

MODULE DESCRIPTOR

TITLE	Managing Business Processes and Information			
SI MODULE CODE	44-5964-00S			
CREDITS	20			
LEVEL	5			
JACS CODE	N100			
SUBJECT GROUP	<i>Business Operations and Financial Information Systems</i>			
DEPARTMENT	<i>Finance and Business Systems</i>			
MODULE LEADER	<i>Jamie Rundle</i>			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	30	85	85	200

MODULE AIM(S)

The module will enable students to:

- gain knowledge and competence in analysing the stages involved in producing products and delivering services;
- evaluate the processes and the decisions that are associated with managing the operations function;
- develop the ability to select and apply appropriate tools to analyse and improve business processes; and
- classify different information processing technologies and their impact on product or service industry

MODULE LEARNING OUTCOMES

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

1. Define key issues of operations within a range of organisations;
2. Describe the nature of operations, choose and apply suitable analysis techniques;
3. Describe and make judgements about the structures of quality within an organisation and where appropriate, appreciate statistical process control techniques;
4. Assess the role of planning and control within manufacturing and service organisations;
5. Evaluate issues in supply chain management; and
6. Evaluate the role of information technology and adopt the appropriate techniques and tools.

INDICATIVE CONTENT

Subjects covered include, but are not limited to:

- Introduction to processes, operations and associated information;
- Management of projects, operations and processes;

- Products, service and delivery process design;
- Operations improvement and relevant tools;
- Process, layout, capacity and associated tools;
- Information process technology and information system implementation;
- Supply chain and information systems; and
- Quality concepts and systems

LEARNING AND TEACHING METHODS

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

- Learning will be based on lectures, making use of variety of resource materials and case studies;
- Seminar discussions will be used to develop topics and explore the business applications of the material covered;
- Students will be expected to develop their knowledge and skills further by the means of the guided self-managed study; and
- The module will be assessed via a group presentation, a group report and an individual phase test.

ASSESSMENT STRATEGY AND METHODS

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Group presentation	CW	30	15 minutes	N
2	Individual Report	CW	70	3000 words	N

[Task Descriptions and SI Codes](#)

1. Group Presentation

This task is preceded by a project proposal that is submitted to the tutor for formative feedback.

The summative assessment is presented by teams in allocated assessment slots during the sixth seminar session.

The students are expected to individually submit a supporting document which reflects upon their experience of the task.

2. Individual Assignment

The individual assignment task requires students to produce a document produced from research to develop their learning in the module and is assessed against the criteria detailed in the module guide and on the Blackboard site.

Students are encouraged to use the online collaborative discussion tool to formatively support each other in the development of their research.

ASSESSMENT CRITERIA: TEAM TASK

20%	20%	20%	20%	20%
<p>Critical understanding of relevant business processes, operations and performance management in the context of the organization, and good coverage of theories relevant to the topic;</p> <p>Understanding of the cross-functional implications and limitations of the work/case and approach;</p>	<p>Use of suitable tools, techniques, diagrams, etc to explain AS-IS (current state) the issues, gaps, etc and proposed TO-BE (future state) design; scenario</p>	<p>Relevance and justification of the team's approach to addressing issues and ability to apply the models, concepts and theories using examples of processes and operations in the case organization;</p>	<p>Handling questions including but not limited to:</p> <ul style="list-style-type: none"> • the wider concepts and theories covered in the module; • the application of models, concepts and ideas in case organization; • wider implications of process improvement (cross-functional) 	<p>Quality of A3 poster and other material including layout, structure, clarity, linkages of different sections, etc.</p>

ASSESSMENT CRITERIA: INDIVIDUAL ASSIGNMENT

CRITERIA		< 40% Fail	40% - 49%	50% - 59%	60% - 69%	>70%
Critical understanding of relevant business processes, operations and performance management and other relevant literature, contemporary research and theories relevant to the topic.	25%	Not addressed.	Partially addressed, although insufficient theory and research findings considered and not integrated	Clearly expressed, sufficient literature, research findings and theory considered but only partially applied.	Clearly expressed, extensive referencing and comprehensively utilised.	Critical application and critique of concepts with evidence of breadth and depth of literature reviewed and contemporary research findings.
Relevance/justification of approach to addressing issues and ability to apply the models, concepts and theories using examples and case studies	30%	Not addressed, no evidence of application	Sound but limited and uncritical justification and application	Sound and balanced consideration of issues. Sound application	Clearly expressed and successfully applied.	Clearly expressed and critically applied and evaluated.
Understanding of the implications and limitations of the study.	25%	Not addressed.	Implications and limitations partially addressed but not understood fully.	Partially addressed and understood.	Implications and limitations understood and addressed.	Critical evaluation of implications and limitations undertaken.
Quality of presentation - including referencing and structure.	15%	Poor presentation: inconsistent referencing and muddled structure.	Reasonable presentation but inconsistent referencing and unclear structure.	Satisfactory presentation with consistent referencing and clear structure.	Good presentation with consistent referencing and good, clear structure.	Excellent presentation - publishable and excellent referencing and structure.
Creativity and evidence of learning and capacity for continuing personal and professional development	5%	Mundane with inadequate evidence of self- learning and capacity for future personal and professional development	Little creativity and limited evidence of learning; and capacity for future personal and professional development	Aspects were creative with evidence of learning and capacity for future personal and professional development	On the whole creative with much evidence of learning and capacity for future personal and professional development	An original piece of work developed independently by the student. Demonstrating clear evidence of capacity for future personal and professional development.

FEEDBACK

Students will receive feedback on their performance in the following ways:

- Formative feedback on the group task is provided via the tutor's approval of a project proposal. This is detailed in the module timeline published in the module guide. 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 a pre-assessment aid to understanding and clarifying the students' knowledge
- 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 and students are encouraged to request this

LEARNING RESOURCES (INCLUDING READING LISTS)

1. **Jones, P., and Robinson, P., (2012)** *Operations Management*. Oxford
2. **Slack, N., Chambers, S., Johnson, R. and Betts, A., (2009)** *Operations and Process Management: Principles and Practice for Strategic Impact*. (2ed). FT Prentice Hall (This UK-based text will be adequate for Level 6 and Level 7 Operations Mgt study and is the text we refer to in the module delivery schedule)
3. **Slack, N., Chambers, S., and Johnson, R., (2009)** *Operations Management*. (6ed) FT Prentice Hall

The above references are intended as a guide to the **key** reading. A much more detailed and up-to-date reading list is provided in the module guide with a weekly breakdown of the required and expected reading that should be completed.

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	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	Y
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2012

MODULE DELIVERY PATTERN - *If the course will have 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	24/09/2012	17/12/2012
Course Intake 2	28/01/2013	06/05/2013
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
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
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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