MODULE SPECIFICATION TEMPLATE

**SECTION 1: MODULE SPECIFICATIONS**

1. **Title of the module**

Retail Distribution and Supply Chain Management

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **Start date of the module**

Spring 2015

1. **The number of students expected to take the module**

40

1. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**

None

1. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**

Intermediate [I]

1. **The number of credits and the ECTs value which the module represents**

15 credits (7.5 ECTs)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring, to be taught at Stage 2 only

1. **Prerequisite and co-requisite modules**

CB362 Data Management for Business is a pre-requisite

1. **The programmes of study to which the module contributes**

BA (Hons) Business & Management

BA (Hons) Business & Management with a Year in Industry

1. **The intended subject specific learning outcomes**This module aims to instil in students a critical appreciation of operational and strategic decision-making in the context of retail distribution and supply chain management. On completion of the module students should be able to:

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| 11.1 | Understand the key operational processes and strategic considerations in retail distribution and supply chain management.  |
| 11.2 | Critically analyse supply chain performance. |
| 11.3 | Utilise theories, concepts and frameworks from supply chain management to make sense of organisational decision-making in the context of retail distribution.  |
| 11.4 | Demonstrate knowledge and understanding of how to prioritise options for supply chain design and performance improvement. |

1. **The intended generic learning outcomes**On completion of this module students should be able to:

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| 12.1 | Organise and present an analysis of complex systems. |
| 12.2 | Find, select, organise and synthesise management information.  |
| 12.3 | Contribute effectively to organisational decision-making.  |
| 12.4 | Communicate effectively within a group context. |
| 12.5 | Demonstrate the interpersonal skills required for interacting within groups and small teams. |
| 12.6 | Present complex arguments clearly and consistently, orally and in writing.  |

1. **A synopsis of the curriculum**

This module covers the key strategic and operational elements of distribution and supply chain management in the retail sector. The curriculum is closely aligned to the core text and comprises seven key topics:

* + - 1. An Introduction to Supply Chain Management
			2. The Retail Distribution Channel
			3. Supply Chain Operations - Planning
			4. Supply Chain Operations – Sourcing Materials and Making Products
			5. Supply Chain Operations – Deliveries and Returns
			6. Technology and Supply Chain Co-ordination
			7. Managing Supply Chain Relationships
			8. Developing Supply Chain Systems
1. **Indicative Reading List**

The core text for this module is:

Hugos, M. & Tomas, C. (2006), *Supply Chain Management in the Retail Industry*, New Jersey: John Wiley & Sons

Additional texts include:

Mangan, J., Lalwani, C. & Butcher, T. (2008), *Global Logistics and Supply Chain Management.* Hoboken, New Jersey: John Wiley & Sons

Schechter, D., Sander G. (2002), *Delivering the Goods: The Art of Managing your Supply Chain*, Hoboken, New Jersey: John Wiley & Sons.

Chopra S. and Meindl P. (2010), *Supply Chain Management: Strategy, Planning and*

*Operations*, London: Pearson

Christopher, M. (2011), *Logistics and Supply Chain Management*, 4th Edition. London: Prentice Hall

Students will also be encouraged to refer to core journals in retail distribution and supply chain management, namely:

Supply Chain Management: An International Journal

International Journal of Retail and Distribution Management

1. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes**:

The module employs two different modes in its approach to teaching and learning: lectures and seminars. The objective of the former is to introduce formally the conceptual and theoretical component of the course. Seminars are designed to encourage active learning and peer-based methods of learning, with students working on a variety of supply chain scenarios and required to work collaboratively to find solutions and reflect on their respective contributions. In both lectures and seminars time is also given for comment and questions.

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|  | **Hours** | **Subject LOs** | **Generic LOs** |
| Lectures | 11 | 11.1,11.3-11.4 | 12.1, 12.2 |
| Seminars | 10 | 11.1– 11.4  | 12.1, 12.3 – 12.6  |
| Preparation for seminars | 35 | 11.2 – 11.4 | 12.1, 12.2 -12.6 |
| Preparation for exam | 45 | 11.1 - 11.4 | 12.1, 12.3, 12.6 |
| Independent study | 49 | 11.2 – 11.4  | 12.1 – 12.2, 12.6 |
| **Total hours** | **150** |  |  |

1. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**The module is assessed by a combination of examination (60%) and coursework (40%).

The coursework comprises three elements:

a) an on-line Moodle (one-hour) test (20%)
b) a group project concerned with supply chain design and comprising an individual executive summary of 1,000 words (10%) and a group PowerPoint presentation of 20 minutes, with students working in groups of four (10%).

The two-hour, unseen and closed book end-of-year examination (60%) is designed to test individual understanding of the theories and concepts introduced in the module, and the student's ability to apply them to different supply chain contexts (e.g. e-retail, supermarkets, independent stores).

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|  | **Weighting** | **Subject LOs** | **Generic LOs** |
| Examination (two-hour, closed book)  | 60% | 11.1 – 11.3  | 12.1, 12.6 |
| On-line Moodle test (one-hour) | 20% | 11.1, 11.3 | 12.1, 12.6 |
| Group PowerPoint Presentation | 10% | 11.2, 11.4 | 12.2 – 12.5 |
| Individual Executive Summary (1,000 words) | 10% | 11.2, 11.4 | 12.2, 12.6  |

1. **Implications for learning resources, including staff, library, IT and space**

Staff time for the teaching hours outlined above. Library resources should be sufficient for the indicative reading; lecturing and seminar facilities. There are no specific IT requirements for this module beyond the usual module website for module material.

1. **The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.**
2. **Campus(es) where module will be delivered:**

Medway

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching:** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| ................................................................Director of Learning and Teaching…………………………………………………Print Name | ..............................................Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| .................................................................Head of School…………………………………………………….Print Name | ..............................................Date |

Module Specification Template
Last updated February 2013