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| **Module title** | **Project Risk and Procurement Management** |
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| **Level** | 7 |
| **Assessment title** | **Assignment 2: Strategic Procurement** |
| **Weighting within module** | This assessment is worth 50% of the overall module mark. |
| **Submission deadline date and time** | See OnlineCampus |
| **Module Leader/Assessment set by**  Dr Kostas Chaldoupis | | |
| **How to submit**  You should submit your assessment via OnlineCampus. | | |
| A proactive strategic procurement operation can give the organisation it represents a competitive advantage by reducing waste in the value chain. For an organisation of your choice, you are asked (a) to critically *examine* the Procurement function, (b) by considering 2-3 areas below *investigate* how the Procurement function can be improved and *compensate* external turbulences in the markets.   * Procurement Strategy * Strategic Sourcing and Outsourcing * e-procurement * Sustainable Procurement * Supply Risk | | |
| You will also need to take the following into account when completing your assignment:  • Quality of executive summary (does it give a brief complete summary of your paper for an executive to read?)  • Establishment of relevant theory (e.g. what do we mean by global sourcing?)  • Allocation of credit and sources used (have I included references and citations to the material I have used?)  • Clarity of argument  • Overall report presentation including spelling and grammar  • Adherence to nominated word limit (+/- 10%)  • Word processed (letter size 12, times new roman, 1.5 space), fully referenced (Harvard Referencing System) | | |
| **Assessed intended learning outcomes**  On successful completion of this assessment, you will be able to:  **Knowledge and Understanding**   * Demonstrate an understanding of the importance of procurement for global organisations operating in complex market environments. * Locate, synthesise and critically evaluate recent/current information from a wide range of published literature in the area of Procurement, Risk, and Contract Management. * Apply knowledge of the theory and practice of Procurement, Risk, and Contract Management to develop insights into and solve current problems. * Critically evaluate the use of complex models of Procurement, Risk, and Contract Management; systematically and creatively making sound judgements based on the systematic analysis and creative synthesis of ideas. * Critically and effectively assess the value of theories, concepts and models to the practice of Procurement, Risk, and Contract Management. * Demonstrate a sound understanding of the importance of risk management in the development and maintenance of sustainable procurement.   **Practical, Professional or Subject Specific Skills**  1. Leads by example - as high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others. Work collaboratively enabling empowerment and delegation - acts with humility and authenticity, is credible, confident and resilient.  2. Judgement and Challenge - Takes personal accountability aligned to clear values. Demonstrates flexibility and willingness to challenge when making decisions and solving problems - instils confidence demonstrating honesty, integrity, openness, and trust.  3. Courage & Curiosity - is confident and brave, willing to innovate, seeks new ideas and looks for contingencies. Manages complexity and ambiguity, comfortable in uncertainty, and is pragmatic.  4. Valuing Difference - engaging with all, is ethical and demonstrates inclusivity, recognising diversity, championing, and enabling cultural inclusion. Empowers and motivates to inspire and support others.  5. Professional Reflects on own performance, demonstrates professional standards in relation behaviour and ongoing development. Advocates the use of good practice within and outside the organisation.  **Transferable Skills and other Attributes**   * Develop their critical skills, especially in relation to published literature in the field. * Work independently and with others in analysing and presenting solutions to Project Risk and Procurement Management problems. * Manage their time effectively and efficiently to meet deadlines. * Locate and synthesise information from a range of published literature and electronic sources and present this effectively in both oral and written forms. * Take responsibility for personal learning and continuous professional development. * Communicate effectively through a variety of media to different audiences. * Make decisions in complex and unpredictable situations. | | |
| **Module Aims**  The overall aim of the module is to allow students to develop an in-depth understanding of Procurement, Risk, and Contract Management.  More specifically, the module aims to provide students with an overview of project risk in order to maximize the probability and consequences of positive events and to minimize the probability and consequences of adverse events to project objectives. It also aims to provide students with the skills to effectively manage procurement processes in a multitude of environments. | | |
| **Word count/ duration (if applicable)**  The maximum word count is 3000 words (+/- 10%), excluding References. A penalty of 10%-mark knock-off will be imposed if the assignment exceeds these limits. | | |
| **Feedback arrangements**  You can expect to receive feedback for your assignment via OnlineCampus. | | |
| **Support arrangements**  You can obtain support for this assessment by viewing the lectures and through the dedicated discussion forum thread.  **askUS**  The University offers a range of support services for students through [askUS](http://www.askus.salford.ac.uk/).  **Good Academic Conduct and Academic Misconduct**  Students are expected to learn and demonstrate skills associated with good academic conduct (academic integrity). Good academic conduct includes the use of clear and correct referencing of source materials. Here is a link to where you can find out more about the skills which students require <http://www.salford.ac.uk/skills-for-learning>.  **Academic Misconduct is an action which may give you an unfair advantage in your academic work. This includes plagiarism, asking someone else to write your assessment for you or taking notes into an exam. The University takes all forms of academic misconduct seriously. You can find out how to avoid academic misconduct here** [**https://www.salford.ac.uk/skills-for-learning**](https://www.salford.ac.uk/skills-for-learning)**.**  **Personal Mitigating Circumstances**  If personal mitigating circumstances may have affected your ability to complete this assessment, you can find more information about personal mitigating circumstances procedure [here](https://sss.salford.ac.uk/).  **Student Progression Administrator**  If you have any concerns about your studies, contact StudentCare. | | |
| **Assessment Criteria**  You should look at the assessment criteria to find out what we are specifically looking at during the assessment.  **Marking Scheme**   |  |  | | --- | --- | | **Criteria** | **Marks** | | **Use of theory** | 30 | | **Examples** | 30 | | **Quality of argument** | 10 | | **Reference to course ideas** | 10 | | **Citation and References** | 10 | | **Conclusions** | 10 | | | |
| **In Year Retrieval Scheme**  Your assessment is not eligible for in year retrieval. If you are eligible for this scheme, you will be contacted shortly after the feedback deadline. | | |
| **Reassessment**  If you fail your assessment, and are eligible for reassessment, you will need to resubmit in a date that will be notified to you. For students with accepted personal mitigating circumstances, this will be your replacement assessment attempt. Students should be aware that there is no late submission period at reassessment (this includes those students who have an accepted PMC request from a previous attempt).  If a student needs to be reassessed, s/he will be given a new assignment brief with a deadline, which will be provided by the School.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Criterion / Mark range** | **90-100** | **80-89** | **70-79** | **60-69** | **50-59** | **40-49** | **0-39** | | **Overall level**  **(indicative – not for grading)** | *Standard comparable to journal publication* | *Standard comparable to conference paper publication* | *Distinctive work for Masters level* | *Merit work for Masters level* | *Acceptable for Masters* | *Below Masters pass standard* | *Significantly below Masters pass standard* | | **Scope** | Outstanding clarity of focus, includes what is important, and excludes irrelevant issues. | Excellent clarity of focus, boundaries set with no significant omissions or unnecessary issues. | Clear focus. Very good setting of boundaries includes most of what is relevant. | Clear scope and focus, with some omissions or unnecessary issues. | Scope evident and satisfactory but with some omissions and unnecessary issues. | Poorly scoped, with significant omissions and unnecessary issues. | Little or no scope or focus evident. | | **Understanding of subject matter** | Outstanding with critical awareness of relevance of issues. Outstanding expression of ideas. | Excellent with critical awareness of relevance of issues. Excellent expression of ideas. | Very good with critical awareness of relevance of issues. Outstanding expression of ideas. | Good with some awareness of relevance of issues. Ideas are expressed, with some limitation. | Basic with limited awareness of relevance of issues. Limited expression of ideas. | Poor with little awareness of relevance of issues | Little or no understanding of subject matter is demonstrated. | | **Literature** | Comprehensive literature review. Evaluation and synthesis of source material to produce an outstanding contribution. | Excellent independent secondary research. Sources are evaluated and synthesized to produce an excellent contribution. | Very good independent secondary research. Sources are evaluated and synthesized to produce a very good contribution. | Good secondary research to extend taught materials. Evidence of evaluation of sources, with some deficiencies in choice and synthesis. | Limited secondary research to extend taught materials. Limited evaluation of sources, deficiencies in choice and synthesis. | Little or no extension of taught materials. Poor choice and synthesis of materials. | Poor use of taught materials. No synthesis. | | **Critical analysis based on evidence** | Standard of critical analysis – showing questioning of sources, understanding of bias, independence of thought | Excellent standard of critical analysis – excellence in questioning of sources, understanding of bias, independence of thought | A very good standard of critical analysis. Sources are questioned appropriately, and a very good understanding of bias, showing independence of thought | Critical analysis with some questioning of sources, understanding of bias, independence of thought. | Analysis evident but uncritical. Sources are not always questioned, with limited independence of thought. | Little or no analysis. | No valid analysis. | | **Structure of argument, leading to conclusion** | Well structured, compelling and persuasive argument that leads to a valuable contribution to the field of study, paving the way for future work | Argument has excellent structure and persuasiveness, leading to very significant insights and relevant future work. | Well-structured and persuasive argument Insightful conclusion draws together key issues and possible future work. | Structured and fairly convincing argument leads to conclusion that summarises key issues. | Argument has some structure and development towards conclusion with limitations in summary of issues. | Argument is unstructured, no recognizable conclusion. | No evidence of argument or conclusion. | | | | |