

<b>Unit Title:</b>	<b>Supplier management</b>
OCR unit number:	18
Unit Reference No:	K/602/0613
Level:	3
Credit value:	11
Guided learning hours:	90

## Unit aim

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The aim of this unit is that learners will:

- Know how existing procedures and techniques are applied in IT/technology supplier management activities
- Understand how to develop and maintain agreements and relationships with IT/technology partners and suppliers
- Understand the need to comply with organisational and regulatory IT/technology requirements
- Be able to monitor and review preferred IT/technology partner and supplier performance

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Know how existing procedures and techniques are applied in IT/technology supplier management activities</p>	<p><b>The Learner can:</b></p> <p>1.1 Identify and describe:</p> <ul style="list-style-type: none"> <li>• a range of different procedures, tools and techniques used for gathering information</li> <li>• what information is required from the service catalogue</li> <li>• what service levels are required</li> <li>• a range of different characteristics of reliable and unreliable suppliers</li> <li>• the process for monitoring supplier contracts and agreements details for update and renewal</li> </ul>	<ul style="list-style-type: none"> <li>• the full lifecycle of supplier management activities to include: <ul style="list-style-type: none"> <li>- identification of needs</li> <li>- acquisition of assets</li> <li>- termination of contracts/services</li> </ul> </li> <li>• the procedures and techniques used to include, the selection, gathering and recording of a range of information</li> <li>• how to identify reliable and unreliable suppliers</li> <li>• the process for monitoring supplier contracts</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>2 Understand how to develop and maintain agreements and relationships with IT/technology partners and suppliers</p>	<p>2.1 Explain the process for communicating and liaising with current partners and suppliers to solicit information, data and knowledge about:</p> <ul style="list-style-type: none"> <li>• strategies/plans</li> <li>• products</li> <li>• services</li> <li>• equipment</li> </ul> <p>2.2 In relation to partner and supplier management activities, describe the activities undertaken for:</p> <ul style="list-style-type: none"> <li>• procurement and auditing</li> <li>• renewal of contracts or agreements</li> <li>• disposal of any equipment and products</li> <li>• market intelligence and other information about current and potential/alternate partners and suppliers</li> <li>• production of tender documents</li> </ul>	<ul style="list-style-type: none"> <li>• procurement auditing includes negotiations on delivery, pricing and payment terms and benchmarking on quality etc</li> <li>• effective communication techniques when liaising with suppliers</li> <li>• procurement and auditing procedures</li> <li>• regulatory procedures for disposal of equipment and products</li> <li>• tendering process, to include clear standards and criteria</li> <li>• the importance market intelligence, including: <ul style="list-style-type: none"> <li>- conducting spend analysis</li> <li>- supplier performance</li> </ul> </li> </ul>
<p>3 Understand the need to comply with organisational and regulatory IT/technology requirements</p>	<p>3.1 In relation to supplier management activities, explain:</p> <ul style="list-style-type: none"> <li>• organisational, professional and ethical standards, including integrity and confidentiality</li> <li>• contracts and agreements that exist between organisations and the partners and suppliers</li> <li>• all relevant and applicable legislation and regulations</li> </ul>	<ul style="list-style-type: none"> <li>• relevant organisational standards, service operational schedules and procedures relevant to the operational needs</li> <li>• relevant professional and ethical constraints</li> <li>• Environmental, European and International legislation</li> <li>• an understanding of a Request For: <ul style="list-style-type: none"> <li>- Information (RFI)</li> <li>- Quotation (RFQ)</li> <li>- Proposal (RFP)</li> <li>- Tender (RFT/ITT)</li> </ul> </li> <li>• an understanding of ESCROW</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>4 Be able to monitor and review preferred IT/technology partner and supplier performance</p>	<p>4.1 Source, gather and collate information on:</p> <ul style="list-style-type: none"> <li>• benchmarking results</li> <li>• supplier product performance to include products, services and equipment</li> <li>• methods for disposal of any equipment, products or services</li> <li>• metrics used to measure the supplier performance</li> <li>• price/performance of supplier products, services and equipment</li> </ul> <p>4.2 Analyse information for partner and supplier sourced resources to support an organisation</p> <p>4.3 Provide information and data concerning partner and supplier management activities to sponsors and stakeholders</p> <p>4.4 Describe how to comply with quality assurance and audit requirements for partner and supplier management activities</p>	<ul style="list-style-type: none"> <li>• the information required for monitoring purposes</li> <li>• how the information is used to compare performance and conduct trend analysis</li> <li>• the effective presentation of information to interested parties</li> <li>• quality assurance and audit requirements relating to supplier management activities</li> </ul>

## Assessment

The qualification has been designed to develop knowledge, understanding and skills in the full range of functions involved in the planning and control, hardware, software and systems installation, software solutions and the production of customer support materials. It also provides opportunities for learners to study towards system and network management, to specialise in one or more specific programming languages in addition to being able to take units that are vendor specific.

Each unit within the specification is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives. The unit assessment objectives reflect the demands of the learning outcomes for each unit.

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, understanding and skills requirements for each objective are fully addressed. The identified knowledge, understanding and skills are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment objective applied.

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate industrial contact, vocationally experienced delivery personnel, and real life case studies.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

## Guidance on assessment

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Candidates do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of the qualification and identify opportunities to link the units.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to appropriate resources and consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'
- all the areas in the section 'Assessment Criteria'

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through
- candidate responses must be recorded

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*') on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .