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Module Descriptors

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Session: 2022/23

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Title of Module: Modelling the Supply Chain

Code: BUSN11022	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Athanassios Kourouklis		

<p>Summary of Module</p> <p>This module explores the following topics:</p> <p>Supply Chain management, Integrated Planning and Models</p> <p>Fundamentals of supply chain management, Overview of supply chain models and modelling systems, Enterprise Resource Planning systems Hierarchy of supply chain systems</p> <p>Fundamentals of Optimisation Models</p> <p>Linear programming, Properties of linear programming, Solution interpretation, Mixed integer programming models, Optimisation Methodology for operational planning</p> <p>Supply Chain Decision Databases</p> <p>Data Aggregations, SCOR model, Facility data, Transportation network data, Supplier data, the role of management accounting, demand forecasting, Model output data</p> <p>Strategic and tactical Supply chain planning- state of the art modelling applications</p> <p>The resource-based view of the firm, strategic analysis of logistics supply chains, Strategic analysis of manufacturing supply chain, tactical planning applications</p> <p>Strategic and tactical Supply chain planning- advanced modelling applications</p> <p>Integrating supply chain and marketing models, optimisation models for competitive analysis, Supply chain strategies for managing product variety, Decision trees and stochastic programming, scenario planning</p> <p>Operational supply chain planning</p> <p>Taxonomies of operational planning problems, modelling systems for operational planning, Vehicle routing system, Production planning system, simulation models and systems</p> <p>Inventory management</p> <p>Inventory theory models, Inventory management decisions in supply chain models, inventory management in distribution supply chains, inventory management in manufacturing supply chain</p>
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Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO</p>					

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						✓

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Demonstrate a systematic awareness of the knowledge and practices of descriptive, analytical and heuristic models of the supply chain
- L2. Evidence a superior level of understanding of data requirements in supply chain modeling for decision making
- L3. Display proficiency in the, selection usage and evaluation of optimisation models applied to strategic tactical and operational supply chain planning

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Descriptive and analytical techniques and tools in modeling the supply chain Use of data for decision making in managing the supply chain
Practice: Applied Knowledge and Understanding	SCQF Level 11. Application of modeling techniques in strategic, tactical and operational planning
Generic Cognitive skills	SCQF Level 11. Making informed judgments on complex problems
Communication, ICT and Numeracy Skills	SCQF Level 11. The use of ICT to enhance work activities.
Autonomy, Accountability and Working with others	SCQF Level 11. Working effectively as a team member or team leader

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

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Learning and Teaching	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24
Laboratory/Practical Demonstration/Workshop	12
Asynchronous Class Activity	32
Independent Study	120
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Consultation of the under noted resources is an integral element of the module and material from these resources will be included in the assessment process.</p> <p>Lecture notes Shapiro J.F."Modeling the Supply Chain", International student edition, Duxbury Thomson 2007</p>
<p>(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>

Engagement Requirements
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p>

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Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation, Tourism & Events

Moderator	Shezad Ahmed
External Examiner	Z Salimi
Accreditation Details	N/A
Version Number	2.04

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Assessment: (also refer to Assessment Outcomes Grids below)
1. A written assignment carrying a weighting of 50%
2. A class test carrying a weighting of 50%
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	✓	✓		50	0

Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (written)	✓	✓	✓	50	2
Combined Total For All Components				100%	2 hours

Footnotes

- A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

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Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
There are no equality and diversity issues associated with this module UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

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