



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Managing Business Processes (Business, International and Management)				
Module Code	UMMD7K-15-2	Level	2	Version	I
Owning Faculty	FBL	Field	Operations and Information Management		
Contributes towards	BA (Hons) Business and Management, BA (Hons) International Business, BA (Hons) Business Management (LCO) , BA (Hons) Business and HRM, BA (Hons) Business & Law				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	UMMD7L-15-2; UMMD7M-15-2, UMMDDG15-2		Module Entry requirements	None	
Valid From	1 September 2013		Valid to		


Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> - Assess the significance and concept of quality in the design, production and delivery of products and services. (Component A) - Identify and analyse key variables that impact on successful design, implementation and improvement of an operating system. (Component A) - Describe the role of effective supply chain management and purchasing practice can play in delivering customer value. (Component A) - Indicate critical factors that may influence the process of matching demand with supply, for both consumer and supplier. (Component A, B) - Gain exposure to information technology tools and techniques that can inform and influence purchasing. (Component A) - Relate Operations thinking to organisations within our society to assess levels of good practice. (Component A) - Appraise research sources independently, in order to investigate and evaluate business and management issues. (Component B) - Can select appropriate techniques of evaluation and clarify the relevance and significance of the data collected. (Component B) - Develop critical thinking and analysis regarding assumptions and presented evidence. (Component B)

	<ul style="list-style-type: none"> - Demonstrate numerate and quantitative skills including data analysis and interpretation. (Component A, B) - Perform effective self management in terms of time planning, research activity and individual initiative. (Component B)
Syllabus Outline	<p>The programme is about the central activity of any organisation, i.e. producing an output to customers. This might be a type of product or a range of services. We use the concepts of delivery systems and the transformation model developed by Slack et al (2007).</p> <p>The module considers the mechanisms used by organisations to perform in their marketplace; strategies of purchasing and supply, processes that can be applied to deliver consistent standards of products and services, tools and techniques which can aid this decision making and process control. We also explore latest thinking with regard to the role that effective, efficient and economic operations can play in an organisation's success.</p> <ul style="list-style-type: none"> - Operations Strategy - Capacity and Demand - Developing Products, Services & Processes - Quality - Purchasing and the Supply Chain - Project Management - Performance Failure & Recovery <p>Revision will follow the sub-topics</p>
Contact Hours/Scheduled Hours	Contact will be three hours a week and consist of a combination of lectures and seminars. Students will be expected to prepare for the seminar activity and guidance will be given on the content of that preparation
Teaching and Learning Methods	<p>Operations Management is essentially a practical discipline. The learning activity is developed therefore with the assistance of case studies and other exercises which explore real-world situations.</p> <p>Lectures and weekly seminar activities require students to engage in private directed study in preparation for the seminar topic. This independent research may include case study analysis, textbook, media or field research and will require the student to present their work, in part, for coursework assessment. This preparation work will then be discussed (to form part of the formative feedback) during the assigned seminar. It usually consists of 1 or 2 questions on the case study / journal article to be studied at in the seminar. The output expected from the student for this preparation would be the equivalent of a <u>maximum</u> of two sides of A4 hand-written notes.</p>
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

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 table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	0%
	100%

Reading Strategy*

All students will be encouraged to make full use of the journal articles (both in the print and electronic formats). Access to these resources is available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.

Each lecture slide is referenced to both the custom text (see below), and the original source material. Specific journal articles that relate to the lecture content is also referenced (in full) at the end of each set of lecture slides. This provides students with an adequate starting point for reading around the subject and for exam revision.

Essential reading

Students are expected to purchase the set text, however this may change from year to year so students should check with module leader before purchasing. The current text is:

James, P., Rowland-Jones, R. , & O'Brien, L. (eds). (2010) *Operations & Business Systems Management*. Harlow, Pearson.

Module Handbook of case study material is also provided.

Indicative Reading List

Indicative Reading List:

	Johnston, R. & Clark, G. (2008) <i>Service Operations Management</i> . Harlow, Pearson Education.
	Slack, N., Chambers, S. & Johnston, R. (2007) <i>Operations Management</i> (5th ed). Harlow, Pearson Education.

Part 3: Assessment

Assessment Strategy	<p><u>Summative assessment</u> of this module has been devised to examine both the students' knowledge and application of the subject.</p> <p>Component A – end of module (2 hour) examination includes questions to test their knowledge and understanding of a topic and also mini caselets that require evaluation and solution. The majority of questions aim for the students to take concepts and theory from operations and apply them to particular examples of organisations.</p> <p>Component B The 2,000 – 2,500 word coursework components requires independent research, evaluation and academic critical appraisal of an organisation in the marketplace. Prior to the report coursework and exam component students are exposed to examples of those components highlighting both good and bad practice.</p> <p><u>Formative assessment</u> in this module will centre on the seminar preparation notes that the students will have done prior to each seminar. This provides a chance for students to practice applying theory to practice and affords them the opportunity to gain experience without risking adversely affecting the module mark if any mistakes have been made.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting
1. 2 hour examination	100%
Component B Description of each element	Element weighting
1. 2,000 word report	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. 2 hour examination	100%
Component B Description of each element	Element weighting
1. 2,000 word report	100%

If a student is permitted a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.