

Lesson plan template - Purchasing

Unit/Course				Topic	Organisation - Purchasing
NOTE: Have the activities in the lesson plan been checked against the Unit Descriptor/Objectives for the session?					
Day and date		Venue		Time	
Examples of Learning Outcomes – Year 2 Studies (see examples on page below)					
<ul style="list-style-type: none"> Example: Explore & evaluate information from an extensive range of sources including primary sources in relation to the purchasing and supply function in a business Example: Demonstrate critical judgement in the analysis, evaluation and reformatting of information and the application of prior learning in different contexts 					
Transferable skills developed – (see examples on page below)					
<ul style="list-style-type: none"> Example: Students should be able to show consistent competence in terms of how the purchasing and supply function contributes to business success Example: Demonstrate excellent presentation and organisation of work with fluid communications in all contexts with specific focus on the purchasing and supply function 					
Plan of activities – These activities be completed in a classroom and/or IT environment					
Time (in minutes)	Teacher Activity	Learner activity (What the students will do?)		Hand-outs, resources & bookings needed	
<i>Prior to session:- Load Apprentice 1 and</i>	<i>Are there spare activities for those who finish early?</i>	<i>Are the students required to do any reading or activity before attending the session?</i>		<i>What hand-outs or resources are needed to be inclusive to all students?</i> <ul style="list-style-type: none"> <i>Photocopy hard copies of different types of premises if needed.</i> <i>Book IT suite if needed</i> 	
5 mins e.g. Welcome and recap of topic covered in the previous session	Recap of academic theory and its relevance to Sim Venture e.g. the process of purchasing components needed to produce your product(s), and managing the supply chain function to keep costs down and ensure a smooth production process.	Listen and ask questions.		Refer students to learning resources/ reading lists.	
5 mins e.g. Introduce the current topic with learning outcomes and expected developmental skills	Establish core learning outcome(s) and transferable skill developmental (see examples above) and provide learners with opportunities to reflect on them before, and after the activity.	Learners should start a journal during the session noting their awareness of the learning outcome(s) and transferable skill development before the activity commences and repeat the exercise once the activity is completed, noting any differences.		Hand out hard copies, set-up on-line or in the journal section of the simulation. Useful evidence for research purposes and learner's awareness of their development.	
10 mins <i>Break session into bite-size chunks</i> e.g. Give and /or demonstrate necessary information	Load the simulation – Go to Operations – Purchasing.	<ul style="list-style-type: none"> - Establish the current minimum stock level and order size. - Review the current preferred suppliers of components. - Evaluate the company's departmental efficiency 		Students own notes. Spare paper and pens, on-line, journal notes in the simulation.	
15 mins <i>Break session into bite-size chunks</i> e.g. Set activity to reinforce understanding	Scenario – At a board meeting the company is evaluating its cash flow situation. The company is reviewing the purchasing function in order to save cost, and negotiate better purchasing contracts with its suppliers, and improve overall efficiency.	Bearing in mind the scenario, you should try to ensure that enough components are ordered each quarter to allow you to complete your production run. Look for a supplier that meets your company's needs in terms of: <ul style="list-style-type: none"> the amount you can afford to pay for components 		Students own notes. Spare paper and pens, on-line, journal notes in the simulation.	

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		<ul style="list-style-type: none"> the amount of time you are willing to contract the supplier for how quickly you need components to be delivered <p>As the needs and circumstances of your business change, you will need to review your arrangements. The 'perfect' solution however, is seldom available so you will have to prioritise your requirements and select accordingly. Change your strategy if needed.</p>	
<p>10 mins <i>Break session into bite-size chunks</i> e.g. Verify understanding by all students</p>	<p>Example questions that could form a discussion or reflection: Do your existing supplier arrangements meet your company's needs? Do you know how much you can afford to pay for each component? Can you take advantage of volume discounts? Is your relationship with your existing supplier worth keeping? Do the terms offered to you suit your current circumstances? What was the impact of your decisions on the business? Why is it important to establish strong supplier relationships? What could be the impact on the business of moving away from current suppliers? Who owns the supplies purchased? Why is it important to purchase the right materials in the right quantities, at the right time and price, from the right source?</p>	<p>Learners respond to questions and ask further questions of the tutor. Individual/group work. Reflection and tutor/student discussion on the questions posed.</p>	<p>Hand out hard copies, set-up on-line or in the journal section of the simulation. Useful evidence for research purposes and learner's awareness of their development.</p>
<p>5 mins e.g. Wrap-up of learning, go over tasks and gather feedback on how the session went.</p>	<p>Re-cap learning outcomes and transferable skills developed. Obtain anonymous feedback from students.</p>	<p>Learners should have started a journal during the session noting their awareness of the learning outcome(s) and transferable skill development before the activity commences, and repeat the exercise once the activity is completed, noting any differences.</p>	<p>Hand out hard copies, set-up on-line or in the journal section of the simulation. Useful evidence for research purposes and learner's awareness of their development.</p>
<p>Total time = 50 mins</p>			
<p>Longer lesson time suggested activities</p>	<p>Demonstrate a search engine or library search for information related to the topic.</p>	<p>Use the Internet and/or Library services to search for research related to the topic. What external sources can you find? Examples might be The Chartered Institute of Purchasing & Supply - http://www.cips.org. Inside Careers guide for the purchasing & supply profession - http://www.insidecareers.co.uk/professions/purchasing-supply. Scholarly articles for purchasing and supply available through searches on Google Scholar. Purchasing & Supply Magazine - http://purchasingandsupply.ie.</p>	<p>Library log in details. Access to Internet.</p>

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		Supply Management - http://www.cips.org/supply-management . Please note that this list is not exhaustive and is supplied only as a trigger for learners to engage with the wider world.	
Longer lesson time suggested activities	Ask students to open Word and write a written account of how their awareness and development employability skills have developed having completed this activity.	Individual/ group reflection/discussion.	Access to a PC
Preparation for next lesson		Gather student feedback to incorporate into actions for the next session	
What learning took place?			
Which aspects of lesson went well?			
Which aspects could be improved upon?			
Actions for the future based on feedback			

Generic Learning outcomes examples.

QAA Benchmark documents

Foundation Degree qualification benchmark May 2010

<http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-qualification-benchmark-May-2010.pdf>

Foundation Degree Characteristics December 2014 (Draft for consultation)

<http://www.qaa.ac.uk/en/Publications/Documents/Foundation-Degree-Characteristics.pdf>

Subject Benchmark Statement – Business and Management February 2015

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-business-management-15.pdf>

Master's degrees in business and management 2007

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Masters-degrees-in-business-and-management.pdf>

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Subject knowledge, understanding & skills	Foundation year	1 st year studies	2 nd year studies	3 rd year studies	Post-graduate & professional studies
Knowledge & understanding	See Foundation Degree Characteristics December 2014 (Draft for consultation) - QAA statement 4.	See QAA Subject Benchmark Statement 3 – Business and Management February 2015: Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making. Specifically, Operations: the management of resources and procurement.			See QAA Subject Benchmark statement 3 - Master’s degrees in business and management 2007
Example of a learning outcome	Demonstrate an understanding of the principles, terms, concepts, theories and practices within the subject.	Explore and evaluate information from a wide range of sources.	Explore and evaluate information from an extensive range of sources including primary sources.	Explore and critique information from a comprehensive range of sources (primary & secondary), many at the forefront of knowledge/practice.	Engages with a comprehensive range of new knowledge, practice or methods and generates a contribution to new knowledge.
Skills & practice (cognitive skills)	See Foundation Degree Characteristics qualification benchmark QAA statement 4.	See QAA Subject Benchmark statements 3.7, 3.8 & 3.9 – Business and Management February 2015			See QAA Subject Benchmark statement 3 - Master’s degrees in business and management 2007
Example of a learning outcome	Demonstrates ability to apply learning in less familiar contexts/situations.	Demonstrate judgement in selection, analysis and evaluation of information and application of learning to different contexts.	Demonstrate critical judgement in the analysis, evaluation and reformatting of information and the application of prior learning in different contexts.	Demonstrate critical judgement in the analysis, evaluation, synthesis and application/transformation of prior knowledge to differing contexts.	Critical ability in analysis, synthesis and evaluation.
Skills of particular relevance to business and management	See Foundation Degree Characteristics qualification benchmark QAA statement 4.	See QAA Subject Benchmark statements 3.7, 3.8 & 3.9 – Business and Management February 2015			See QAA Subject Benchmark statement 3 - Master’s degrees in business and management 2007
Example of a learning outcome	Demonstrates work-related and scholarly tasks.	Students should be able to competence in research skills and how they are used in business.	Students should be able to show consistent competence in research skills and how they are used in business.	Students should be able to show a high-level of competence in research skills and how they are used in business.	Students should be able to show mastery in research skills and how they are used in business.
Other generic skills and attributes	See Foundation Degree Characteristics qualification benchmark QAA statement 4.	See QAA Subject Benchmark statements 3.7, 3.8 & 3.9 – Business and Management February 2015			
Example of a learning outcome	Demonstrate clear and accurate presentation of information and data.	Demonstrate excellent presentation and organisation of work with fluid communications in all contexts.	Demonstrate excellent presentation and organisation of their work with fluid communications in all contexts.	Demonstrate excellent presentation and organisation of their work with fluid communications in all contexts.	Academic or professional communications confidently display advanced professional competence.