Sheffield Hallam University

MODULE DESCRIPTOR

TITLE	Performance Measurement and Operations
MODULE CODE	44-5800-00S / 44-502978
LEVEL	5
CREDITS	20
ECTS CREDITS VALUE	10
FACULTY	Sheffield Business School
DEPARTMENT	Finance, Accounting and Business Systems
SUBJECT GROUP	Business Operations and Systems
DATE APPROVED	16th and 17th October 2014

MODULE AIM

This module aims to provide students with a broad and critical overview of the variety of ways in which organisations can measure performance and how performance can be improved by exploring the tools, techniques and approaches of operations management.

Students completing the module will gain a theoretical and practical knowledge of performance measurement principles, systems and frameworks and will learn how to apply these to real-world cases in the private sector, in public agencies and in the not-for-profit sector. The module will examine the multiple purposes of performance measurement, what to measure and what can go wrong. Particular emphasis will be placed on the performance of operations but a balanced view of performance measurement will be advocated taking into account customer metrics, people metrics and innovation.

The module also aims to provide students with a sound theoretical and practical understanding of contemporary tools, techniques and methods which can help to improve organisational performance including causal mapping, lean thinking, and systems thinking.

Overall the module will provide students with the confidence to understand and explain the wider context of performance measurement and the role this plays in improving organisations.

LEARNING OUTCOMES

LO Ref	Learning Outcome
1	Explain the purpose, context and development of performance measurement in a range of organisational contexts
2	Investigate and explain why organisations measure performance, what to measure, and what can go wrong.
3	Investigate the variety of practical methods and means by which organisations can measure performance in organisations
4	Assess and apply the tools and techniques of operations management and the link to improved organisational performance

INDICATIVE CONTENT

Understanding the principles of performance measurement - why measure, what to measure and what can go wrong.

• The effect of Big Data on performance measurement
• The practicalities, the culture and pitfalls of targets
• The variety of purposes for performance measurement - accountability, control, comparison etc.
• Scorecards and multi-dimensional indicators of performance
• The performance prism
• Composite indicators and league tables
• Benchmarking
• FABRIC and SMART
• Causal mapping and mini-strategy mapping
• Process mapping and process arithmetic
• Lean systems thinking
• Soft systems methodology - measures of effectiveness, efficiency, ethicality etc.
• A3 thinking

LEARNING, TEACHING AND ASSESSMENT STRATEGY

Students will be supported in their learning, to achieve the above learning outcomes in the following ways:

Lectures will be used to introduce the major concepts, principles and theories relevant to each topic, and to identify and explain key terms, cases. Visual aids, such as PowerPoint (or Prese) and other media will be used in lecture sessions. Voting clickers will be used on one or more occasions.

There will be a series of seminars for the module, using a variety of teaching methods and resources as appropriate, which will be used to reinforce and expand upon the material covered in the lectures and provide students with the opportunity to demonstrate and develop their analytical, problem solving and (oral) advocacy skills. All seminars will involve students working in small groups applying key concepts to “real-world” scenarios and case studies in order to evaluate courses of action, their implications and make reasoned conclusions and recommendations which are supported by cogent argument and relevant authority.

Students will be given the opportunity to take the lead in running activities in a workshop style session to aid their personal development.

Some seminars will require students to pre-prepare material from the relevant lecture (this would also be made available from the modules VLE), but all seminars will require students to work in groups and discuss the application of material to cases/scenarios.

Virtual Learning Environment (VLE) - Blackboard

The module will have a dedicated Blackboard site, which students are expected to access on a regular basis. The Blackboard site is used to communicate information to students outside of contact sessions (via the 'Announcements' page). In addition, the blackboard site includes:

• An electronic version of the module handbook

• Links to lecture/PowerPoint slides
• E-Copies of all required material relating to seminars
• Details regarding summative assessments including additional practice assessments
Additional topical and contemporary information with direct links to external websites
• Link to Resources Online
• Links to Performance Management Association (PMA)

ASSESSMENT INFORMATION

Task No.	Description of Assessment Task	Assessment Task Type Coursework (CW) Written Exam (EX) Practical (PR)	Word Count or Exam Duration	Task Weighting %
1	Presentation based on well-known industry technique (A3 Thinking) listed in the Indicative Contents	PR	20 minutes	30
2	Individual Report	CW	3000 words	70

FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways:
• Clear criteria will be used in assessing work.
• Wherever possible work will be returned as soon as possible, (in accordance with university regulations) and students can expect helpful detail in the tutor's formative feedback.
• Training will be given in the interpretation of feedback and strategies to improve performance.

LEARNING RESOURCES FOR THIS MODULE (insert hyperlink to Reading Lists Online or

BROWN, Mark Graham (2007). Beyond the balanced scorecard: Improving business intelligence with analytics. New York, Productivity Press.
PIDD, Michael (2012). Measuring the performance of public services : Principles and practice. Cambridge ; New York, Cambridge University Press.
SLACK et al (2012). Operations and process management : Principles and practice for strategic impact. 3rd ed., Harlow, England ; New York, Prentice Hall/Financial Times.

MODULES INCLUDING RESEARCH PROJECTS AND/OR TEACHING-RELATED RESEARCH PROJECTS

Will the assessment for this module require approval by Faculty Research Ethics Committee? If YES, please detail below how students will seek approval for their research	NO

NOTIONAL STUDY HOURS FOR THIS MODULE

Module Study Hours by Type (see KIS definitions)		
Scheduled Learning and Teaching Activity	**No. of Hours**	**KIS category**
Lecture	12	Scheduled L&T
Seminar	24	Scheduled L&T
Tutorial		Scheduled L&T

Project Supervision with tutor		Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops		Scheduled L&T
Supervised time in studio/workshop/laboratory		Scheduled L&T
Fieldwork		Scheduled L&T
External visits		Scheduled L&T
Scheduled Learning and Teaching Activities sub-total		
Guided Independent Study	164	Independent
Placement or Work-based Learning**		Placement
TOTAL NUMBER OF NOTIONAL STUDY HOURS FOR MODULE	**200**	

REVISIONS

Date	Reason