**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module

**BUSI1560 Business Improvement**

1. School which will be responsible for management of the module

**Medway School of Pharmacy**

1. Start date of the module

 **Second Half of 2012**

1. The cohort of students (onwards) to which the module will be applicable

**2012**

1. The number of students expected to take the module

**10-30 per cohort**

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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

**N/A**

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

**C**

1. The number of credits which the module represents

**15 credits**

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

**The module is part of the Foundation Degree in Applied Bioscience Technology which is being delivered primarily through e-learning on a part-time basis over three years.**

1. Prerequisite and co-requisite modules

**None**

1. The programme(s) of study to which the module contributes

**Foundation Degree in Applied Bioscience Technology**

1. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
* Demonstrate a working knowledge of project management and an ability to relate this to the current work environment (**POs: A3, A10-12, B18, B19, C21, C24 D25, D29-33**)
* Demonstrate a clear understanding of the various continuous improvement cycles, methodologies and tools that are commonly employed in a process plant, laboratory or office business context (**POs: A3, A10-12, B13-16, B19, C21, C22, C24, D25, D29)**
* Demonstrate the capability and confidence to apply a project management **or** continuous improvement process to a real work based situation (**POs: A3, A10-12, B13-16, B18, B19, C21, C22, C24 D25, D29-33**)
* Show the ability to critically self appraise the application and impact of the project management **or** continuous improvement process project and to identify its' strengths and weaknesses (**POs: A2, A8, A12, B14, B19, C22)**
* Have the ability to clearly communicate the findings through a report and presentation to a varied target audience (**POs: A5, A7, D26, D27)**
1. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes
* The development of project management skills (**POs: B18, B19, C21, D30-32**)
* An ability to analyse, evaluate and correctly interpret data (**POs: A2, B14, B19, C21, C22, D28, D29**)
* An ability to present and communicate data (**POs: D26, D27**)
1. A synopsis of the curriculum
* An overview of the continuous improvement process illustrating how it is being applied throughout the bioscience industries
* Building and leading effective teams
* Project management in the work place
* Business improvement process cycles – PDCA (Plan, Do, Check, Act) and the progression to DMAIC (Define, Measure, Analyse, Improve, Control). DMAIC will then be used as the cycle to deploy the methodologies and tools.
* Methodologies: - Lean (reduction of “waste” in all its forms and productivity improvement); - Six Sigma (reduction in process variation and elimination of errors)
* Continuous Improvement Reporting – the Toyota A3 Report
1. Indicative Reading List

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ISBN number** | **Author** | **Date** | **Title** | **Publisher** |
| 978-0-4717418-7-9 | Harold Kerzner | 2006 | Project Management: a systems approach to planning, scheduling, and controlling | Wiley |
| 978-0-9705079-0-7 | Rath & Strong | 2000 | Six Sigma Pocket Guide | Rath & Strong |
| 978-0-9746328-9-6 | Rath & Strong | 2006 | Lean Pocket Guide | Rath & Strong |
| 978-0-07-174679-3 | Paul Keller | 2011 | Six sigma demystified | McGraw-Hill |
| 978-1-118-11756-9 | Williams & Sayer | 2012 | Lean for Dummies | Wiley & Sons |

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 learning outcomes.

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| --- | --- | --- | --- | --- | --- |
| **Activity** | **e-learning** | **e-activities/ Work activities** | **MSCL / CAL** | **Total hours** | **Learning Outcomes** |
| Teaching | 30 | 10 |  | **40** | **A3, A10-12, B13-16, B18, B19, C21, C22, C24 D25, D29-33** |
| Private study | 5 | 18 | 5 | **28** | **A3, A10-12, B13-16, B18, B19, C21, C22, C24 D25, D29-33** |
| Work-based experience |  | 90 |  | **90** | **A2, A3, A8, A10-12, B13-16, B18, B19, C21, C22, C24 D25, D29-33** |
| Formal assessment |  |  |  | **2** |  |
| **Total hours** |  |  |  | **150** |  |

**Online e-learning** is intended to present the key information directly relating to the learning objectives.

**The work based activity** is specifically designed to enable students to relate their theoretical knowledge to the practice of project management **or** continuous improvement in the current work place, through application to a real work-based problem.

**Private study** provides the opportunity to explore and read more widely around specific topics and relate these to the project activity.

1. Assessment details: Assessment methods and how these relate to testing achievement of the intended learning outcomes.

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| --- | --- | --- | --- |
| **Method of assessment** | **Learning outcomes assessed (POs & SSLOs)** | **Weighting** | **Outline details** |
| Continuous assessment (1) | **A2, A3, A8, A10-12, B13-16, B18, B19, C21, C22, C24, D25, D26, D29-33** | 60% | Work based report |
| Continuous assessment (2) | **A5, A7, D26, D27** | 40% | Presentation |

**The pass mark for this module is 40%. The aim of this assessment is to assess the application of the learning to a work based scenario.**

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

**The programme will be delivered using Moodle as a Virtual Learning Environment (VLE) and myFolio will be used to hold all Reflective Portfolio entries and Personal Development Plans.**

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.**

***If the module is part of a programme in a Partner College or Validated Institution, please complete the following:***

1. Partner College/Validated Institution: **N/A**
2. University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme:

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

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "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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| --- | --- |
| BOApampaDirector of Learning and Teaching Dr Buge ApampaPrint 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 SchoolProfessor Iain CummingPrint Name | Date October 2011 |