

MODULE DESCRIPTOR

TITLE	Operations and Performance
SI MODULE CODE	25-7M06-00S
CREDITS	15
LEVEL	7
JACS CODE	N210
SUBJECT GROUP	Business Operations and Systems
DEPARTMENT	Finance, Accounting and Business Systems
MODULE LEADER	Jamie Rundle

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
30		120	150

MODULE AIM

This module is concerned with the timely and cost-effective delivery of quality products and services, and involves detailed study of the meaning of quality, the processes involved in the production and delivery of a service or product, and how to improve – and measure - quality and performance. The module has three principal aims to:

- enable you to understand and evaluate the operations involved in the delivery of both service and manufacturing products;
- encourage you to apply, and recognise the limitations of, a variety of frameworks for analysing operations across a range of organisations; and
- enable you to measure and improve quality and performance in particular organisations.

While marketing provides considerable insights into customer needs and expectations, it is the operations function that is responsible for delivering services and products that meet these needs. Moreover operations managers typically manage the majority of staff in the organisation, and operations strategy is a critical factor in an organisation's profitability and survival. Measuring and improving performance is vital for all organisations, whether in the public, private or voluntary sectors.

The learning outcomes link particularly to the concept of the manager as change master, but also to the concept of the analytical thinker. However you will also address issues around being an effective manager, since being able to understand and motivate people is especially important in being an operations manager.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

1. assess and use key operations concepts, e.g. process types, service design, scheduling, and planning and control;
2. apply the critical linkages between managing operations and performance, meeting customer expectations, and improving profitability;
3. apply performance measurement frameworks to an organisation, e.g. the Balanced Scorecard;
4. evaluate the role of operations management systems in organisations;

5. critically evaluate different approaches to quality management and organisational excellence;
6. appreciate the importance of linking strategy and performance measurement.

INDICATIVE CONTENT

Subjects covered will include an introduction to operations management, process analysis, service design, capacity planning, quality management, supply chain management, just-in-time management and performance measurement. There will be many case studies, covering organisations in all sectors: services, manufacturing, public and third sectors.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The course will be delivered through a combination of lectures, seminars and resource based materials. You will be introduced to the challenges and opportunities for managing aspects of the operation within a wider organisational context. This will include the analysis of case studies, simulations and illustrative examples, including video. Sessions will typically consist of the presentation of theory, supported by video where appropriate, together with case studies and activities to underpin and support the learning.

For your assessment you will undertake a group assignment, to be negotiated with the module leader, and an individual assignment. For the individual assignment you will choose a subject within the field of managing operations and performance, together with an area of application on which to base your work. The submitted work will be expected to include suitable tables, diagrams and referencing.

In addition to meeting the relevant learning outcomes, the individual assignment will demonstrate that you are able to:

- communicate effectively, using appropriate skills.
- analyse operations and performance issues in part of an organisation appropriately and offer constructive solutions to presented issues
- evaluate alternative solutions to the task
- draw on a range of information sources.

Feedback on the group assignment will support the learning needed for the individual assignment. Feedback on the individual assignment will be provided initially in writing, addressing the module learning outcomes and, in addition, a discussion will be available if required.

The work for the module will draw on recent research in the field of operations management.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Individual Coursework	CW	60%	2500 words	N
2	Individual Presentation	PR	40%	20 mins	N

FEEDBACK

Students will receive feedback on their performance in the following ways

- Formative feedback on the presentation task is provided via the tutor's approval of a project proposal which is delivered at an agreed date/time in advance of the summative presentation. Students will undertake a summative assessment as a response to the project proposal

- The individual assignment is supported by an online collaborative discussion tool which students are strongly encouraged to use. The tutors contribute, where necessary, to this facility as pre-assessment support to understanding and clarifying the students' ideas.
- Students will receive feedback on summative assignments within three weeks of the submission deadline. This will be indicated on the assessment criteria matrix; in addition verbal feedback is available on request. Students are encouraged to request this.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

Main texts will include:

Slack, Chambers, Johnston (2007) Operations Management (5th ed.), Prentice Hall
Oakland JS (2003) Total Quality Management, Butterworth-Heinemann

Other sources will include journal articles, electronic databases, simulations and the Blackboard site for the module.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	N/A

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	30/09/2013	24/01/2014
Course Intake 2	27/01/2014	09/05/2015
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
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If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	