Module Descriptor

Title	Operations Management in Context		
Session	2026/27	**Status**	Approved
Code	BUSN10070	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	M Ullah		

Summary of Module

This module introduces the role, objectives and activities of operations and project management. Examples and case studies are drawn from a variety of organisations with an emphasis on the fit of operations strategy. The aim of this module is to develop an understanding of a portfolio of techniques for operations in the widest context and their selection and use in suitable situations. This module provides a fundamental underpinning for the design of sustainable Operations Management and how these fit within an organisation through focusing on how to achieve the efficient and effective management of resources and operations. This includes an appreciation of the development of alternative theoretical perspectives behind management thinking in this field. On completing the module students should have an understanding of how Operations Management contributes to the goals of an organisation.

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☐	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☒	Term 2 ☒	Term 3 ☒	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Analyse the differences and the inter-relationships of operations and other functions and the combined
L2	Evaluate the importance of efficient and effective monitoring and control of performance in operations management
L3	Demonstrate effective interpersonal and organisation skills and the ability to contribute equitably to shared objectives, within appropriate time and quality constraints
L4	Explain and contextualise the pivotal role of operations management within a business and how any aspect can impact business performance and sustainability
L5	

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 10** Demonstrating a broad knowledge of the main aspects of Operations Management. Achieve a detailed knowledge of appropriate operations management strategy and how it relates to an overall business context.
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply skills and knowledge to support Operations Management decisions. Demonstrating an understanding of operation design and decision making.
Generic Cognitive skills	**SCQF 10** Appreciate how the operations function contributes to the development of an organisations business strategy. identify and analyse routine professional problems and issues relating to Operations Management in the allocation of resources. Demonstrating some originality and creativity in the application of Operation Management Tools and Techniques. Critical thinking and evaluation of key Operations Management concepts.
Communication, ICT and Numeracy Skills	**SCQF 10** Convey complex concepts and theory in a coherent and clear manner. Use ICT to investigate and process data and information. Collect, analyse and communicate a range of numerical and graphical information.
Autonomy, Accountability and Working with Others	**SCQF 10** Ability to work in a team to address complex Operations Management issues. Undertake research on a topic and work independently.

Prerequisites	**Module Code**	**Module Title**
	Other	

Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The delivery strategy will focus on 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 contextualization 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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	36
Asynchronous Class Activity	12
Independent Study	152
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Core Text: R. Dan Reid, Nada R. Sanders, Operations Management: An Integrated Approach, 2023), 8th Edition, John Wiley & Sons Slack, N., Chambers, S., Johnston, R. And Betts, A. Operations and process management: principles and practice for strategic impact. (2015), 4th ed. Harlow: Financial Times Prentice Hall. Students will have access to UWS library facilities so that core texts will be supplemented by case studies, academic journal articles and bespoke on-line resources.
(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. **For the purposes of this module, academic engagement equates to the following:** Attending all timetabled face to face session, undertake all asynchronous activity

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. At the University of the West of Scotland (UWS), our commitment to equality, diversity is integral to fostering an inclusive and supportive environment for all students. Our policy underpins every aspect of student engagement, ensuring UWS to be a fair and equitable place of learning. We strive to address and champion all dimensions of equality and diversity thus creating an institution that values and respects the unique contributions of each individual. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences and module assessments where required. This personalised approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.
(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

Divisional Programme Board	**Marketing, Innovation, Tourism Events**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	K Omeihe
External Examiner	K Ahmed
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.01

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Continuous Assessment, measured through engagement and contributions to Synchronous and Asynchronous activity. This will represent 10% of the module mark. In practice, each session includes a discussion component, and student contributions are tracked consistently throughout the term.
Assessment 2

Portfolio of work. This will represent 90% of the module mark. The portfolio is composed of multiple integrated components rather than a single task. For example, core activities may include an in-class simulation, where students work in teams to model a production process. This is then assessed through several elements, including: a group consultancy-style report (50%), a discussion of findings after the activity (as part of component 1), and an individual reflective piece (40%). This structure is intended to provide a more applied and holistic assessment of learning, aligning with the practical focus of the module.
Assessment 3
N/A
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Practical	☐	☐	☒	☐	☐	10%	12

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☒	☐	☒	☐	90%	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	12 hours

Change Control

What	**When**	**Who**