

CDA4 Programme Design Template Module specification (with KIS)



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Systems, Structures and Operations				
Module Code	UMMDFF-15-M	Level	M	Version	1
Owning Faculty	FBL	Field	Operations and Information Management		
Contributes towards	Master of Business Administration				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	na	
First CAP Approval Date	13 February 2014		Valid from	September 2014	
Revision CAP Approval Date			Revised with effect from		

Review Date	September 2020
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Demonstrate Knowledge and Understanding of:</p> <ul style="list-style-type: none"> • The sustainable management of organisational resources and operations in the delivery of goods/services to internal and external customers. • The development, management and exploitation of information systems and their impact upon the decision making and sustainable competitiveness of organisations. <p>Demonstrate the following subject, professional and practical skills:</p> <ul style="list-style-type: none"> • Comprehension and effective use of relevant communication and information technology for application in business and management. • Risk assessment, problem-solving and decision-making in the context of managing complex systems, structures and operations. <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • The ability to work with minimum guidance; • The ability to work in a group; • The ability to present ideas orally.

Syllabus Outline	<p>Module content enables students to deal with the tasks associated with setting up, running, and evolving the operating structures, systems, and processes of an organisation so that its value adding activities can be effectively and efficiently performed and sustained. This includes information systems as well as other operating assets.</p> <p>The following range of content, management tasks and challenges will be addressed:</p> <ul style="list-style-type: none"> • Choosing appropriate organisational form to support value creation and transformation within and between organisations (i.e., throughout the whole global value chain); • Information systems choices to support evolving organisational choices and coordination within and between organisations in a global context; • Sustainable operations management • Dealing with increasing organisational scale and complexity related to greater levels of vertical and horizontal integrations; • Building quality into the design, production and delivery of products and services and taking into consideration their impact on sustainability; • Choosing appropriate performance indicators and dealing with business improvement; • Switching to ecommerce and building an online presence and operating processes for evolving businesses; • Ethically effective and sustainable global supply chain management and purchasing practice in delivering business value. • Facilitating customer co-creation/co-production.
Contact Hours	<p>Learning in the module is achieved through a combination of interactions (online or face-to-face) between tutors and students, problem-based learning activities, student-led discussions and independent study. 36 hours will be in the form of tutor supported time which may take place face-to-face or online.</p> <p>Teaching and learning activities themselves may take the form of weekly class-based activities, concentrated blocks of class-based activities and/or through online engagement. The active use of a range of virtual learning tools and activities, such as simulations and social media platforms, will allow for teaching and learning interactions to take place using a variety of technological media.</p>
Teaching and Learning Methods	<p>Teaching and learning sessions encompass a range of participative activities, such as case studies linked to a range of existing business and market challenges, problem solving activities and group discussion of relevant theories and concepts. Other scheduled contact activity may be mediated by technology (such as scheduled online tutorials or discussion sessions) as readily as face-to-face in the classroom.</p> <p>The module makes particular use of simulation technology to enable students to make decisions, run scenarios and see the implications of their organisational choices and this technology is web-enabled so that it can be used any time, any place, anywhere. In order to enhance the real-world intent of the module, guest speakers from industry form an integral part of the teaching and learning, though the specific guests and the contribution they make is always subject to annual negotiation of their availability and changes year-to-year. There are expected to be at least 3 guests for each module run. All topic sessions on the module require preparation in advance by the students and relevant reading and independent learning tasks will be detailed in the module handbook and online.</p>
Key Information Sets Information	<p>The following table indicates how study hours within the module are distributed between scheduled activity and independent study:</p>

Key Information Set - Module data

Number of credits for this module

15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150



The following table indicates the assessment breakdown, in percentage terms, distinguishing between controlled assessment (in this case, a self-reflective, individual, decision-making portfolio) and a coursework activity (real-world decision case analysis and planning):

Total assessment of the module:	
Written exam assessment percentage	40%
Coursework assessment percentage	60%
Practical exam assessment percentage	
	100%

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

Essential reading

Students will be expected to read chapters from the recommended text and case studies and articles provided in a course booklet in preparation for the workshop sessions. This essential reading is all indicated in the course outline provided to the students and also available on Blackboard.

Course texts (recommended for purchase):

- Fitzsimmons, J. & Fitzsimmons, M. (2013) *Service Management: Operations, Strategy, and Information Technology*, 8th Edition, New York: McGraw-Hill.
- Laudon, K.C., & Laudon, J.P. (2013). *Management Information Systems: Managing the digital firm*, Pearson

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other

more frequently updated mechanisms.

Blume, A. (2010) *Your Virtual Success; Finding Profitability in an Online World*, Career Press

Brown, S., Bessant J. & Lamming, R., (2013) *Strategic Operations Management*, Routledge.

Cunningham, P. & Fröschl, F. (2010) *Electronic Business Revolution: Opportunities and Challenges in the 21st Century*, Springer

de Mesa, A. (2009) *Brand Avatar: Translating Virtual World Branding into Real World Success*, Palgrave Macmillan

Fitzsimmons, J. & Fitzsimmons, M. (2013) *Service Management: Operations, Strategy, and Information Technology*, 8th Edition, New York: McGraw-Hill.

Girard, J.P., Gordon, C., and Girard, J.L. (2011) *Business Goes Virtual: Realizing the Value of Collaboration, Social and Virtual Strategies*, Business Expert Press

Heizer, J. & Render, B. (2013) *Operations Management: Sustainability and Supply Chain Management*, 11th Edition, Harlow: Pearson International Education.

Hill, A. & Hill, T. (2011) *Essential Operations Management*, Palgrave Macmillan.

Johnston, R., Clark, G. & Shulver, M. (2012) *Service Operations Management: Improving Service Delivery*. 4th Edition, Harlow: Pearson.

Laudon, K.C., & Traver, C.G. (2013) *E-commerce 2013: Business, Technology, Society*, Pearson.

Slack, N., Chambers, S. & Johnston, R. (2010) *Operations Management*, 6th Edition, FT Prentice Hall

Turban, E. & King, D. (2012) *Electronic Commerce 2012*, Pearson

Part 3: Assessment

Assessment Strategy

The assessment strategy for this module is in 2 parts. The emphasis in the strategy is to provide opportunities for students to engage in genuine decision-making around organisational systems, structures and processes (and with the concomitant risk and performance assessments that accompany them). Consequently, the major part of the assessment (Component B) is an analysis of a real-world situation with the expectation that students come up with real proposals for change that have been subjected to forms of decision stress-testing. The real-world situation and the specific context of the change may be varied and thus different students may draw from different module knowledge bases in their analyses & proposals for change. The real-world situation may originate from the student and be negotiated with the tutor or be based upon examples provided by the tutor.

Formative opportunities to develop the analysis and decision making skills required for Component B are built through the progressive nature of Component A, which exposes students to real decision expectations at stages throughout the module. In this component, students will make decisions, supported by a simulation platform which can run the decisions taken, and then reflect on the decision making process and the effects of those decisions. Students will assemble a portfolio of those decisions for submission and are assessed on the quality of their decision-making, their understanding of the resource choices they are making, and their reflection upon their decisions.

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Decision making Portfolio (1500 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Real-world decision case analysis and planning (3000 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Decision making Portfolio (1500 words)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Real-world decision case analysis and planning (3000 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		