



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)	
Course Title:	MGT 301 – Operations Management
Last Update:	December 2013



Course Specifications

Institution Al Yamamah University	Date of Report: <i>28 October 2013</i>
College/Department Collage of Business Administration (COBA)	

A. Course Identification and General Information

1. Course title and code:	<i>Operations Management (MGT301)</i>		
2. Credit hours:	<i>3</i>		
3. Program(s) in which the course is offered.	<i>COBA</i>		
4. Name of faculty member responsible for the course	<i>Dr. Choon Park</i>		
5. Level/year at which this course is offered:	<i>Year 4</i>		
6. Pre-requisites for this course (if any)	<i>MGT305 Quality Management</i>		
7. Co-requisites for this course (if any):	<i>None</i>		
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			



B Objectives

1. What is the main purpose for this course?

The changing business environment in which production systems and manufacturing are acting; creates the need for more effective production processes planning and control methods that are able to deal with uncertainties inherent in internal processes and external deliveries. A primary goal of this course is to provide an introduction to the field of operations management. It is designed to highlight the practical and applied techniques, which leads to improve the organization's quality and productivity and gain an understanding of how to make operations a competitive weapon.

This course will provide students with a broad understanding and knowledge of several operations management concepts. Such concepts include (but are not limited to) operations strategy, process design, capacity planning, forecasting, inventory management, lean system and project management. Emphasis will be placed on the application of these concepts to actual business situations.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- *On yearly basis, review the textbook requirement and add or update the edition of the main textbook.*
- *Periodically, in every two years, review the entire course content and develop the course as per the need and requirement of the environment.*



C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Competing with Operations <ul style="list-style-type: none"> • History of OM • OM and the supply chain • OM and corporate strategy • Competitive priorities and capabilities • Operation strategy as a pattern of decisions • Trends in OM • Challenges of OM 	2	6
Process Strategy <ul style="list-style-type: none"> • Process strategy decisions • process structure and layout • Customer involvement • Resource flexibility • Capital intensity 	1	3
Planning capacity <ul style="list-style-type: none"> • Planning long-term capacity • Capacity timing and sizing strategies • A systematic approach for capacity decisions • Tools for capacity planning 	2	6
Lean System <ul style="list-style-type: none"> • Continuous improvement using lean system • Supply chain and process consideration in lean system • Layouts in lean system • KANBAN system 	1	3
Designing effective supply chain <ul style="list-style-type: none"> • Supply chain for manufacturing and service • Inventory and supply chain • Measures of supply chain performance • Mass customization • Outsourcing processes 	2	6
Locating Facilities <ul style="list-style-type: none"> • Factors affecting location decisions • Geographical information systems and location decisions 	1	3
Inventory management <ul style="list-style-type: none"> • Inventory different models • Economic order quantity • Inventory control systems 	2	6



Forecasting	2	6
<ul style="list-style-type: none"> • Qualitative and qualitative forecasting methods • Forecasting as a process • Monitoring and controlling forecasting • Forecasting in the service sector 		

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45	0	0	0	0	45
Credit	3	0	0	0	0	3

3. Additional private study/learning hours expected for students per week.	3
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
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1.0	Knowledge		
1.1	<p>At the end of the semester, students will be able to</p> <ul style="list-style-type: none"> Describe the role of operations management in the overall business strategy of the firm and clarify how it relates to other parts of the organization. 	<ul style="list-style-type: none"> Combination of lectures, tutorials and individual and group assignments using print media and web based materials. 	<ul style="list-style-type: none"> Multiple choice tests carrying 20% of final assessment. Mid and final examination with a combination of multiple choice and essay items.
1.2	<ul style="list-style-type: none"> Outline the links between corporate strategy and operations strategy and how operations management principles can be used to gain competitive edge over competition (SWOT analysis, competitive priorities and capabilities in connection with core processes) 	<ul style="list-style-type: none"> Lectures begin with overview of content to be presented linking it to previous information and explaining its significance, and conclude with a review. 	
1.3	<ul style="list-style-type: none"> List the key challenges and trends facing operations management (Productivity, Globalization, ethics, environment, etc.) 		
1.4	<ul style="list-style-type: none"> Describe the application of operations management policies and techniques to the service sector as well as manufacturing firms. 		
1.5	<ul style="list-style-type: none"> Define the major activities associated with defining, organizing, planning, monitoring, and controlling projects and understand project management and be able to apply project scheduling techniques. 	<ul style="list-style-type: none"> Tutorials review material presented in lectures to check understanding and provide clarification 	
1.6	<ul style="list-style-type: none"> Describe the major process strategy decisions (process structure, Layout, customer involvement, capital intensity, and resource flexibility), and clarifying the need of continuous improvement and reengineering of organizational core processes. Identify Long term and Short term capacity planning, economies and diseconomies of scale, utilization and explaining a systematic approach for capacity planning and describing how waiting line models, simulation, and decision trees assist capacity decisions. 	<ul style="list-style-type: none"> required before discussing the potential uses of the information. Essay assignments require students to locate and use significant information in the field. 	
1.7	<ul style="list-style-type: none"> Outline benefits of lean systems, evaluating the supply chain and process considerations in lean systems and describe Kanban system that is used to control the flow of production and know the differences between push and pull systems. 		
1.8	<ul style="list-style-type: none"> To explain the strategic importance of location and identify the different factors that affect location decisions 		
1.9	<ul style="list-style-type: none"> Recall the concepts and techniques of inventory management for independent demand items and explaining the tactics for reducing inventory in 		



	<i>the supply chain, and defining the key factors that determine the appropriate choice of an inventory system. (Pressures for low or high inventory, types of inventory, ABC analysis, cost associated with inventory, inventory models for independent demand, EOQ model, safety stock, etc.)</i>		
1.10	<ul style="list-style-type: none"> ▪ Describe what is forecasting, strategic importance of forecasting, a variety of forecasting techniques available for forecasting systems and identifying the various measures of forecasting errors. 		
1.11	<ul style="list-style-type: none"> ▪ Tell the strategic importance of supply chain design and identify the differences between efficient and responsive supply chains types and the environment that best suits each type. 		
2.0	Cognitive Skills		
2.1	<ul style="list-style-type: none"> ▪ The ability to analyse and interpret business situation and its problems in terms of available information. ▪ The ability to apply conceptual understanding of knowledge, theories, models and procedures to solve a range of business situations and problems. 	<p>Various methods will be applied like:</p> <ul style="list-style-type: none"> ▪ Giving assignment where students need to apply skills to solve the problems mentioned in the assignment. ▪ Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it. ▪ Conducting in-class assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions. ▪ Enrolling in the senior project courses where students' deals with a major business 	<ul style="list-style-type: none"> ▪ Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem. ▪ End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem. ▪ Assessment of final year capstone group problem solving task has 40% of assessment based on appropriate choice and use of appropriate investigative methodology, and includes mark bonus for creativity on solution.



		<i>problem related to their area of concentration and suggest possible solutions.</i>	
3.0	Interpersonal Skills & Responsibility		
3.1	<ul style="list-style-type: none"> ▪ <i>The ability to work effectively in groups and exercise leadership when appropriate.</i> ▪ <i>The ability to act responsibly in personal and professional relationships with high moral and ethical standards.</i> 	<ul style="list-style-type: none"> ▪ <i>Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counselling on approach taken.</i> ▪ <i>Assessments include evaluation of standard of report by group and individual performance rating on contribution made.</i> ▪ <i>Ethical issues considered in case study and role play tasks with group analysis of appropriate resolution.</i> 	<ul style="list-style-type: none"> ▪ <i>Assessment of group assignments within each course.</i> ▪ <i>Individual project assignments in courses require independent study skills.</i> ▪ <i>Senior project includes an individual component for the contribution of each person.</i>
4.0	Communication, Information Technology, Numerical		
4.1	<ul style="list-style-type: none"> ▪ <i>Ability to communicate effectively in oral and written forms.</i> ▪ <i>Ability to use information and communications technology, and use basic mathematical and statistical techniques.</i> 	<ul style="list-style-type: none"> ▪ <i>Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English.</i> ▪ <i>There are two computer courses and one math course during the orientation year where students learn the basic skills of handling computers and the basic of mathematics.</i> ▪ <i>The Introduction of statistics course during</i> 	<ul style="list-style-type: none"> ▪ <i>Direct assessment of basic skills including communications skills in English Language and use of IT, like class tests, assignment and exams.</i> ▪ <i>For testing the students math and statistical skills, class tests and assignments are taken along with major exams.</i>



		<p><i>the first year of the academic program enables students to learn various statistical tools and techniques.</i></p> <ul style="list-style-type: none"> ▪ <i>Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment.</i> <p><i>Assignments include required use of search engines on the internet.</i></p>	
5.0	Psychomotor		
	Not applicable for this course		
5.1			
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assigned quizzes, pop quizzes, assignments	Through the term	10
2	Midterm	Week 7	20
3	Group Project	Week 10	10
4	Class Participation	Through the term	10
5	Attendance	Through the term	10
6	Final Test	16	40
7			
8			



D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- *In addition to class lectures time, faculty members are available for individual student consultations and academic advice. The consultation hours are posted on the faculty member's office door.*
- *During the registration period, faculty members are available to assist students with their registration form. Each faculty member's availability is posted in the faculty office and students are informed of the time mentioned in his/her faculty time table.*

I changed the year.

E. Learning Resources

1. Required Text(s)

- Krajewski, Ritzman, and malhotra Operations Management. Processes and Supply Chain, Pearson, 10th Ed., 2015.
- Stevenson, Operations Management. 11th ed., McGraw-Hill, 2011

2. Essential References

- Heizer, J. and Render, B., Operations Management, Pearson Prentice Hall, 11th ed., 2013.
- Nigel Slack, Stuart Chambers, and Robert Johnston, Operations Management, 6th Edition, Prentice Hall, 2010
- Any other related journals, articles, reports and case studies.

3. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

4. Electronic Materials, Web Sites etc

5. Other learning material such as computer-based programs/CD, professional standards/regulations

Cases for syndicate exercises will be distributed to students before and during class hours.

F Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

- *A classroom with 40 seating capacity is required.*
- *Classroom should be equipped with multimedia projector and Internet access.*

2. Computing resources

- *Currently there is no need of any special computing resources.*



3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course.
- There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey.
- The responses are forwarded to the "Information Centre" where it is analysed and reports are prepared.
- The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members.

Attachment:

- ** Copy of questionnaire
- ** Sample copy of CES

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members.
- A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits.
- Faculty members are informed about the classroom visits without notifying a specific day for the visit.
- The reports are shared with the faculty members.

Attachment:

- ** Classroom Observation Policy
- ** Classroom Observation form
- ** A sample copy

2 Processes for Improvement of Teaching

The process for improving the teaching includes the following:

- Workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.
- Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching.



4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- *The university is currently in the process of finalizing agreement with other universities to manage this issue.*

Faculty or Teaching Staff: Dr. Choon Park

Signature: _____ Date Report Completed: _____

Received by: _____ Dean/Department Head

Signature: _____ Date: _____