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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2150IBA
COURSE TITLE	Introduction to Supply Chain Management
ACADEMIC ORGANISATION	IBA Department of Business Strategy and Innovation
TRIMESTER	Trimester 1 2019
MODE	In Person
LEVEL	Undergraduate
LOCATION	Nathan, On Campus
CREDIT POINT VALUE	10

Course Description:

This introductory course is designed to provide students with an overview of the key areas in logistics and supply chain management. The course also provides a solid understanding of the basic terms, concepts and relationships involved in managing logistics and supply chains. On completion of this course, students should understand the major components of supply chains and how these are linked. The course also provides a basis for more advanced studies. This course is offered: Gold Coast: Trimester 1 Day Nathan: Trimester 1 Day Incompatible: 2050MGT intro to Supply Chain Management.

Assumed Background:

This introductory course currently does not require any pre-requisite courses in business and commerce degree programs. This course is recommended for students who wish to take a major in logistics and supply chain management at the Bachelor level.

1.2 Course Introduction

Every business must deliver goods and/or services to its customers. Supply chain management addresses all relevant questions relating to the achievement of the '5 Rights': Right Goods, Right Time, Right Place, Right Quantity and Quality, Right Cost. This course is designed to introduce students to the core concepts of logistics and supply chain management and the associated opportunities and challenges of achieving efficient and effective supply networks. The course will also consider current leading edge academic and practical debate in relation to issues such as outsourcing, ethical sourcing, sustainability, the 'greening' of supply chains, the use of autonomous trucks, and the delivery of life saving goods and services in response to disasters and complex emergencies.

Previous Student Feedback

Students have provided very positive feedback for this course, with many real-world business cases, well-structured course and assessment items being, in particular, highlighted. They found this course highly relevant to understanding all the major areas of logistics and supply chain management. Domestic and international students also learned from each other through group studies and case discussion. Helpful feedback for assessments and teaching in general are highly appreciated. The system of weekly lectures proved popular with many students, and these have been retained.

Students particularly appreciated the use of 'real world' practical examples drawn from business situations, videos and case studies which made it easier to understand how the theories taught in the course are applied in commerce and industry. Students appreciated the opportunity to view the online lectures at their convenience. In addition, students considered the 'research report' assignment as a clear opportunity to develop their own way of thinking in the topic with freedom of case selection, and many students appreciate this way of individual assessment.

Suggestions from student feedback included the introduction of more international case studies and real world supply chain examples. These suggestions are reflected and included in this course.

1.3 Course Staff

Primary Convenor **Dr Harsha Sarvaiya**

EMAIL	h.sarvaiya@griffith.edu.au
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
ROOM	1.18

Lecturer **Ms Aditi Jamil**

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Course Moderator **Mrs Luciane Jardim Albertani**

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CONSULTATION	A Course Profile Moderator is an academic with expertise in this field of study. The moderator checks the Course Profile to ensure that it meets the University's quality requirements as well as its suitability and relevance to your level and the program/major or specialisation. The Course Profile Moderator is NOT part of the teaching team for the course.
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1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

The Griffith Business School expects students enrolling in an on-campus course to have the capacity and commitment to attend class. Students should be prepared to commit approximately 150 hours of work over the whole trimester for a 10 credit point course. This includes class attendance and private time spent on learning activities and assessment items including exam revision, and it applies to all modes of course delivery - on campus, online, and on campus mixed mode - irrespective of the duration of the course.

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

The course is taught at Nathan and Gold Coast in a three hour block with the same content on both campuses. The teaching window will include a mixture of formal lectures, explanatory videos, group exercises and discussion sessions.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

On completion of this course, students should be able to understand the major elements of supply chains/networks, how these are integrated within and across organisational boundaries, and the opportunities and challenges of achieving optimal efficiency and effectiveness in different industries and business environments. In particular, the course will focus on value creation through the sustainable management of supply networks.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Understand the major elements of a supply network and the extent to which they are inter-related in delivering improved value to an organisation.
- 2 Obtain an overview of inventory, distribution, procurement and manufacturing management strategies related to the movement of goods and services within commercial supply networks.
- 3 Recognise the importance of information flows to the effective and efficient operation of supply networks
- 4 Demonstrate the increasing importance of a sustainable approach to supply network management

5 Understand ways in which inter-personal and inter-organisational relationships can be managed effectively and efficiently in a supply network context.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Effective in culturally diverse and international environments	•	•	•

Additional IBA Department of Business Strategy and Innovation Information on Graduate Attributes Professional Skills

All students graduating from the Griffith Business School, will have a thorough grounding in business based courses, and in addition will have acquired a high level of knowledge from specialist courses they have studied in relevant industry or public sector areas.

They will understand in the context of those areas:

- relationships and networks of corporate, non-government and government organisations
- distinctive systems of operations and management
- various stakeholder perspectives
- development of human capital
- customer perceptions of quality
- need for sustainability
- cultural and social responsibilities
- need for analytical decision making using evidence based research
- requirement for strategic thinking

The Griffith Business School Mission statement - *To deliver outstanding business education and research through engagement and industry, government and the social communities we serve, and to do so in ways that contribute to a prosperous, equitable and sustainable future.*

The Griffith Business School Equity statement - *Social inclusion is intrinsic to all aspects of University life. Equity, diversity and social inclusion will be expressed in teaching, research, service and community engagement at all levels.*

Additional Course Information on Graduate Attributes

This course includes both university and IBAS department graduate attributes. For more details, please see graduate attributes in the course profile.

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Information Services \(Study\)](#) provides academic, information and digital skills support resources. The study skills resources on this website include self-help tasks focusing on preparing for your assignment, writing your assignment, exam preparation, referencing and access to free online training to improve your digital skills.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

IBA Department of Business Strategy and Innovation

3.4 Learning Resources

Teaching and learning partnerships require clear and open communications.

The following guidelines outline the communication channels and how information is provided to students.

1. Staff Consultation Times are posted on the course website on Learning@Griffith (ie. under "Staff Information") and outside staff offices. You can communicate in person with your convenor during office hours, by making an appointment or as appropriate during class time. It is sometimes difficult for convenors to talk with students immediately before and at the end of class due to the other prior university commitments. Please do not be offended if you are requested to visit during office hours for assistance, or asked to make an appointment.
2. Email -Staff to student: From time to time it may be necessary to send an official email about the course to you. Communication will be through your official University student email address only. It is your responsibility to regularly check your university email. You may arrange for your student email to be forwarded to another email address. However, it is your responsibility to ensure that the address used by you has sufficient capacity/ quota to receive messages. Student to staff: All emails to course staff MUST contain the course code and subject heading (eg. 1001XXX Course Name, subject heading), and should come from your official University student email address, otherwise, they may be left unopened or not actioned and therefore you may not receive an answer.
3. Course Communications through Learning@Griffith - Course notices will be delivered at lectures and/or posted under the announcement section on Learning@Griffith. The course web page is an important communication tool for this course. Information related to lectures and/or tutorials, assessment items, learning resources, and other relevant course information will be posted to this site on a regular basis. It is your responsibility to check this site at least twice a week. Remember any posted material is a learning aid only, and is not a substitute for attendance. Lecture notes do not replace the need to develop note-taking skills and to synthesise the information provided during your lectures and/or tutorials.
4. GBS Resource Bank - The Griffith Business School has designed a website to help you develop skills and knowledge needed to achieve success as a student, and as a future graduate in the workplace. This website contains information on writing skills, referencing styles (ie. APA [American Psychological Association]) oral presentation and group work skills. It is recommended that you familiarise yourself with this useful resource.
5. Additional Learning Resources - Students are encouraged to visit the Griffith University library website for information on the Library Help Desk, research support, and workshops and training available at Griffith University.

3.5 Other Learning Resources & Information

Links to web sites:

Chartered Institute of Purchasing and Supply (CIPS): <http://www.cips.org/>

Chartered Institute of Purchasing and Supply Australia (CIPSA): <http://www.cips.org/membership/australia/>

International Purchasing and Supply Education and Research Association (IPSERA): <http://www.ipsera.com/index.asp?lg=>

Chartered Institute of Logistics and Transport Australia (CILT): <http://www.ciltia.com.au/>

Logistics Association of Australia: <http://www.laa.asn.au/>

Further reading

- Barry, J. (2004). Supply chain risk in an uncertain global supply chain environment. *International Journal of Physical Distribution and Logistics Management*, 34(9), 695-697.
- Bowon, K. (2005). *Mastering business in Asia: Supply Chain Management*. Singapore: Wiley.
- Chopra, S. & Meindl, P. (2004). *Supply chain management: Strategy, planning and operations*. New Jersey: Pearson.
- Christopher, M & Peck, H. (2004). Building the resilient supply chain. *International Journal of Logistics Management*, 15(2), 1.
- Handfield, R. & Baumer, D. (2006). Managing conflict of interest issues in purchasing. *Journal of Supply Chain Management*. 42(3), 42-51.
- Hugos, M. (2006). *Essentials of supply chain management*. New Jersey: Wiley.
- Ismail, H. & Sharifi, H. (2006). A balanced approach to building agile supply chains. *International Journal of Physical Distribution and Logistics Management*, 36(6), 431-444.
- Juttner, U. (2005). Supply chain risk management: Understanding the business requirements from a practitioner perspective. *International Journal of Logistics Management*, 16(1), 120.
- Mangan, J & Christopher, M. (2005). Management development and the supply chain manager of the future. *International Journal of Logistics Management*, 16(2), 178.
- Mason-Jones, R. & Towill, D. (2000). Coping with uncertainty: Reducing 'bullwhip' behavior in global supply chains. *Supply Chain Forum*, 1, 40-45.
- Min, S. & Mentzer, J. (2004). Developing and measuring supply chain management concepts. *Journal of Business Logistics*. 25(1), 63-100
- Paulraj, A. & Chen, I. (2007) Environmental uncertainty and strategic supply management: A resource dependence perspective and performance implications. *Journal of Supply Chain Management*. 43(3), 29- 43.
- Payne, T & Peters, M. (2004). What is the right supply chain for your products. *International Journal of Logistics Management*, 15(2), 77.
- Sanders, N. & Premus, R. (2002). IT applications in supply chain organizations: A link between competitive priorities and organizational benefits. *Journal of Business Logistics*, 22(1), 65-83.

- Svensson, G. (2007). Aspects of sustainable supply chain management (SSCM): Conceptual framework and empirical example. *Supply Chain Management: An International Journal*, 12(4), 262-266.
- Svensson, G. (2005). The multiple facets of the bullwhip effect: Refined and re-defined. *International Journal of Physical Distribution and Logistics Management*, 35(10), 762-777.
- Tan, K., Lyman, S. & Wisner, J. (2002). Supply chain management: A strategic perspective. *International Journal of Operations and Production Management*, 22(6), 614-631.
- Towill, D & Christopher, M. (2002). The supply chain strategy conundrum: To be lean or agile or to be lean and agile. *International Journal of logistics: Research and Applications*, 5(3), 299-310.

4. Teaching & Learning Activities

4.1 Learning Activities

Nathan Campus

Week Commencing	Activity	Learning Outcomes
25 Feb 19	Week 1 (Lecture): Introduction to Supply Chain Management	1
4 Mar 19	Week 2 (Lecture): Purchasing Management in Supply Chain Management	1, 2
11 Mar 19	Week 3 (Lecture): Creating and Managing Supplier Relationships	1, 2, 4, 5
18 Mar 19	Week 4 (Lecture): Operations Issues in Supply Chain Management: Demand Forecasting, Inventory Management, and Process Management	1, 2, 3
25 Mar 19	Week 5 (Lecture): The Value of Information and Technology in Supply Networks	1, 2, 3
1 Apr 19	Week 6 (Exam): Mid-Trimester Exam in class	1, 2, 3, 5
8 Apr 19	Week 7 (Lecture): The Management of Outsourcing	1, 2, 3, 5
15 Apr 19	Mid-Trimester Break (Independent Study):	
22 Apr 19	Week 8 (Lecture): Distribution and Transportation Strategies	2, 3, 5
29 Apr 19	Week 9 (Lecture): Integration issues in Supply Chain Management: Supply Chain Process Integration and Performance Measurement along the Supply Chain	1, 4, 5
6 May 19	Week 10 (Lecture): NO LECTURE FOR NATHAN STUDENTS (Recordings will be available for the topic: Towards Green and Sustainable Supply Chain Network)	1, 4, 5
13 May 19	Week 11 (Lecture): Supply Network Risk and Resilience	1, 2, 3
20 May 19	Week 12 (Lecture): Strategic Supply Network Management - Bringing It All Together	1, 2, 3, 4, 5

Gold Coast Campus

Week Commencing	Activity	Learning Outcomes
25 Feb 19	Week 1 (Lecture): Introduction to Supply Chain Management	1
4 Mar 19	Week 2 (Lecture): Purchasing Management in Supply Chain Management	1, 2
11 Mar 19	Week 3 (Lecture): Creating and Managing Supplier Relationships	1, 2, 4, 5
18 Mar 19	Week 4 (Lecture): Operations Issues in Supply Chain Management: Demand Forecasting, Inventory Management, and Process Management	1, 2, 3
25 Mar 19	Week 5 (Lecture): The Value of Information and Technology in Supply Networks	1, 2, 3
1 Apr 19	Week 6 (Exam): Mid-Trimester Exam in class	1, 2, 3
8 Apr 19	Week 7 (Lecture): The Management of Outsourcing	1, 2, 3, 5
15 Apr 19	Mid-Trimester Break (Independent Study):	
22 Apr 19	Week 8 (Lecture): Distribution and Transportation Strategies	2, 3, 5
29 Apr 19	Week 9 (Lecture): Integration issues in Supply Chain Management: Supply Chain Process Integration and Performance Measurement along the Supply Chain.	1, 4, 5
6 May 19	Week 10 (Lecture): Towards Green and Sustainable Supply Chain Network	1, 4, 5
13 May 19	Week 11 (Lecture): Supply Network Risk and Resilience	1, 2, 3
20 May 19	Week 12 (Lecture): Strategic Supply Network Management - Bringing It All Together	1, 2, 3, 4, 5

4.2 Other Teaching and Learning Activities Information

The course consists of three hour lecture/seminars. The nature of the content, and the aims of this course require face-to-face contact, which makes it difficult for students to successfully complete course assessment without regular participation in class. Lecture/seminars provide detailed theoretical and practical information of relevance to the area, along with the practical base for assessment. The course offers weekly face-to-face teaching,

which is supplemented by the web. The information on the web includes lecture and on-line learning resources. The notice board is used by the Convenor to convey important information throughout the trimester, so should be checked regularly.

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
Exam - selected response Mid-Trimester Exam	1 Apr 19 Week 6	20%	20 marks	1, 2, 3	
Assignment - Written Assignment Individual Research Report	5 May 19 23:59 Week 9	40%	40 marks	1, 2, 3, 4	
Exam - constructed response End of Trimester Examination	Examination Period	40%	40 marks	1, 2, 3, 4, 5	

5.2 Assessment Detail

Title: Mid-Trimester Exam

Type: Exam - selected response

Learning Outcomes Assessed: 1, 2, 3

Due Date:

1 Apr 19 Week 6

Weight: 20%

Marked out of: 20

Perusal: 10 minutes

Duration: 90 minutes

Format: Closed Book

Task Description:

The mid-trimester examination will be held in Week 6. Questions for the examination will be selected from material covered in Weeks 1 to 5 (inclusive). The examination will consist of 40 multiple choice questions (each worth 0.5 of a mark = 20 marks in total for this section).

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Criteria & Marking:

Multiple Choice Questions: Students will be assessed on the number of multiple choice questions that they answer correctly.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Individual Research Report

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date:

5 May 19 23:59 Week 9

Weight: 40%

Marked out of: 40

Task Description:

Case Report Length: 2000 words

This research report will give students the opportunity to review aspects of the design and management of the supply chain of an organisation of their choice. Students will provide one-page summary stating their reasons for selection, together with the particular supply chain issue(s) they are proposing to address.

Based on the course material and associated research and, where appropriate, drawing on examples from personal experience, students are required to:

- Select a supply network, e.g. a company and their suppliers, service providers, intermediaries, and customers;
- Describe the relationships in the network, e.g. integration of tasks, product flows, information flows, responsibilities, etc.;
- Identify selected opportunities/challenges in that network and critically analyse these. For example, the company is not able to deliver their products in a timely manner because the information systems are not well integrated;
- Based on your findings, propose appropriate solutions.

This will require considerable background research and analysis, so it is imperative that students engage with their case as early as possible. In completing the report students will be expected to identify relevant issues, clarify problem(s), and discuss possible solutions and, in doing so, demonstrate an understanding of major theories, models and tools.

Criteria & Marking:

The Report Assessment Guideline is to be found on L@G under the Assessment section for this course, together with the rubric that will be used to determine the extent to which the student is able to demonstrate their understanding of major theories, models and tools.

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Submission: Via SafeAssign

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: End of Trimester Examination

Type: Exam - constructed response

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date:

Examination Period

Weight: 40%

Marked out of: 40

Perusal: 10 minutes

Duration: 120 minutes

Format: Closed Book

Task Description:

The End of Trimester Examination will be held in the examination period at the end of trimester. The Examination will be of 2.0 hours duration and will contain questions that will require a written answer that draws on the material taught throughout the course.

Questions will be based on material covered throughout the course. Students are required to answer four (4) questions from seven (7) questions provided. Marks allocated to this section are 10 marks per question, a total of 40 marks.

Minimum Performance Standard Requirement. To be eligible to pass the course, students must submit this assessment item, in addition to achieving a minimum of 50% in the sum of all marks for all assessment tasks.

Criteria & Marking:

Exemplars of past exam questions and marking criteria will be discussed during the trimester.

This assessment item:

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Convenor, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

5.4 Other Assessment Information

Griffith University Disclosure Statement

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

Supplementary Assessment is available in this course in accordance with Section 8 of the University Assessment Policy. To achieve a Pass grade for the course a pass mark for the supplementary assessment item must be achieved.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

As assessment items are designed to examine understanding and/or application of the course's learning objectives, non submission of a piece of assessment will result in a failure to demonstrate mastery of these learning objectives and may therefore incur a fail grade for the course.

Return of Assessment Items

Every attempt will be made to return marked assessment to students in lecture/seminars by the end of week 12. Ongoing assessment marks will be posted on the Learning@Griffith website.

Notification of Availability of Feedback on Assessment

Group feedback on assessment will be provided in lecture/seminars. Individual feedback will be provided on written assessment. Three weeks is required to grade and provide feedback on each assessment piece.

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

IBA Department of Business Strategy and Innovation

Assessment Guidelines

Students enrolling in this course are expected to have attained a Pass grade or better in any prerequisite course/s. Where prerequisite course requirements have been fulfilled through credit arrangements for prior study, students are expected to be able to demonstrate the skills and knowledge equivalent to those required for a Pass grade at Griffith University. Where students are unable to demonstrate skills and knowledge at this level they may experience difficulty with the course.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

Other Course Guidelines

All university and IBAS assessment-related policies and guidelines apply to this course. For more details, please see university assessment-related academic policies and guidelines, and IBAS department policies and guidelines in the course profile.

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Understand the major elements of a supply network and the extent to which they are inter-related in delivering improved value to an organisation.
- 2 Obtain an overview of inventory, distribution, procurement and manufacturing management strategies related to the movement of goods and services within commercial supply networks.
- 3 Recognise the importance of information flows to the effective and efficient operation of supply networks
- 4 Demonstrate the increasing importance of a sustainable approach to supply network management
- 5 Understand ways in which inter-personal and inter-organisational relationships can be managed effectively and efficiently in a supply network context.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Week 1 (Lecture)	•				
Week 2 (Lecture)	•	•			
Week 3 (Lecture)	•	•		•	•
Week 4 (Lecture)	•	•	•		
Week 5 (Lecture)	•	•	•		
Week 6 (Exam)	•	•	•		•
Week 7 (Lecture)	•	•	•		•
Mid-Trimester Break (Independent Study)					

LEARNING ACTIVITIES	LEARNING OUTCOMES				
	1	2	3	4	5
Week 8 (Lecture)		●	●		●
Week 9 (Lecture)	●			●	●
Week 10 (Lecture)	●			●	●
Week 11 (Lecture)	●	●	●		
Week 12 (Lecture)	●	●	●	●	●
Week 1 (Lecture)	●				
Week 2 (Lecture)	●	●			
Week 3 (Lecture)	●	●		●	●
Week 4 (Lecture)	●	●	●		
Week 5 (Lecture)	●	●	●		
Week 6 (Exam)	●	●	●		
Week 7 (Lecture)	●	●	●		●
Mid-Trimester Break (Independent Study)					
Week 8 (Lecture)		●	●		●
Week 9 (Lecture)	●			●	●
Week 10 (Lecture)	●			●	●
Week 11 (Lecture)	●	●	●		
Week 12 (Lecture)	●	●	●	●	●
ASSESSMENT TASKS					
Mid-Trimester Exam	●	●	●		
Individual Research Report	●	●	●	●	
End of Trimester Examination	●	●	●	●	●

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•	•	•
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments	•	•	•