

Unit 9: Manage a Tendering Process

Unit reference number: L/506/1984

QCF level: 4

Credit value: 4

Guided learning hours: 21

Unit summary

An organisation will often need to find other businesses who can supply the relevant goods and services, which will enable them to operate and run efficiently. Today, many private and public businesses are choosing to buy their products and services by finding suppliers through the tendering process. An organisation will need to select a tender that meets their needs and provides the best value for money.

In this unit, you will learn how to develop the information needed to produce a tender in accordance with business needs. You will have the opportunity to choose an appropriate media to attract potential suppliers and invite suppliers to apply for tender. You will gain an understanding of how contract law and organisational procedures can affect tendering negotiations. You will gain an understanding of how to sift out the tenders that do not meet the criteria and how to award the contract to the business that meets the needs of your organisation.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Be able to develop a tender specification</p>	<p>1.1 Explain the roles and inputs of those who need to be involved in the tender process</p> <p>1.2 Identify essential and desirable business needs and their implications which may be included within the tender</p> <p>1.3 Address all aspects of the specification including post-contractual requirements</p> <p>1.4 Allocate priorities within the tender specification in accordance with business needs</p> <p>1.5 Establish criteria and ranking systems to evaluate tenders in accordance with organisational procurement policies</p>
<p>2 Be able to manage a tendering exercise</p>	<p>2.1 Assess the appropriateness of different media to attract potential suppliers</p> <p>2.2 Use media to attract potential suppliers that are appropriate to the nature of the contract</p> <p>2.3 Specify tender application procedures, arrangements and timetable</p> <p>2.4 Invite suppliers to apply for the tender</p> <p>2.5 Sift out those that do not meet the agreed criteria</p> <p>2.6 Confirm that the track records of shortlisted suppliers demonstrate the required technical capability</p>

Learning outcomes	Assessment criteria
<p>3 Be able to negotiate the award of contracts</p>	<p>3.1 Explain the provisions of contract law that affect the negotiation</p> <p>3.2 Devise a negotiating strategy that is appropriate to the contract and supplier</p> <p>3.3 Award contracts that best meet business needs, are realistic and meet the specification</p> <p>3.4 Complete the tendering exercise in accordance with organisational standards</p> <p>3.5 Analyse the implications of procurement decisions for the organisation, suppliers and potential suppliers</p> <p>3.6 Communicate outcomes of the tendering exercise to stakeholders</p> <p>3.7 Adhere to organisational policies and procedures, legal and ethical requirements when awarding contracts</p>

Information for tutors

Suggested resources

Books

Barrat, C. and Whitehead, M. – *Buying for Business: Insights in Purchasing and Supply Management* (John Wiley and Sons, 2004) ISBN 9780470092460

Chopra, S. and Meindl, P. – *Supply Chain Management: Strategy, Planning and Operation, 4th Edition* (Pearson Education, 2009) ISBN 9780136094517

Christopher, M. – *Logistics and Supply Chain Management, 4th Edition* (Financial Times/Prentice Hall, 2010) ISBN 9780273731122

Emmett, S. – *Supply Chain Management in 90 Minutes* (Management Books 2000, 2004) ISBN 9781852524760

Websites

www.gov.uk – the government services and information website which provides an overview of the tendering process for the public sector

www.supplymanagement.com – the Chartered Institute of Purchasing and Supply website provides up to date information and articles on tendering

www.europa.eu – the European Union website provides rules and guidelines on the procurement regulations that apply across the European Union

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit Assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership, in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The evidence to demonstrate achievement of the learning outcomes is likely to come from a combination of reviewing the learner's work products, professional discussion or reflective accounts and witness testimonies.

For learning outcome 1, the learner's work products such as emails or minutes from meetings, which focus on developing the tendering process, could be used to provide evidence for AC1.2, AC1.3, AC1.4 and AC1.5. If the emails or minutes explain the roles and inputs of those who need to be involved in the tender process this will provide evidence for AC1.1. This evidence could be supported by a professional discussion or a reflective account.

For learning outcome 2, the learner's work products such as emails or minutes from meetings, which assess the appropriateness of different media, specify the application procedures, arrangements and timetable for tenders would provide evidence for AC2.1 and AC2.3. The work products could be supported by a professional discussion or a reflective account. Copies of relevant media documents or advertisements and invites to suppliers to apply for tender would provide evidence for AC2.2 and AC2.4. Witness testimonies from a line manager or colleagues could be used to provide evidence that the tender applications which were sifted out, were for those who did not meet the criteria and that the suppliers who were shortlisted demonstrated the required technical capability for AC2.5 and AC2.6. A professional discussion or a reflective account could also be used to provide evidence for AC2.5 and AC2.6.

For learning outcome 3, the learner could use a reflective account or a professional discussion to explain the provision of contract law that affects the tendering negotiation (AC3.1). A copy of the negotiation strategy supported by a witness testimony would provide evidence for AC3.2. A copy of the appropriately anonymised award contract supported by a witness testimony, from a line manager, would provide evidence to confirm that the contract awarded best meets the needs of the business and the specification (AC3.3). Witness testimonies from a line manager or colleagues would provide evidence that the learner has completed the tendering exercise in accordance with organisational standards and adhered to organisational policies and procedures, legal and ethical requirements when awarding contracts (AC3.4 and AC3.7). Alternatively, a professional discussion or a reflective account supported by witness testimonies could be used to provide evidence for AC3.4 and AC3.7.

A professional discussion or a reflective account could be used to analyse the implications of procurement decisions for the organisation, suppliers and potential suppliers (AC3.5). The professional discussion or reflective account must be in sufficient depth to show that the learner has satisfied the command verb of analyse. A copy of appropriately anonymised communications to stakeholders informing them of the outcome of the tendering process would provide evidence for AC3.6.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.