

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

Title of Module: Operations Management			
<b>Code:</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business and Creative Industries		
<b>Module Co-ordinator:</b>	Elena Pershina		
Summary of Module			
<p>This module considers the core activities of the Operations Management function. The module will be structured in three distinct parts; the first being a general introduction to the broad area of Operation Management within all sectors; the second will concern itself with the design of operations and the third will focus on the management of the operations function. Consequently, the module will include Operations Strategy and it's fit within the overall business context, as well as the planning, management, control and the improvement of the Operations Management function.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
<p>The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)</p>						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Develop a critical understanding of the principal theories, concepts and methodologies within the context of Operations management
L2	Discuss the functional role and strategic importance of operations in an organisation
L3	Developing in-depth knowledge and critical understanding of issues associated with the design and management of the operations of an organisation
L4	Critically assess planning and control systems and develop in-depth knowledge of operations improvement
L5	Click or tap here to enter text.
Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11</p> <p>A critical understanding of the theories, principles, and concepts of operations management and the strategic importance of Operations function in organisational settings.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Using a range of skills, tools and techniques as appropriate to undertake analysis of case studies and apply them to other scenarios. .</p> <p>Applying a range of techniques of enquiry and research to investigate the current topics of operations management.</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Applying critical analysis and evaluation to complex and abstract situations and issues that exist in the business environment.</p>

Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Critically evaluate data in a variety of forms to generate understanding.</p> <p>Enhancing academic/formal writing skills, including appropriate acknowledgement, and referencing sources.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Exercising substantial autonomy and initiative in studies taking responsibility for own work.</p> <p>Dealing with complex ethical and multicultural issues inherent in the Operations management.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>The delivery strategy will focus on adopting a student-centric and directed learning approach. This methodology will provide the foundation on which the students learning will be built through the face-to-face workshops. The workshops will have no more than 40 students. Prior to attending these workshops sessions, students will engage in preparatory work, setting the stage for in-depth exploration and contextualisation within various scenarios. The workshops will be enquiry based with structure and unstructured activities. The students will be expected to take responsibility for their direction of learning.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Laboratory/Practical Demonstration/Workshop	36
Independent Study	164
	Hours Total 200

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Greasley, A., 2013. *Operations management*. Wiley.

Reid, R.D. and Sanders, N.R., 2019. *Operations management: an integrated approach*. John Wiley & Sons.

Slack, N. and Brandon-Jones, A., 2016. *Essential of Operations Management*, Pearson Publishing, 5th edition.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*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)

**Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

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

**Supplemental Information**

<b>Divisional Programme Board</b>	
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>School Assessment Board</b>	
<b>Moderator</b>	
<b>External Examiner</b>	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment: Portfolio of written work
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

## Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	✓		100	8

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)