

Course Code MIB2307

Degree Bachelor's Degree

Course Name Operations Management

Curriculum Revised in 2025

Credit 3(3-0-6)

Faculty/College College of Hospitality Industry Management (CHM)

Course Specification (TQF3/OBE3)

Section 1 General Information

1. Course Code and Name

Thai หลักการตลาด

English Operations Management

2. Number of Credits

3(3-0-6) credits

3. Course Category

Requirement Course

4. Course Coordinator and Instructor

Course Coordinator : Dr.Nalin Simasathiansophon

Instructor : Dr.Nalin Simasathiansophon

Contact Information : Dr.Nalin Simasathiansophon

email : nalin.si@ssru.ac.th

5. Semester and Academic Year

Semester 2 Academic Year 2025 Year of Study 1

6. Pre-requisite courses (if any)

None

7. Co-requisites (if any)

None

8. Class Location

College of Hospitality Industry Management, Room 3624

9. Date of Last Curriculum Revision

26th February 2025

10. Alignment between the course, the University's vision of "A leader in producing professionals", and the requirements for higher education standards at bachelor's level.

University's Vision "A leader in producing professionals"		Promoting self-learning skills in practice and improving career development (Lifelong learning)	Promote digital skills
A Leader in Producing Professionals	Sustainable Social Development (SDGs)		
Students understand fundamental operations management concepts and can apply them to analyze real-world business operations in international contexts, optimizing processes for efficiency, quality, and sustainability.	Quality Education (SDG 4), Decent Work and Economic Growth (SDG 8), Industry, Innovation and Infrastructure (SDG 9), and Responsible Consumption and Production (SDG 12)	- Autonomous learning through case study analysis, operations optimization projects, and continuous improvement of analytical skills - Fostering lifelong professional development essential for adapting to changing business operations and technological innovations in global supply chains	Students utilize digital platforms for getting data suitable for analyzing real-world business operations in international contexts

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Section 2 Course Description and Course Learning Outcomes: CLOs

1. Course Description

Thai

ลักษณะการดำเนินงาน การดำเนินงานเชิงกลยุทธ์ การจัดการอุปทาน นวัตกรรม ความยั่งยืน ทรัพยากรมนุษย์ การจัดการการดำเนินงาน กระบวนการเปลี่ยนแปลง การประเมินคุณภาพ และการจัดลำดับงานและตารางการผลิต

English

Operation characteristics; strategic operations; supply management; innovation; sustainability; human resource; operation management; transformation process; quality assessment; and sequencing and production schedules

2. Number of hours spent per semester

Lecture	Practice / Workshop Fieldwork / Internship	Self-Directed Learning
48 Hours/Semester 3 Hours/Week	- Hours/Semester - Hours/Week	96 Hours/Semester 6 Hours/Week

Course Type Lecture Practice

3. Individual Academic Counseling Hours

3.1 Academic Counseling: 3 hours/week

3.2 Application of digital technology in academic consultation: E-mail, Line App., and Direct message via Facebook.

4. Course Objectives

4.1 Students will identify and explain fundamental operations management concepts, characteristics, and frameworks relevant to international business operations.

4.2 Students will analyze transformation processes, assess quality management systems, and evaluate operational performance using quantitative and qualitative methods.

4.3 Students will apply operations management techniques including production scheduling, sequencing, capacity planning, and supply chain optimization to solve real-world business problems.

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4.4 Students will develop comprehensive operations strategies that balance efficiency, quality, cost, and sustainability considerations appropriate for international business contexts.

4.5 Students will demonstrate professional behavior, ethical decision-making, and effective collaboration in operations management scenarios.

5. Course Learning Outcomes (CLOs)

CLO 1: Explain operations management concepts, operations characteristics, strategic operations, and supply management principles (20%)

CLO 2: Analyze transformation processes, assess quality management systems, and evaluate operational performance metrics (30%)

CLO 3: Apply and develop integrated operations strategies including sequencing, production scheduling, capacity planning, and process optimization using digital tools for diverse business contexts (35%)

CLO 4: Demonstrate ethical decision-making in operations management, cultural sensitivity in international operations, and commitment to sustainability and social responsibility (15%)

6. Alignment between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

PLOs	Knowledge (K)	Skills (S)	Ethics (E)	Character (C)
PLO 1	✓			
PLO 2				
PLO 3		✓		
PLO 4		✓		
PLO 5				
PLO 6				
PLO 7			✓	✓

CLOs	Cognitive Domain (Knowledge)						Psychomotor Domain (Skills)	Affective Domain (Attitude)
	R	U	Ap	An	Ev	C		
CLO1		✓						
CLO2				✓				
CLO3			✓					

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CLOs	Cognitive Domain (Knowledge)						Psychomotor Domain (Skills)	Affective Domain (Attitude)
	R	U	Ap	An	Ev	C		
CLO4							2	3

Course Learning Outcomes (CLOs)

CLOs	Knowledge (K)	Skills (S)	Ethics (E)	Character (C)
CLO1	✓			
CLO2		✓		
CLO3		✓		
CLO4			✓	✓

7. Course improvement based on feedback from stakeholders (if this course is offered for the first time, no need to fill it out)

Feedback from stakeholders	Improvement based on feedback
-	-

Section 3 Student Improvement in Alignment with Course Learning Outcomes (CLOs)

1. Alignment between course learning outcomes (CLOs) and teaching methods, assessment and evaluation

CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (<u>must align with Section 2, number 6</u>)	Assessment and Evaluation Methods
CLO 1	K	<ul style="list-style-type: none"> - Flipped learning: pre-class reading on operations management fundamentals and operations characteristics - In-class: interactive lecture on operations concepts, strategic operations, and supply management - Group discussion on operations strategy and supply chain structures - Case study analysis of successful operations systems 	<ul style="list-style-type: none"> - Quiz - Assignment - Midterm Exam - Final Exam
CLO 2	S	<ul style="list-style-type: none"> - Flipped learning: pre-class reading on transformation processes and quality management - In-class: interactive lecture on process analysis and quality assessment techniques - Workshop: Process mapping and efficiency calculation exercises - Activity: Quality metrics analysis and root cause identification - Project: Operations performance evaluation 	<ul style="list-style-type: none"> - Activity: Production Scheduling Workshop - Assignment: Operations Strategy Project - Presentation - Final Exam
CLO 3	S	<ul style="list-style-type: none"> - Flipped learning: pre-class reading on scheduling and sequencing methods - In-class: interactive lecture on production planning, scheduling techniques, and capacity management 	<ul style="list-style-type: none"> - Activity: Production Scheduling Workshop - Assignment: Operations Strategy Project - Presentation

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CLOs	Identify the result	Teaching Strategies and Feedback (Active Learning) (must align with Section 2, number 6)	Assessment and Evaluation Methods
		<ul style="list-style-type: none"> - Workshop-based learning: Developing production schedules using different sequencing rules - Digital tool application: Using Excel and scheduling software for optimization - Activity: Capacity planning and optimization exercises - Project: Comprehensive operations strategy development 	<ul style="list-style-type: none"> - Final Exam
CLO 4	E, C	<ul style="list-style-type: none"> - Case-based learning: Ethical dilemmas in operations management (labor practices in global supply chains, environmental sustainability, quality vs. cost trade-offs) - In-class: Discussion on cultural differences in operations management across international contexts - Activity: Sustainability assessment in operations decisions - Reflective practice: Self-assessment of ethical considerations and cultural sensitivity in operations strategies - Group discussion: Social responsibility in supply chain management 	<ul style="list-style-type: none"> - Activity: Ethical Operations Case Analysis - Peer evaluation: Cultural sensitivity & ethics rubric - Case discussion: Sustainability in operations - Instructor observation: Professionalism and respect - Reflection paper: Personal ethics in OM decisions

2. Establishing Outcome Index and rubrics in assessment and evaluation must be in accordance with the Outcome Index.

CLO 1: Explain operations management concepts, operations characteristics, strategic operations, and supply management principles

Levels (according to Bloom's Taxonomy): Understand

Behavior to be evaluated (Action Verb): explain, describe, identify, summarize, classify

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<p>Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)</p>	<p>Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)</p>	<p>Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)</p>
<p>The student lacks proficiency in explaining basic operations management concepts and fails to identify operations characteristics, strategic operations frameworks, or supply management principles. Cannot distinguish between different types of operations systems.</p>	<p>The student demonstrates adequate understanding of operations management concepts, can explain operations characteristics and types (job shop, batch, assembly line, continuous), and can identify and describe strategic operations and basic supply management principles. Can classify operations systems appropriately.</p>	<p>The student possesses comprehensive understanding of operations management concepts and operations strategy, and demonstrates proficiency in analyzing complex operations characteristics, strategic frameworks, and supply management systems across diverse business contexts. The student can integrate concepts to explain trade-offs, evaluate strategic implications, and apply frameworks to international business scenarios.</p>

CLO 2: Analyze transformation processes, assess quality management systems, and evaluate operational performance metrics

Levels (according to Bloom's Taxonomy): Analyze, Psychomotor - Precision

Behavior to be evaluated (Action Verb): analyze, assess, evaluate, calculate, examine, measure, diagnose

<p>Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)</p>	<p>Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)</p>	<p>Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)</p>
<p>The student is unable to effectively map transformation processes, assess quality systems, or calculate operational performance metrics. Analysis</p>	<p>The student can adequately map transformation processes identifying inputs, transformation activities, and outputs. Can calculate basic operational</p>	<p>The student demonstrates sophisticated process analysis, accurately maps complex transformation processes with value-added analysis, correctly</p>

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<p>lacks depth, contains significant calculation errors (cycle time, capacity utilization, quality rates), and fails to identify process improvement opportunities or quality issues.</p>	<p>metrics (cycle time, throughput, capacity utilization, defect rates, DPMO, COPQ) with minor errors. Can assess quality management systems using standard criteria and identify obvious bottlenecks and quality problems. Analysis shows reasonable understanding of process efficiency and quality concepts.</p>	<p>calculates all operational metrics including advanced measures, and identifies bottlenecks, root causes, and improvement opportunities through systematic analysis. Provides insightful assessment of quality systems using multiple frameworks (TQM, Six Sigma, Lean). Analysis integrates multiple metrics, identifies interdependencies, and proposes data-driven improvement recommendations that consider trade-offs and strategic implications.</p>
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CLO 3: Apply and develop integrated operations strategies including sequencing, production scheduling, capacity planning, and process optimization using digital tools for diverse business contexts

Levels (according to Bloom's Taxonomy): Apply, Psychomotor - Precision

Behavior to be evaluated (Action Verb): apply, develop, solve, optimize, design, implement, integrate, use digital tools

<p>Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)</p>	<p>Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)</p>	<p>Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)</p>
<p>The student lacks the ability to apply operations management techniques or develop coherent operations strategies. Scheduling solutions contain major errors in sequencing rules (FCFS, SPT, EDD, CR), capacity analysis is</p>	<p>The student can apply standard operations management techniques including production scheduling using multiple sequencing rules, calculate capacity requirements and utilization, develop inventory</p>	<p>The student develops sophisticated and innovative operations strategies that are highly integrated across scheduling, capacity, quality, inventory, and process optimization. Demonstrates</p>

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<p>incomplete or incorrect, and operations strategies are poorly integrated or unrealistic. Cannot effectively use digital tools for analysis.</p>	<p>policies, and create operations strategies with appropriate consideration of efficiency, quality, and cost factors. Can use Excel or basic digital tools for calculations and analysis. Solutions are reasonably well-integrated and show basic understanding of operations trade-offs between competing objectives.</p>	<p>exceptional analytical and problem-solving skills in comparing multiple scheduling approaches with complete performance metrics, justifying recommendations with rigorous quantitative analysis, and adapting strategies to diverse business contexts. Effectively uses digital tools (Excel, specialized software) for complex analysis and optimization. Shows deep understanding of strategic trade-offs, considers sustainability and innovation, provides implementable solutions with risk mitigation plans, and demonstrates creativity in addressing constraints.</p>
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<p>CLO 4: Demonstrate ethical decision-making in operations management, cultural sensitivity in international operations, and commitment to sustainability and social responsibility</p> <p>Levels (according to Bloom's Taxonomy): Affective - Valuing & Organizing</p> <p>Behavior to be evaluated (Action Verb): demonstrate, evaluate ethically, respect, show sensitivity, consider sustainability, commit to social responsibility</p>		
<p>Below Expectation Expressed Results Below the expected criteria (Performance 0% - 49%)</p>	<p>Meet Expectation Expressed Results Meet the expected criteria. (Performance 50% - 79%)</p>	<p>Exceeds Expectation Expressed Results Higher than expected criteria (Performance 80% - 100%)</p>
<p>The student demonstrates limited awareness of ethical issues in operations management, shows</p>	<p>The student demonstrates adequate awareness of ethical considerations in operations</p>	<p>The student excels in ethical reasoning and demonstrates sophisticated understanding of</p>

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<p>little consideration for cultural differences in international operations contexts, and fails to incorporate sustainability or social responsibility into operations decisions. Makes recommendations that may harm workers, environment, or communities. Does not recognize ethical dilemmas in supply chain management, quality shortcuts, or labor practices. Shows minimal respect for diverse perspectives in group work.</p>	<p>management including labor practices, environmental impact, and quality standards. Shows basic cultural sensitivity in analyzing international operations contexts and recognizes that different cultures may have different approaches to quality, time, and work organization. Incorporates basic sustainability considerations into operations decisions (waste reduction, energy efficiency). Demonstrates respect for diverse perspectives in collaborative work and provides constructive feedback. Communication meets professional business standards.</p>	<p>complex ethical dilemmas in operations management. Consistently evaluates operations decisions through multiple ethical lenses including worker welfare, environmental sustainability, consumer safety, and community impact. Shows exceptional cultural sensitivity and actively adapts operations strategies to respect diverse cultural contexts while maintaining ethical standards. Demonstrates deep commitment to sustainable operations including circular economy principles, green supply chains, and social responsibility. Leads discussions on ethical trade-offs (e.g., cost vs. sustainability, efficiency vs. worker wellbeing) and proposes solutions that balance stakeholder interests. Acts as role model for ethical professional behavior and cultural respect in international business operations.</p>
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Section 4 Lesson Plan and Assessments

1. Lesson plan (teaching and learning for at least 15 weeks)

Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
1	Introduction to Operations Management	CLO1	L3	Course overview, interactive lecture on OM fundamentals, role of OM in business strategy, discussion of OM in the digital age and sustainability	Quiz 1 (10): Operations Concepts	NTP: Dr. Nalin
2	Operations Strategy and Competitive Priorities	CLO1	L3	Interactive lecture on operations strategy, competitive priorities (cost, quality, delivery, flexibility), case studies of successful operations strategies, group discussion	Activity 1: Operations Strategy Analysis	NTP: Dr. Nalin
3	Supply Chain Management and Ethical Sourcing	CLO1, 4	L3	Supply chain structures, supply network design, global supply chains, ethical sourcing and fair trade, case analysis and discussion on supply chain sustainability and labor practices	Assignment 1: Ethical Supply Chain Analysis	NTP: Dr. Nalin
4	Process Design and Selection	CLO1	L3	Process types (job shop, batch, assembly, continuous), process selection, process flow analysis, case study on process design in different cultural contexts	Activity 2: Process Type Selection	NTP: Dr. Nalin

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
5	Capacity Planning and Analysis	CLO2, 4	L3	Capacity concepts, capacity measurement, capacity strategies, bottleneck analysis, sustainable capacity planning, case study on capacity planning with environmental considerations	Assignment 2: Capacity Analysis Project	NTP: Dr. Nalin
6	Process Analysis and Improvement	CLO2, 4	L3	Process mapping, cycle time analysis, value-added vs. waste analysis, efficiency metrics, workshop on process improvement, discussion on balancing efficiency with worker wellbeing	Activity 3: Process Mapping Workshop	NTP: Dr. Nalin
7	Quality Management Systems	CLO2	L3	Quality concepts, TQM, Six Sigma, quality metrics (defect rates, DPMO, COPO), quality improvement tools, quality ethics (shortcuts vs. standards)	Quiz 2 (10): Quality Management	NTP: Dr. Nalin
8	Midterm Exam	CLO1, 2	L3	Midterm exam	M (20 items)	NTP: Dr. Nalin
9	Statistical Process Control and Quality Tools	CLO2, 4	L3	Control charts, process capability, root cause analysis, quality improvement methodologies, ethical implications of quality decisions, case discussion	Assignment 3: Quality Assessment with Ethics Analysis	NTP: Dr. Nalin

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
10	Inventory Management and Sustainability	CLO3, 4	L3	Inventory types, EOQ model, safety stock, ABC analysis, sustainable inventory practices, reducing waste, workshop on inventory optimization	Activity 4: Sustainable Inventory Optimization	NTP: Dr. Nalin
11	Production Planning and Scheduling	CLO3	L3	Aggregate planning, master production schedule, material requirements planning (MRP), workforce scheduling considering cultural factors, case analysis	Quiz 3 (10): Production Planning	NTP: Dr. Nalin
12	Job Sequencing and Scheduling Rules	CLO3, 4	L3	Sequencing rules (FCFS, SPT, EDD, CR), performance metrics (flow time, lateness), balancing efficiency with customer service, scheduling workshop with GlobalTech case	Assignment 4: Production Scheduling Analysis	NTP: Dr. Nalin
13	Lean Operations and Respect for People	CLO3, 4	L3	Lean principles, waste elimination, JIT philosophy, kanban systems, respect for people in lean systems, case discussion on lean implementation in different cultures	Activity 5: Lean Analysis with Cultural Considerations	NTP: Dr. Nalin
14	Sustainable Operations and Green Supply Chains	CLO3, 4	L3	Sustainable operations, circular economy, green supply chains, carbon footprint reduction, social responsibility in operations,	Activity 6: Sustainability Strategy Development	NTP: Dr. Nalin

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Week	Topic	CLOs	Hours	Teaching and Learning Activities and Materials.	Test Flowchart	Instructor
				case discussion on sustainable operations strategies		
15	Integrated Operations Strategy: Ethics and Excellence	CLO2, 3, 4	L3	Comprehensive operations strategy framework integrating efficiency, quality, sustainability, and ethics, team project work on GlobalTech operations improvement, peer feedback and discussion	Activity 7: Operations Strategy Presentation	NTP: Dr. Nalin
16	Review and Final Exam Preparation	CLO1, 2, 3	L3	Comprehensive review session, Q&A, exam preparation	Final review	NTP: Dr. Nalin
17	Final Exam	CLO1, 2, 3	L3	Written final exam	F (40 items)	NTP: Dr. Nalin

2. Assessment Plan (specify the week of assessment)

Measurement and Evaluation	Ratio	CLO 1	CLO 2	CLO 3	CLO 4
Quiz (Q)	15%	Week 1, 7	Week 7	Week 11	-
Assignment (A)	25%	Week 3	Week 5, 9	Week 12	Week 3, 9
Activities Participation (P)	10%	Week 2, 4	Week 6	Week 10, 13, 14	Week 3, 5, 6, 9, 10, 12-15
Midterm Exam (M)	20%	Week 8	Week 8	-	-
Final Exam (F)	30%	Week 17	Week 17	Week 17	-

3. Test Blueprint (specifies the topic and number of exams/assessments/assignments)

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Topic	Ratio	CLO 1	CLO 2	CLO 3	CLO 4
Quiz (Q)	15%	2 quizzes (20 items)	1 quiz (10 items)	1 quiz (10 items)	-
Assignment (A)	25%	1 tasks	2 task	1 task	Ethics component in Assignments 1, 3
Activities Participation (P)	10%	2 tasks	1 task	3 tasks	Ethics discussions and peer feedback
Midterm Exam (M)	20%	10 items	10 items		-
Final Exam (F)	30%	6 items	12 items	22 items	-

4. Academic Evaluation Criteria

percent	Grade Level	meaning
86 – 100	A	First-Rate
82 – 85	A-	Excellence
78 – 81	B+	Very Good
74 – 77	B	Good
70 – 73	B-	Fairly good
66 – 69	C+	Satisfactory / Above Average
62 – 65	C	Satisfactory / Average
58 – 61	C-	Below Average / Fair
54 – 57	D+	Poor / Marginal Pass
50 – 53	D	Poor / Weak
46 – 49	D-	Very Poor / Barely Passing
0 – 45	F	Fail / Failing

5. Criteria for Assessing the Achievement of Course Learning Outcomes

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Level of Achievement	Achievement Criteria	Explanation
Achieve Level 3	At least 80% of students must achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to exceed expectations, such as exceeding benchmarks and demonstrating the ability to apply knowledge in complex situations.
Achieve Level 2	60-79% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	Most learners are able to achieve the minimum goals, with the results reflecting a good understanding and application of knowledge at a basic level.
Achieve Level 1	Less than 60% of students achieve performance levels between “Level 2: Meets Expectations” and “Level 3: Exceeds Expectations”	It shows that the learning outcomes are still below the expected criteria. Most learners may not yet be able to achieve the expected level of achievement and need to improve or develop their learning.

Section 5 Learning Resources and Support Facilities

1. Learning Materials and Learning Aids

1.1 Teaching Materials

Heizer, J., Render, B., & Munson, C. (2024). *Operations management: Sustainability and supply chain management* (14th ed.). Pearson Education.

Stevenson, W. J. (2021). *Operations management* (14th ed.). McGraw-Hill Education.

Krajewski, L. J., Malhotra, M. K., & Ritzman, L. P. (2022). *Operations management: Processes and supply chains* (13th ed.). Pearson Education.

Slack, N., Brandon-Jones, A., & Burgess, N. (2022). *Operations management* (10th ed.). Pearson Education.

1.2 Books, textbooks or learning resources from the Office of Academic Resources

Cachon, G., & Terwiesch, C. (2022). *Operations management* (2nd ed.). McGraw-Hill Education.

Jacobs, F. R., & Chase, R. B. (2022). *Operations and supply chain management* (16th ed.). McGraw-Hill Education.

Reid, R. D., & Sanders, N. R. (2020). *Operations management: An integrated approach* (7th ed.). Wiley.

Chopra, S., & Meindl, P. (2022). *Supply chain management: Strategy, planning, and operation* (7th ed.). Pearson Education.

1.3 Laboratory

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1.4 Website, Software, or Devices

Operations Management Tools:

- Microsoft Excel (<https://www.microsoft.com/excel>) - for calculations and analysis
- Lucidchart (<https://www.lucidchart.com>) - for process mapping
- Google Sheets (<https://sheets.google.com>) - for collaborative analysis

Quality Management Tools:

- Minitab (<https://www.minitab.com>) - statistical analysis (if available)

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- Quality control templates in Excel

Supply Chain & Operations Resources:

- APICS (<https://www.apics.org>) - Supply Chain & Operations Management
- Institute for Supply Management (<https://www.ismworld.org>)
- Council of Supply Chain Management Professionals (<https://cscmp.org>)
- Ethical Trading Initiative (<https://www.ethicaltrade.org>)

Sustainability Resources:

- Ellen MacArthur Foundation (<https://www.ellenmacarthurfoundation.org>) - Circular Economy
- UN Global Compact (<https://www.unglobalcompact.org>) - Sustainable Business
- Green Supply Chain Resources (<https://www.greenbiz.com>)

Business Analysis Tools:

- Microsoft Excel for operations analysis
- PowerPoint/Google Slides for presentations
- Tableau Public (<https://public.tableau.com>) - data visualization

Collaboration Tools:

- Microsoft Teams (<https://www.microsoft.com/teams>)
- Google Workspace (<https://workspace.google.com>)
- Padlet (<https://padlet.com>)

1.5 Practical Training and Internship Location

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2. Learning Platform

Digital Learning Platform

3. Learning materials from external sources

Websites:

- American Society for Quality (ASQ) (<https://asq.org>)
- Lean Enterprise Institute (<https://www.lean.org>)
- Institute for Operations Research and Management Sciences (INFORMS) (<https://www.informs.org>)

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- Operations Management Review (<https://www.poms.org>)
- Supply Chain Dive (<https://www.supplychaindive.com>)
- Fair Labor Association (<https://www.fairlabor.org>)
- Sustainable Brands (<https://sustainablebrands.com>)

YouTube Channels:

- The Lean Way
- Gemba Academy
- MIT OpenCourseWare - Operations Management
- Supply Chain 247
- Ellen MacArthur Foundation - Circular Economy

Business Publications:

- Harvard Business Review - Operations
- MIT Sloan Management Review - Operations & Sustainability
- Journal of Operations Management
- Production and Operations Management
- Journal of Cleaner Production

Ethics & Sustainability Cases:

- Ethics Unwrapped (University of Texas) - Business Ethics Cases
- Business Ethics Case Database
- GreenBiz Case Studies

4. Research for learning in the course (if any)

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Section 6 Course Evaluation and Improvement

1. Course Evaluation by Students

- Course Assessment Form
- Assessment Form for Teacher Assessment (reg Website)
- Discussion and Exchange of opinions between lecturers and students

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Reflection on student behavior

Receiving feedback from students through communication channels designated by the professor.

Others (specified) ...

2. Strategies for Evaluating Teaching and Learning Management

Student Exam Results

Verification / Validation of Academic Learning Outcomes and Student Learning Achievement

Assessment by the examination committee

Observation by the instructor team

Observation by Stakeholders (Identified) ...

Others (specified) ...

3. Course Implementation Improvement Plan

Organizing seminars or conferences on teaching and learning with stakeholders

Research on learning management both inside and outside the classroom

Others (specified) ...

4. Verification of student learning outcomes in accordance with PLOs and CLOs

Establishment of a committee to review the results of the evaluation of learning outcomes. For example, exam checking, assignment review, grading and evaluation

Review of Grading and Evaluation by Academic Committees of

Faculties/Departments

Checking the scoring results by random inspection from lecturers/experts who did not responsible for the curriculum

Others (specified) ...

5. Course Review and Improvement Plan

Annual Course Revision Based on the Auditor's Suggestion in number 4

Annual course revision based on student assessments and comments

Others (specified) ...

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Curriculum Revised in 2025

Faculty/College College of Hospitality Industry Management (CHM)



(Dr.Nalin Simasathiansophon)

Course Coordinator

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