

MODULE DESCRIPTOR

TITLE	Global Supply Chain Management			
SI MODULE CODE	44-7897-00S			
CREDITS	15			
LEVEL	7			
JACS CODE	N120			
SUBJECT GROUP	SG-44010 - International Business - SBS			
DEPARTMENT	<i>Management</i>			
MODULE LEADER	<i>Song Hanh Pham</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours

MODULE AIM(S)

This module aims to provide the student with knowledge of supply chain structure and process and frameworks, models and tools to formulate and manage supply chain in global context. It will cover essential issues of managing supply chain then extends to key managerial issues in global scope such as managing global sourcing, global distribution as well as managing a global supply chain partnership.

After this course, students will be able to identify the concepts, structures, processes, decision supporting frameworks and tools then can apply them to design, plan and manage supply chain operations in global scope.

MODULE LEARNING OUTCOMES

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

Learning outcomes form the basis for assessment and identify what has been learned through successful completion of a module.

Upon successful completion of this module, course members will be able to:

1. A comprehensive understanding of the supply chain issues that affect the provision of a service or product in a global business.
2. A knowledge of management issues in global supply chain relationships
3. Demonstrate experience in the use of decision supporting frameworks to facilitate a systematic analysis of global supply chains structures, processes and relationships.
4. Map out and configure global supply chains in terms of flows and scope
5. Identify management issues, both physical & technical and managerial & behavioural, in global supply chain operations

INDICATIVE CONTENT

- Introduction to Supply Chain Management
- Supply Chain Planning
- Inventory and Warehouse Management
- Procurement
- Operation Management
- Overview of Global Supply Chain
- Global Supply Chain configuration
- Global Sourcing
- Global Distribution
- Global Logistic and Reverse Logistic Management

- Managing Sustainable Global Supply Chain

LEARNING AND TEACHING METHODS

The module is delivered in the form of workshop with a combination of tutor input and student activity. Tutor input will be given in the form of lecture slides and available the Blackboard site before the workshop.

Workshops will be of 2.5 hr duration.

ASSESSMENT STRATEGY AND METHODS

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Group Presentation	PR	25%	20 minutes	Y
2	Individual Assignment	CW	75%	4000 words	Y

ASSESSMENT CRITERIA

ASSESSMENT CRITERIA Group Presentation					
Assessment Criteria	below 40	40-49	50-59	60-69	70 and over
Content and Research	No evidence of understanding of the task and issues involved.	Basic evidence of an understanding of many of the issues.	Reasonably good grasp of the issues and what is required.	A good grasp of the issues and what is required.	An excellent grasp of the issues and what is required.
	A majority of the material is irrelevant, there are major gaps in coverage.	The majority of material is relevant, covering the basic information.	All material is directly relevant, covering key information.	All material is highly relevant, covering a broad range of information.	All subject material is highly relevant and comprehensive covering an extensive range of information.
	Insufficient evidence of relevant material	Evidence of access to necessary basic reading	Several references have been used.	A wide range of references has been used.	A comprehensive selection of references has been used
Theory and Analysis	Fails to identify the relevant theory and concept	Insufficient theories and concepts considered.	Identifies and uses a most relevant theories and concepts.	Identifies and make good use of wide range of relevant theories and concepts.	Reveals an excellent grasp of all relevant theory and the ability to apply concepts.
	Little or no attempt at analysis with little attempt to link theory to practice	Basic analysis, with some evaluation and justification of	Substantive analysis with good evaluation and justification	Thorough analysis with fully reasoned evaluation and	Comprehensive analysis with excellent evaluation and justification of links between

		links between theory and practice.	of links between theory and practice.	justification of links between theory and practice	theory and practice.
Presentation	Incoherent and badly paced with a poor delivery style	Adequately coherent at an acceptable pace with a satisfactory delivery style	A good well paced delivery.	A good well paced delivery. A professional style and approach.	Excellent well paced delivery. A professional style and approach.
	Inadequate evidence of organisation of the group.	Adequate evidence of organisation.	Good coordination among members	Good coordination among members, good team work	An excellent coordination, excellent teamwork
	Poor visual aids	Basic visual aids.	Effective visual aids.	Effective and professional visual aids.	Professional and innovative visual aids
	Unable to respond appropriately to the questions asked.	Basic attempt has been made to at least respond to the questions.	A reasonable good grasp of the issues raised and a clear answer.	A good grasp of the issues raised and a clear answer.	A thorough grasp of the issues raised and a clear and appropriate answer.

ASSESSMENT CRITERIA
Individual Assignment

Content and Research	A majority of the material is irrelevant, there are major gaps in coverage.	The majority of material is relevant, covering the basic information.	All material is directly relevant, covering key information.	All material is highly relevant, covering a broad range of information.	All subject material is highly relevant and comprehensive covering an extensive range of information.
	Insufficient evidence of relevant material	Evidence of access to necessary basic reading	Several references have been used.	A wide range of references has been used.	A comprehensive selection of references has been used
Theory and Analysis	Fails to identify the relevant theory and concept	Insufficient theories and concepts considered.	Identifies and uses a most relevant theories and concepts.	Identifies and make good use of wide range of relevant theories and concepts.	Reveals an excellent grasp of all relevant theory and the ability to apply concepts.

	Little or no attempt at analysis with little or no attempt to link theory to practice	Basic analysis, with some evaluation and justification of links between theory and practice.	Substantive analysis with good evaluation and justification of links between theory and practice.	Thorough analysis with fully reasoned evaluation and justification of links between theory and practice	Comprehensive analysis with excellent evaluation and justification of links between theory and practice.
Written Communication	Poorly written with errors in grammar and/or vocabulary. Meaning often obscured.	Basic level of written English.	Grammatically correct written English with	Conventions of written English sentence structure used to enhance meaning	Relevant professional and academic language enhances meaning.
	Little structure.	Basic structure.	Logical structure.	Logical and cohesive structure.	Logical, cohesive and comprehensive structure.
	Referencing is incomplete and does not follow Harvard.	Basic referencing, follows Harvard but inconsistent at times	Extensive referencing, properly using Harvard.	Referencing is complete, properly using Harvard.	Referencing is thorough, properly using Harvard
	Poorly formatted layout	Basic layout	Reader friendly layout	Professional layout	Excellent layout (professional and innovative)

FEEDBACK

Students will receive written feedbacks for group presentations in the seminar two weeks after their presentation and feedbacks for individual assignments sent via email.

LEARNING RESOURCES (INCLUDING READING LISTS)

Core text books

Krajewski et.al (2010) Operations Management Process and Supply Chains, Mc.Graw Hill

John T. Mentzer, Matthew B. Myers, Theodore P. Stank (2007) Handbook of global supply chain management, Sage Publication,

Johnson et.al (2011), Purchasing and Supply Management, 14th edition, McGraw-Hill.

Other essential books

Russell and Taylor (2009) Operations Management Along The Supply Chain, 6th edition, Wiley

Fawcett et.al (2007) Supply Chain Management, Pearson,

Davis and Heineke (2005) Operation Management, 5th Edition, Mc.Graw Hill,

Greasley (2009) Operations Management, 2nd edition, Wiley

John Mangan, Chandra Lalwani, Tim Butcher (2008) Global logistics and supply chain management, John Wiley & Sons Ltd.

C. Donald J. Waters, Donald Waters (2007) Global logistics: new directions in supply chain management, 5th edition Kogan Page Ltd

Harrison and Hoek (2011) Logistics Management & Strategy, 4th edition, Prentice Hall,

FINAL TASK

According to the Assessment Strategy 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 Strategy)	Task No. 2
---	-------------------

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Minor Modification

SECTION 2 'MODEL A' 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	Y
Change to Delivery Pattern	Y
Date the changes (or new module) will be implemented	01/10/2012

MODULE DELIVERY PATTERN - Give details of the module delivery pattern. 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	01/10/2012	23/12/2012
Course Intake 2	28/01/2013	10/05/2013

Is timetabled contact time required for this module?	Y
---	---

Are any staff teaching on this module non-SHU employees?	N
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?	

MODULE ASSESSMENT INFORMATION

Does the Module (using Model A Assessment Pattern) Require Either*	
Overall Percentage Mark of 40%	Y
Overall Pass / Fail Grade	N

***NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks**

FINAL TASK

According to the Assessment Strategy 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 Strategy)	Task No. 2
---	---------------

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N*

***if YES complete table below**

SINGLE REFERRAL PACKAGE DETAILS

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration
1				
2				
3				
4				
5				
6				

Task Descriptions and SI Codes