### SESSION PLAN

**COURSE:** ABE Level 5 Award in Operations Management

**ELEMENT:** Element 2 – Supply Chain and Supply Chain Management

## **LEARNING OUTCOME 2**

1. **Discuss the importance of the supply chain and supply chain management (Weighting 25%)**

2.1 Discuss the meaning of an organisation’s supply chain

2.2 Discuss the role of supply chain management

**NUMBER OF SESSIONS:** Seven – Approximately 15-17 hours in total, plus self-study

**SESSION TOPICS:** Session 1: Meaning of supply chain and supply chain mapping

Session 2: Nature and identification of supply chain risks

Session 3: Definition of supply chain management

Session 4: Managing supply chain risks

Session 5: Improving supply chain

Session 6: Sustainability and ethical supply chain

Session 7: Performance measures in supply chain

**Note to tutors: this is the recommended session plan for learning outcome 2, element 2 of ABE Level 5 Operations Management. You should follow the plan, using the activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

**SESSION 1: Meaning of supply chain and supply chain mapping**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Approx. Duration | Topic | Tutor Activity | Slides | Learner Activity | Formative Assessment |
| 4 hours | Assessment criterion 2.1: Discuss the meaning of an organisation’s supply chain  What is a supply chain?  Build the context by discussing the case study on the operations of in-flight catering organisation. Emphasise the importance of in-flight meals for the airline that aims to gain competitive advantage through overall service quality (refer to the study guide - Chapter 2). | Use file: **5UOM Presentation E2**  Define supply chain risks; discuss supply chain typology; explain supply chain characteristics.  It is important to reinforce that supply chains emerge as operations evolves into a proactive, integrated and externally supportive function.  The distinction between a simple supply chain (‘basic’ and ‘extended’) and a complex supply network (‘ultimate’) should be emphasised.  Use IKEA as an example to highlight the complex and global character of some modern supply chains. | 1-13 | Make notes throughout all sessions.  Join in class discussions, identify examples, ask questions. |  |
|  | Activity 1: Supply chain of a large hospital  Briefly explain that large hospitals are complex health services factories that also sell goods. | Introduce activity 1 at this stage. Divide the class into small groups. |  | Learners should attempt this activity in teams. Each team should present their answer in classroom. | **5UOM E2 LO2 Activity 1 – Supply chain management of a hospital** |
|  | Supply Chain Mapping | Explain supply chain mapping and discuss its purpose.  Reinforce the concept by playing the video on supply chain mapping available on Achilles website (refer to 1 in chapter 2 of the study guide) or follow the link:  <http://www.achilles.co.uk/en/for-buyers/supply-chain-solutions-portfolio/supply-chain-mapping> | 14-17 | Join in class discussions and ask questions – particularly re: the video. |  |

**SESSION 2: Nature and Identification of Supply Chain Risks**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Approx. Duration | Topic | Tutor Activity | Slides | Learner Activity | Formative Assessment |
| 2 hours | Assessment criterion 2.1: Discuss the meaning of an organisation’s supply chain  Supply chain risks  Establish the context by citing recent real life examples of natural disasters and emerging man made threats, such as cyber-attacks, that disrupt supply chains and operations. | Use file: **5UOM Presentation E2**  Define supply chain risk; explain the impact of supply chain risks; discuss the type and origin of supply chain risks.  A part of this session should be planned as participative discussion on sub-chains as sources of supply chain risks. Set a preliminary discussion on various types of risks that can originate from suppliers, customers and the focal organisation itself. Continue this topic as ‘action learning’ with the help of Activity 2 | 18-25 | Join in class discussions, identify examples and answers to tutor questions; ask questions. |  |
|  | Activity 2: Supply chain risks types and origin  The activity flows from teaching that may take a participative tone at this stage.  The discussion on types of risks and their origin three sources – the supplier, customer or the focal organisation –  Refer to the study guide for some of the examples of these risks. | Introduce activity 2 at this stage. Make it participative and seek answers from learners. |  | Complete the activity in the classroom. List down the points on board/flipchart. | **5UOM E2 LO2 Activity 2 – Supply Chain Risks** |

**SESSION 3: Definition of Supply Chain Management**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Approx. Duration | Topic | Tutor Activity | Slides | Learner Activity | Formative Assessment |
| 1-2 hours | Assessment criterion 2.2: Discuss the role of supply chain management  Supply chain management | Use file: **5UOM Presentation E2**  Define supply chain management; discuss the subsystems and processes involved; explain advantages of supply chain management. Use the study guide for support for the session.  Involve the class as much as possible. Invite their contribution. | 26-32 |  |  |

**SESSION 4: Managing Supply Chain Risks**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Approx. Duration | Topic | Tutor Activity | Slides | Learner Activity | Formative Assessment |
| 1-2 hours | Assessment criterion 2.2: Discuss the role of supply chain management  Supply Chain Risk Management (SCRM) | Use file: **5UOM Presentation E2**  Discuss the two SCRM strategies – the SAM framework and two stages approach. | 33-39 | Join in class discussions, identify examples, ask questions. |  |
|  | Activity 3: Stress test in two stages approach to supply chain risk management  Some examples of the answer to this activity are presented in the study guide. | Introduce activity 3 at this stage. Divide the class into small groups. |  | Learners should attempt this activity in small teams. Each team should present their answers in classroom. | **5UOM E2 LO2 Activity 3 – Supply chain risk Management** |

**SESSION 5: Improving Supply Chain**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Approx. Duration | Topic | Tutor Activity | Slides | Learner Activity | Formative Assessment |
| 2 hours | Assessment criterion 2.2: Discuss the role of supply chain management  Supply Chain Improvement – approaches and techniques  It is recommended that the significance of competitive advantage is emphasised. | Use file: **5UOM Presentation E2**  Identify the scope of supply chain improvement; discuss continuous improvement, collaboration and competitive advantage.  Teaching at this stage may take a participative tone by involving students to cite examples of improvement in various types of manufacturing, retail and service organisations. The reference to this can be found on slide 44 in the tutor presentation for Element 2. | 40-46 | Join in class discussions, identify examples, ask questions. |  |

**SESSION 6: Sustainable and Ethical Supply Chain**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Approx. Duration | Topic | Tutor Activity | Slides | Learner Activity | Formative Assessment |
| 2 hours | Assessment criterion 2.2: Discuss the role of supply chain management  Supply Chain and Corporate Social Responsibility (CSR)  Establish the context on sustainable supply chain management with the case study on IKEA Operations (c) in the study guide. | Use file: **5UOM Presentation E2**  Explain the terms: corporate social responsibility, ethics and sustainability.  The session should highlight the triggers that have set the momentum towards integrating supply chains and corporate social responsibility. Expose students to the emergence of ‘planet, people and profits’ philosophy in design, planning, and management of operations and supply chain.  Discuss the five dimensions of socially responsible supply chain.  Discuss in detail the sustainable supply chain decision areas. At this stage, teaching may take a participative tone. Instead of delivering learning in a straightforward manner, the tutor can ask students to give examples to illustrate 5 key decision areas mentioned on slide 53. Some examples can be found in the study guide. | 47-53 | Join in class discussions, identify real-life examples, ask questions. |  |
|  | Activity 4 | Introduce activity 4 at this stage. Divide the class into small groups. |  | Learners should attempt this activity in small groups. Each group should present their answers in classroom. | **5UOM E2 LO2 Activity 4 – Sustainable Supply Chain Management** |

**SESSION 7: Performance Measures in Supply Chain**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Approx. Duration | Topic | Tutor Activity | Slides | Learner Activity | Formative Assessment |
| 3 hours (includes time for conclusion) | Assessment criterion 2.2: Discuss the role of supply chain management  Performance measures in supply chain  The session should emphasise that performance measures are an integral part of organisational functioning. | Use file: **5UOM Presentation E2**  Explain the purpose of supply chain performance measures; identify the levels of performance measures.  Discuss service level agreement (SLA) and key performance indicators (KPIs); explain the market orientation approach to establishing performance measures.  Clearly identify and explain ‘order winners’, ‘order qualifiers’ and ‘less important’. | 54-57  58-62 | Join in class discussions, identify examples, ask questions. |  |
|  | Activity 5  Establish the context by mentioning that SLAs are becoming common for office and capital equipment purchases, such as IT infrastructure that require regular and prompt maintenance. | Introduce activity 5 at this stage. Divide the class into small groups. |  | Learners should attempt this activity in small teams. Each team should present their answers in classroom. | **5UOM E2 LO2 Activity 5 – Service Level Agreements** |
|  |  | Conclusion | 63-65 | Learners to share questions, comments and learning points on the subject-matter of Element 2. Tutor to introduce Element 3 and ensure learners are prepared for the next sessions. |  |
|  | Activity 6 | Hand over the formative assessment to students. Emphasise the importance of original work, citations and references. Set the submission deadline. |  | To be completed individually, not necessarily in the class. | Candidates complete **5UOM E2 LO2 Activity 6 – Supply Chain Management Formative Assessment** |