by the applicant along the lines of the examples below which may aid the organisation of the requisite information as well as providing an overview of the programme as a whole. This may also be provided in the form of a spreadsheet and/or an on-line document:

1. Content	Module Procurement Process Year 1	Ethics Year 1	ERP & e-procurement Year 2	Module x Year 3
Procurement value added	x		x	
Market research		x	x	x
Technical Specification	x	x		
Cost Management				x
etc				

2. Skills	Module Procurement Process Year 1	Ethics Year 1	ERP & e-procurement Year 2	Module x Year 3
Appreciation of the role of IT Systems	x		x	
Collaboration		x	x	
Communication with different areas of the institution	x	x		
Cross-functional and interdisciplinary skills				
etc				

Confidentiality

Some issues of confidentiality may arise and the GSPSM process may need to demonstrate sensitivity and discretion, for example, an institution's finances (where the assessors may be asked not to take a copy of documentation) or evidence of ethical/appeals process (where names may be omitted on statistics on numbers of cases etc may be supplied in lieu of sample cases).

Relationship Management

An important aspect of the GSPSM is the building of a long-term relationship with the applicant institutions where both parties can continue to reap the benefits of the required effort to both award and attain the standard. A network of meaningful relationships resulting in continuously improved educational standards and active contribution to the development of new pedagogies will ensure that the standard addresses the changing aspirations and needs of the 21st century learner and the future professional.

Clarity and open communication is therefore essential and the provision of as much information as possible to prospective applicants will enable satisfactory outcomes. While the assessor's visit provides the opportunity to verify that the standard's criteria are duly met as well as to physically examine facilities, documentation etc., the visit is also a crucial element in the building of the working relationship and is best done in the spirit of cooperation and facilitation.

The assessor will be cognisant and sensitive of cultural differences in the building of relationships such as the level of engagement in preliminary conversation, importance of maintaining pride and relationship with authority. The visit is the culmination of extensive preparation by the applicant who should be in a position to feel confident based on the prior provision of frank and fulsome criteria will clear guidelines and examples.

Should the outcome be negative the applicant needs to be given precise, thorough and constructive feedback in order to facilitate preparation for a resubmission. So that the process may be deemed to have been a worthy learning experience and investment towards eventual accreditation, the applicant must feel emboldened to reapply and to feel positive about their experience of dealing with the PSB, the assessors and the GSPSM despite the setback. Likewise, it is in the interest of the GSPSM that the PSB and the assessors engage positively with failed applicants and to learn about the preparation of applicants so that all parties may benefit through future accreditation.

The learning from applicants should reach beyond the application and accreditation processes and continue through the nurturing of relationships which can build a community of practice for the sharing and development of the highest educational standards.

APPENDIX 1: GSPSM Application Forms

GSPSM Application for Institutional Eligibility - Part A

Application to assess the eligibility of an institution to submit an application for a programme to be recognised against the GSPSM

There are six key areas with which the assessor will need to be satisfied before an institution can be considered to be eligible to submit a programme application.

The six key areas are:

A1. Corporate Governance

A2. Equal opportunities

A3. Integrity of assessment

A4. Appeals

A5. Continuous Improvement

A6. Development of Qualifications and Awards and Assessment Methodologies

Please use the following forms to confirm that your application meets the expectations and includes the appropriate documentation and evidence in support of this.

Key Area Required documentation and evidence	Please confirm inclusion √	Relevant documents and page numbers
A1. Corporate Governance		
The background to your institution and an overview of your corporate strategy		
The organisation and management structure, including appropriate organisation charts		
Details of any areas of potential conflict of interest and how they are managed. You must demonstrate that there are clear distinctions between those parts of the institution making awards and other functions within the institution.		
Details of the institution's information technology capability, infrastructure, resources and facilities which will support the programme		
Evidence to demonstrate that the institution is financially sound		

Key Area Required documentation and evidence	Please confirm inclusion √	Relevant documents and page numbers
Evidence of operating to an ethical code, with ethical polices in place		
A2. Equal Opportunities		
Equal opportunities policies, with evidence that they are available to all learners		
The processes which ensure that all learners have access to fair assessments, with specific reference to how you ensure any adjustments do not offer any learners unfair advantage		
Evidence of monitoring procedures and processes		
A3. Integrity of assessment		
The arrangements for ensuring that question papers and learners' assessments are secure at all times		
The arrangements for identifying how risks are identified and mitigated against		
The procedures that ensure the authenticity of learner's work		
The monitoring and evaluation processes for instances of fraud with details of sanctions that can be applied in different circumstances		
A code of ethics for the programme and its assessment		
Clarity of rules and explicit statements of assessment		
Meetings of examiners, exam boards and external examiners		
Procedures to ensure assessments are appropriate and rigorous		
Transparency		

Key Area Required documentation and evidence	Please confirm inclusion √	Relevant documents and page numbers
A4. Appeals		
Published procedures which inform learners how they can appeal against assessment decisions		
The appeals procedure		
A5. Continuous improvement		
The procedures for gaining feedback from stakeholders		
Evidence of how information from stakeholders is used to facilitate improvements		
The procedure for evaluating learner's performance over time and across programme awards and qualifications		
A6. Development of qualifications and assessment methodologies		
The procedures for the development of new programmes, awards and qualifications		
The approval process for new programmes, awards and qualifications		
The procedures for the development of assessment methodologies		
The procedures for the ongoing review of programmes, awards and qualifications and associated assessment methodologies.		

GSPSM Application for Programme Accreditation (Part B)

These lists and associated documents address the programme itself:

B1. Checklist of information to be included in the application

B2. Form to be completed for each Module of the Proposed Programme

B3. General Development of Skills

B4. Programme Content

B5. Development of Specific Skills

B6. Links with Professional Practice

B7. Specialist Developments

B8. Employer Support and Engagement

GSPSM Application for Programme Accreditation (Part B)

B1. Checklist of information to be included in the application

	Please √ to confirm inclusion and indicate relevant documents and page numbers.
Rationale for the programme	
Intended market	
Entry criteria	
Programme learning outcomes	
Duration of programme	
Overall structure of the programme, including all module or unit titles	
Module specifications/descriptors to include content, hours of study, assessment methods and reading lists *(See Module form below)*	
CVs of programme team to include (where applicable) details of industrial or commercial experience and special interests and research	

B2. Form to be completed for each Module of the Proposed Programme

Module Title: **Module Code:**
Year/Level: **Credit Rating:**   Pre-requisite(s): Co-requisite(s):
Module Aims:
Learning Outcomes: On successful completion of this module, students will be able to:
Time Allowance: Hours (breakdown as appropriate: classes, project work, work experience etc)
Syllabus/Course Content:
Teaching Methods & Pedagogy:
Assessment: Breakdown (%) of assessment by type e.g. assignment, continuous assessment, exam, thesis
Indicative Reading List:
Links to other modules:
Other comments:

B3. General Development of Skills

Evidence should be provided which clearly demonstrates that the programme provides opportunities for candidates to:

	Modules	Relevant documents/pages
Acquire sound specialist knowledge of purchasing and supply chain management.		
Identify, analyse and formulate purchasing and supply chain management problems and approaches to solving these problems, with the aid of research, literature and practical application.		
Conduct analytical and developmental tasks which take into account the technical/academic components of purchasing and supply chain management, in particular through the use of purchasing and supply chain models, processes and theories.		
Develop an awareness of social and ethical responsibilities in the context of purchasing and supply chain management and the profession, including professional ethics and standards.		

In addition, the application should demonstrate that the programme:

See checklists E, F, G & H below for cross referencing	Modules	Relevant documents/pages
Develops individuals who will be well prepared for the profession when entering the workforce.		
Has clear links with purchasing and supply chain management professional practice.		
Reflects current and foreseeable specialist developments in purchasing and supply chain management.		
Has employer support and engagement in both programme development and also in the learning process, for example through presentations, visiting speakers or work placement activity.		

B4. Programme Content

Please outline the division of the programme across the core topics (minimum 70%) and other business disciplines (30% - including a possible 10% achieved through specialist study of relevance to the Institution's business sector or region).

Core Topics	Modules (& %) (Year)	Relevant documents/ page numbers
Pre-contract		
Sourcing		
Contracting/legal issues		
Supplier management/performance		
Relationships		
Technology		
Professionalism/ethics etc		
Strategy/strategic issues		
Other generic business topics		

Core Topics	Modules (& %) (Year)	Relevant documents/ page numbers
Other specialist study areas & relevance to this Institution		
Please add rows as appropriate		

B5. Development of Skills

The application should demonstrate that the programme develops individuals who will be well prepared for the profession when entering the workforce.

Evidence of progression in developing such requisite skills to work in purchasing and supply management should be provided here. Show where in the programme these skills are developed (e.g. through essays, projects, work experience) and how they are evaluated to ensure the student has the capacity for employment in this area.

Methods deployed should be sufficiently comprehensive and varied to ensure all the requisite skills and knowledge expected of the student are learned and tested.

Early modules will typically employ comparative and analytical skills and indicative assessment. Later modules will demand critical reflection and more interpretative, judgemental and integrative skills.

Skill	Module(s) (Year)	Methods	Assessments
Appreciation of the role of IT Systems			
Collaboration			
Communication with different areas of the institution			
Communication with suppliers/clients			
Cross-functional and interdisciplinary skills			
Critical analysis			
Decision Making			
Exercising of Judgement			
Global awareness			

Skill	Module(s) (Year)	Methods	Assessments
Initiative			
Integrative Skills			
Interpretative skills			
Leadership			
Personal responsibility			
Problem identification & analysis			
Problem-solving			
Proficiency in basic IT			
Project management			
Prioritisation			
Questioning & Interrogative skills			
Research & Inquiry			
Social & Ethical responsibility			
Teamwork			
Time management			

Skill	Module(s) (Year)	Methods	Assessments
Others – *please add rows as appropriate*			

B6. Links with Professional Practice

The application should demonstrate that the programme has clear links with purchasing and supply chain management professional practice.

Professional Practice	Module(s) (Year 1,2,3,4)	Links
Please add rows as appropriate		

B7. Specialist Developments

The application should demonstrate that the programme reflects current and foreseeable specialist developments in purchasing and supply chain management.

Specialist Development	Module(s) (Year 1,2,3,4)	Methods	Assessments
Please add rows as appropriate			

B8. Employer Support & Engagement

The application should demonstrate that the programme has employer support and engagement in both programme development and also in the learning process, for example through presentations, visiting speakers or work placement activity.

Employer	Module(s) (Year)	Description
Please add rows as appropriate		

Appendix:
Other relevant material

e.g. Overview of programmes

Graphic depiction of courses: how elements fit together,

compulsory/optional modules, progression paths …

Appendix 2

Assessor's Checklists

**Assessor's Checklists for the Evaluation of an Application for
Institutional Eligibility Submit Programmes for GSPSM (Part A)**

Institutional Evaluation

Application Part A: to assess the eligibility of institution/organization to submit an application for a programme to be recognised against the GSPSM

Key Area	Assessment Completed / GSPSM Status / Comments
A1. Corporate Governance	
A2. Equal opportunities	
A3. Integrity of assessment	
A4. Appeals	
A5. Continuous Improvement	
A6. Development of Qualifications and Awards and Assessment Methodologies	
Overall Assessment of Institution	

Institution: _____   **Key Contact:**_____

Assessor(s): _____

Date: _____   **Reference:** _____

General Assessment

General overview & comments

Assessor's Recommendation

E.g. It is recommended that the institute qualify for Part A of the GSPSM and should be allowed to submit programmes for Part B assessment.

Key Area Required documentation and evidence			
A1. Corporate Governance	**√**	**Documents**	**Assessors' Comments & Notes**
The background to your institution and an overview of your corporate strategy			
The organisation and management structure, including appropriate organisation charts			
Details of any areas of potential conflict of interest and how they are managed. You must demonstrate that there are clear distinctions between those parts of the institution making awards and other functions within the institution.			
Details of the institution's information technology capability, infrastructure, resources and facilities which will support the programme			
Evidence to demonstrate that the institution is financially sound			
Evidence of operating to an ethical code, with ethical polices in place			

A2. Equal Opportunities	√	Documents	Assessors' Comments & Notes
Equal opportunities policies, with evidence that they are available to all learners			
The processes which ensure that all learners have access to fair assessments, with specific reference to how you ensure any adjustments do not offer any learners unfair advantage			
Evidence of monitoring procedures and processes			

A3. Integrity of assessment	√	Documents	Assessors' Comments & Notes
The arrangements for ensuring that question papers and learners' assessments are secure at all times			
The arrangements for identifying how risks are identified and mitigated against			
The procedures that ensure the authenticity of learner's work			
The monitoring and evaluation processes for instances of fraud with details of sanctions that can be applied in different circumstances			
A code of ethics for the programme and its assessment			
Clarity of rules and explicit statements of assessment			
Meetings of examiners, exam boards and external examiners			
Procedures to ensure assessments are appropriate and rigorous			
Transparency			

A4. Appeals	√	Documents	Assessors' Comments & Notes
Published procedures which inform learners how they can appeal against assessment decisions			
The appeals procedure			

A5. Continuous improvement	√	Documents	Assessors' Comments & Notes
The procedures for gaining feedback from stakeholders			
Evidence of how information from stakeholders is used to facilitate improvements			
The procedure for evaluating learner's performance over time and across programme awards and qualifications			

A6. Development of qualifications and assessment methodologies	√	Documents and page numbers	Assessors' Comments & Notes
The procedures for the development of new programmes, awards and qualifications			
The approval process for new programmes, awards and qualifications			
The procedures for the development of assessment methodologies			
The procedures for the ongoing review of programmes, awards and qualifications and associated assessment methodologies.			

Other notes and comments: _____

_____

_____

Appendix:
Other relevant material

Assessor's Checklists
GSPSM Part B: Application of Programmes for GSPSM Accreditation

Programme Evaluation Overview

Application Part B: to assess programme(s) to be recognised against the GSPSM. There are eight checklists to be completed

Programme: _____   **Level / Qualification:** _____

Checklist	Assessment Completed / Status / Comments
B1. Checklist of information to be included in the application	
B2. Form to be completed for each Module of the Proposed Programme	
B3. General Development of Skills	
B4. Programme Content	
B5. Development of Specific Skills	
B6. Links with Professional Practice	
B7. Specialist Developments	
B8. Employer Support & Engagement	
Overall Assessment	

Institution: _____   **Key Contact:** _____

Assessor(s): _____

Date: _____   **Reference:** _____

General Assessment

General overview here

Structure of Programme(s)

Assessor's Recommendation:

B1. Checklist of information to be included in the application

	Assessor's Crosscheck & Confirmation √	Comments & Notes
Rationale for the programme		
Intended market		
Entry criteria		
Programme learning outcomes		
Duration of programme		
Overall structure of the programme, including all module or unit titles		
Module specifications *(See Module form below)*		
CVs of programme team		

B2. Summary Table of Programme Courses and Modules

Course/Module Titles	Notes & Comments
	Full details and syllabus provided

B2. Module Title: _____   **Module Code:** _____

Specifications	Completed	Meets GSPSM Std	Notes & Comments
Year/Level: **Credit Rating:** Pre-requisite(s): Co-requisite(s):			
Module Aims:			
Learning Outcomes: On successful completion of this module, students will be able to:			
Time Allowance: Hours (breakdown as appropriate: classes, project work, experience)			
Syllabus/Course Content:			**B2: To be completed for each module**
Teaching Methods & Pedagogy:			
Assessment: Breakdown (%) of assessment by type e.g. assignment, continuous assessment, exam, thesis			
Indicative Reading List:			
Links to other modules:			
Other comments:			
OVERALL			

B3. Development of General Skills

Evidence should be provided which clearly demonstrates that the programme provides opportunities for candidates to:

	Modules	Meets GSPSM √	Notes & Comments
Acquire sound specialist knowledge of purchasing and supply chain management.			
Identify, analyse and formulate purchasing and supply chain management problems and approaches to solving these problems, with the aid of research, literature and practical application.			
Conduct analytical and developmental tasks which take into account the technical/academic components of purchasing and supply chain management, in particular through the use of purchasing and supply chain models, processes and theories.			
Develop an awareness of social and ethical responsibilities in the context of purchasing and supply chain management and the profession, including professional ethics and standards.			
Receive some coaching or mentoring for the student			
Develop a student portfolio			
Engage in reflection/reflective learning			

In addition, the application should demonstrate that the programme:

See checklists below for cross referencing	Modules	Meets GSPSM Std √	Notes & Comments
Develops individuals who will be well prepared for the profession when entering the workforce.			
Has clear links with purchasing and supply chain management professional practice.			
Reflects current and foreseeable specialist developments in purchasing and supply chain management.			
Has employer support and engagement in both programme development and also in the learning process, for example through presentations, visiting speakers or work placement activity.			

B4. Programme Content

Core Topics	Modules	Meets GSPSM Std √	Notes & Comments
Pre-contract			
Sourcing			
Contracting/legal issues			
Supplier management/performance			
Relationships			
Technology			
Professionalism/ethics/CSR etc			
Strategy/strategic issues			
Other generic business topics e.g.			
Logistics & quality			
Aspect of business economics			
Change management & leadership			
Organization, structures, people and processes			
Management control			
Sustainability			
Innovation			
Marketing			
Finance ……….			

Core Topics	Modules	Meets GSPSM Std √	Notes & Comments
Other specialist study areas & relevance to this Institution			
E.g. *Purchasing in the public sector* *Public procurement under EU rules* *……………*			

B5. Development of Specific Skills

- ❐ The application should demonstrate that the programme develops individuals who will be well prepared for the profession when entering the workforce.
- ❐ Evidence of progression in developing such requisite skills to work in purchasing and supply management should be provided here. Show where in the programme these skills are developed (e.g. through essays, projects, work experience) and how they are evaluated to ensure the student has the capacity for employment in this area.
- ❐ Methods deployed should be sufficiently comprehensive and varied to ensure all the requisite skills and knowledge expected of the student are learned and tested.
- ❐ Early modules will typically employ comparative and analytical skills and indicative assessment. Later modules will demand critical reflection and more interpretative, judgemental and integrative skills.

The following methods & assessments are employed:

Course	Methods	Assessments
	e.g. Practical assignments & analyses	e.g. Written exam Business case/presentation Essay

Skill	Modules	Methods	Assessments	Meets GSPSM Std	Notes & Comments
Appreciation of the role of IT Systems					
Business Case Analysis					
Collaboration					
Commercial writing					
Communication with different areas of the institution					
Communication with suppliers/clients					
Cross-functional and interdisciplinary skills					
Critical analysis					
Decision Making					
Exercising of Judgement					
Global awareness					
Initiative					
Integrative Skills					
Interpretative skills					
Leadership					
Personal responsibility					

Skill	Modules	Methods	Assessments	Meets GSPSM Std	Notes & Comments
Problem identification & analysis					
Problem-solving					
Proficiency in basic IT					
Project management					
Prioritisation					
Questioning & Interrogative skills					
Research & Inquiry					
Social & Ethical responsibility					
Teamwork					
Time management					

B6. Links with Professional Practice

The application should demonstrate that the programme has clear links with purchasing and supply chain management professional practice.

Professional Practice	Modules	Links	Meets GSPSM Std √	Notes & Comments
There may be some cross reference e.g. Form B3				

B7. Specialist Developments

The application should demonstrate that the programme reflects current and foreseeable specialist developments in purchasing and supply chain management.

Specialist Development	Modules	Methods	Assessments	Meets GSPSM Std √	Notes & Comments
There may be some cross reference e.g. Form B3					

B8. Employer Support & Engagement

The application should demonstrate that the programme has employer support and engagement in both programme development and also in the learning process, for example through presentations, visiting speakers or work placement activity.

Employer	Modules	Description	Meets GSPSM Std √	Notes & Comments
May cross reference to Form B3 – last question				

Appendix:
Other relevant material

Day 1

Arrival and accommodation in hotel

Evening meal with all parties. This is to establish a working relationship to become familiar with each other and provide an opportunity to discuss the application generally and any possible issues which may arise during the formal assessment the following day.

Day 2

Arrival at institution

Preliminary introductions with others if appropriate

Presentation by applicant – overview of organisation / programme

Presentation of document folder

Preliminary inspections

Break

Detailed inspection of documentation in folder

Discussion & Opportunity to inspect sample assignment(s), theses etc

Private meeting for assessor(s)

Lunch

Inspection of facilities – IT, administration etc

Discussion and opportunity to address any issues

Further inspection of documentation

Break

Final inspection of documentation

Discussion and opportunity to address any issues

Final discussions