Overview

Since every supply chain is unique, students need to learn how to adapt their approach to learning within the dynamic context of global supply chains. This innovative model integrates a number of different learning styles, it's an enjoyable activity for both educator and student, and it bridges the gap between theory and practice.

Purpose

CLEM is designed to be socially inclusive, encouraging reflection and critical thinking within a safe learning environment, while also being confidence building and offering real-life context to supply chain theory.

As supported by student comment:

“Tutorials have ... been the most interesting and thought provoking in my four years of university. It has not been a chore to attend ... classes as they have been insightful, thought provoking and entertaining ... Best third year subject I have studied!”

Strengths

The model draws on the strength and level of the student rather than setting prescriptive direction to follow, empowering learning in context on an individual and group basis.

This distinctive approach to program design empowers and encourages a life long pursuit of learning for the student, equipping them with tools and practical skills that focus on recognised learning outcomes with a practical context.

The approach has a sound theoretical base, and encapsulates personal interaction. It provides direction linked to learning outcomes, and it is organic in its development and evolution.