

## MODULE DESCRIPTOR

<b>TITLE</b>	Global Logistics
<b>SI MODULE CODE</b>	25-7812-00S
<b>CREDITS</b>	15
<b>LEVEL</b>	7
<b>JACS CODE</b>	N120
<b>SUBJECT GROUP</b>	SG-44010 - International Business and Business Economics
<b>DEPARTMENT</b>	Management
<b>MODULE LEADER</b>	Alexandra Anderson

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
<b>36</b>		<b>114</b>	<b>150</b>

### **MODULE AIM**

This module provides the student with a critical understanding of the role global logistics plays in global supply chain management. It will cover the practical implications of delivering and receiving shipments across national borders; such issues as transportation means and methods, INCOTERMS® and shipping documents, custom clearance. Practical implications will include developing flexible procedures to deal with logistical problems which are prevalent for many organisations engaged in international trade.

### **MODULE LEARNING OUTCOMES**

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

1. Critically evaluate different logistics options open to organisations from both an inbound and outbound perspective
2. Develop and justify logistic strategies within a range of industry and organisational contexts
3. Design and critique a firm's logistic routing network
4. Process and evaluate data relevant to global logistic i.e. costing in logistic
5. Formulate and critique logistic activities at operational level e.g, processing shipment documents

### **INDICATIVE CONTENT**

- Inbound and outbound logistics routing
- Warehouse management
- Cross docking
- Reverse logistics.
- International transportation
- INCOTERMS® and shipping documents, custom clearance
- International logistic services
- Logistic costing
- Managing international logistic operations at 3PL and 4PL

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

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

This is a taught module and students will have twelve two and a half hour workshops. The teaching and learning strategy will be a combination of tutor input and student activity. The tutor will introduce concepts, theories and frameworks relevant to understanding the essentials of supply chain management surrounding global logistics. The students will apply these theories to analyse real life situations. This will be done through case studies, both written and video, class discussions and mini presentations. Current case material across a range of sectors and geographical markets will be used to explore the concept of global distribution. Experience and expertise of the students will be discussed throughout the module, fully exploring what they feel the competencies of the successful manager in global supply chain should be. The practical requirements for developing global logistic strategies will be fully explored, again pulling on the experience within the group as well as industry specialists. Wherever possible, external speakers will be included providing insight into their experiences and offering guidance and advice where applicable. Activity based learning is the fundamental approach adopted in the module.

Students are required to use a variety of learning materials such as relevant journal articles, suggested further reading, and relevant videos and podcasts that will not be covered in the seminars but will be available through SHU online-database (the SHU Library Gateway) and on the blackboard site to the module.

Additional features of learning sessions are:

- small group presentations (assessed), where groups present their research findings of a particular topic
- games and simulation to represent real life scenarios around developing ideas and bringing these to international markets;

## **ASSESSMENT TASK INFORMATION**

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Group Presentation	PR	25	20 minutes	N
2	Individual Report	CW	75	3500 words	N

Groups are required to inform tutors about the tasks allocated to group members. If a member fails to fulfil his or her task, he/she will receive ZERO for the group work task. Students are required to present the work which is allocated to them.

Students must complete a peer review sheet for all group members. It is hoped that difficulties and differences are resolved as part of the process of working together in groups. In the event of a serious breakdown in communication in your group the seminar tutor must be advised immediately.

Low scores on the peer review sheet must be fully justified, and the final arbiter in the case of any disputes is the seminar tutor.

The mark for an individual will be adjusted based on the group mark, peer assessment and individual performance (presenting and answer for the questions).

## **FEEDBACK**

Students will receive feedback on their performance in the following ways

Learners will be provided with verbal feedback on class activities. Review meetings will be held providing formative feedback on work in progress for their individual assignment. Written and verbal feedback will be provided for the presentation. The written feedback will comment on how well the assessment criteria and learning outcomes have been met and will use a specially designed proforma. Learners will be able to clarify any outstanding issues after assignment one individually with the module tutor.

## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Branch, Alan E. (2005), Global Supply Chain Management and International Logistics  
Mangan, John et. al. (2012), Global Logistics and Supply Chain Management, 2<sup>nd</sup> ed.  
Mentzer et al (2006), Handbook of Global Supply Chain Management  
Johnson et.al (2011), Purchasing and Supply Chain Management, Chapter 9  
Skjott-Larsen et.al (2007), Managing the Global Supply Chain 3rd ed., Chapter 9  
Yu, Lanfeng (2011) "Logistics Barriers to International Operations: A Case Study of Japanese Firm in China" 2011 International Conference on Economics and Finance Research IPEDR vol.4 (2011) © (2011) IACSIT Press, Singapore.  
A. Creazza, F. Dallari, M. Melacini, (2010), "Evaluating Logistics network configurations for a global supply chain", Supply Chain Management: An International Journal, Vol. 15 Iss: 2 pp. 154 - 164

## ***Useful Links***

<http://www.cips.org/>

<http://www.globallogisticsassociates.com/about>

[http://www.linkedin.com/groups/Logistics-Supply-Chain-Networking-Group-54591?trk=myg\\_ugrp\\_ovr](http://www.linkedin.com/groups/Logistics-Supply-Chain-Networking-Group-54591?trk=myg_ugrp_ovr)

[http://www.linkedin.com/groups/Global-Supply-Chain-Council-Asia-1289?trk=myg\\_ugrp\\_ovr](http://www.linkedin.com/groups/Global-Supply-Chain-Council-Asia-1289?trk=myg_ugrp_ovr)

<http://www.theglobalsupplychainforum.com/>

International bodies engaged with Supply Chain Management using LinkedIn sites.

A Blackboard site will be designed for the module and will include seminar preparation activities, key journal readings, and multimedia resources e.g. those produced by the UK government.

## SECTION 2 MODULE INFORMATION FOR STAFF ONLY

### MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

#### MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
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	27/01/2014

**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	27/01/2014	11/05/2014
Course Intake 2	30/09/2014	20/12/2014
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.	