	Universitas Negeri Surabaya Faculty of Engineering, Bachelor of Information Systems Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Supply Chain Management	5720102025		T=2	P=0	ECTS=3.18	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	I Kadek Dwi Nuryana, S.T., M.Kom.

Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-27	Have expertise in network installation and administration;
	PLO-30	Able to apply the basic principles of algorithms and computer science theory in modeling and designing computer-based systems in such a way as to demonstrate an understanding of the advantages and disadvantages of existing designs.
	Program Objectives (PO)	
	PO - 1	Students can understand and design strategies in managing supply chains in business processes
	PO - 2	Students can understand and explain supply chain management process activities
	PO - 3	Students can understand and manage the process of developing industrial products
	PO - 4	Students can understand effective supply chain management in business processes
	PLO-PO Matrix	

P.O	PLO-27	PLO-30
PO-1		
PO-2		
PO-3		
PO-4		

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course describes several things, namely: strategies for managing supply chains, issues and opportunities in managing supply chains, steps for selecting suppliers, calculating supply chain performance, and supply chain management models. Discusses supply chain management activities including sourcing raw materials and parts, manufacturing and assembly, warehousing and inventory tracking, order recording and order management, distribution across channels, delivery to customers, and the information systems required to monitor all of these.	
References	**Main :**	

1. Pujawan, I Nyoman. 2005. Supply Chain Management 1st edition . Guna Widya
2. Chopra, S., and Meindl, P. 2013. Supply chain management: Strategy, planning, and operations5th Edition. Edinburgh Gate, Harlow, Essex- Pearson Education Limited.
3. Cohen, Shoshanah. Dan Roussel, Joseph. 2005. STRATEGIC SUPPLY CHAIN MANAGEMENT &ldquoThe Five Disciplines for Top Performance&rdquo. United States of America - McGraw-Hill.
4. Haizer, Jay., Reder, Barry., dan Munson, Shuck.2014. Operation MANAGEMENT &ldquoSustainability and Supply Chain Management&rdquo. Edinburgh Gate, Harlow, Essex- Pearson Education Limited.
5. Handfield, R., and Nichols, Jr., E. L. 2002. Supply chain redesign: Transforming supply chains into integrated value systems. New Jersey: Financial Times - Prentice Hall.

Supporters:	
Supporting lecturer	Aries Dwi Indriyanti, S.Kom., M.Kom. Ghea Sekar Palupi, S.Kom., M.I.M.

Week-	**Final abilities of each learning stage (Sub-PO)**	**Evaluation**		**Help Learning, Learning methods, Student Assignments, [Estimated time]**		**Learning materials [References]**	**Assessment Weight (%)**
		Indicator	**Criteria & Form**	**Offline (*offline*)**	**Online (*online*)**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**
1	Students are able to explain supply chain management	1. Describe the general description of supply chain management. Explain the scope of supply chain management. 2. SCM Coverage Area	**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 1 exercise	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 1 exercise	**Material:** Supply Chain Management Concepts **References:** *Handfield, R., and Nichols, Jr., EL 2002. Supply chain redesign: Transforming supply chains into integrated value systems. New Jersey: Financial Times - Prentice Hall.*	4%
2	Students are able to explain Supply Chain Strategy	1. definition and objectives of SC 2. SC strategy 3. Match between SC strategy and tactical policy 4. Decoupling Point in SC	**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** Supply Chain Strategy **References:** *Handfield, R., and Nichols, Jr., EL 2002. Supply chain redesign: Transforming supply chains into integrated value systems. New Jersey: Financial Times - Prentice Hall.*	4%
3	Students are able to explain new products from an SCM perspective	1. Supplier involvement in new product design 2. Financial impact of delays in launching new products 3. Design for SCM	**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** New products from the SCM perspective **References:** *Cohen, Shoshanah. Dan Roussel, Joseph. 2005. STRATEGIC SUPPLY CHAIN MANAGEMENT &ldquoThe Five Disciplines for Top Performance&rdquo. United States of America - McGraw-Hill.*	4%
4	Students are able to explain SC network design	1. Tradeoffs in designing SC networks 2. Models for designing SC networks	**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** SC network design **References:** *Cohen, Shoshanah. Dan Roussel, Joseph. 2005. STRATEGIC SUPPLY CHAIN MANAGEMENT &ldquoThe Five Disciplines for Top Performance&rdquo. United States of America - McGraw-Hill.*	4%

5	Students are able to explain demand management and production planning	1. Instruments for managing demand 2. management of demand and SC costs 3. effects of promotions on aggregate plans	**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 1 exercise	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 1 exercise	**Material:** Demand management and production planning **References:** *Chopra, S., and Meindl, P. 2013. Supply chain management: Strategy, planning, and operations 5th Edition. Edinburgh Gate, Harlow, Essex- Pearson Education Limited.*	5%
6	Students are able to explain inventory management at SC	1. Inventory measurement tools 2. Inventory classification 3. Inventory models for stable demand 4. Inventory models for seasonal demand 5. Reduce inventory errors by detecting early responses 6. Vendor Managed Inventory 7. Barriers to inventory management	**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** Inventory management at SC **Reference:** *Haizer, Jay., Reder, Barry., and Munson, Shuck.2014. Operation MANAGEMENT &ldquoSustainability and Supply Chain Management&rdquo. Edinburgh Gate, Harlow, Essex- Pearson Education Limited.*	4%
7	Students are able to explain inventory management at SC	1. Inventory measurement tools 2. Inventory classification 3. Inventory models for stable demand 4. Inventory models for seasonal demand 5. Reduce inventory errors by detecting early responses 6. Vendor Managed Inventory 7. Barriers to inventory management	**Criteria:** Class Participation Value Attendance Value Assignment Value	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** Inventory management at SC **Reference:** *Haizer, Jay., Reder, Barry., and Munson, Shuck.2014. Operation MANAGEMENT &ldquoSustainability and Supply Chain Management&rdquo. Edinburgh Gate, Harlow, Essex- Pearson Education Limited.*	4%
8	Students are able to explain procurement management	1. procurement department and competitive advantage 2. procurement department tasks 3. purchasing process 4. supplier selection criteria 5. supplier selection techniques 6. assessing supplier performance 7. portfolio of relationships with suppliers 8. supplier involvement in new product development 9. e-procurement	**Criteria:** Class Participation Value Attendance Value Assignment Value	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** Procurement management **References:** *Chopra, S., and Meindl, P. 2013. Supply chain management: Strategy, planning, and operations 5th Edition. Edinburgh Gate, Harlow, Essex- Pearson Education Limited.*	4%

9	Students are able to explain procurement management	1. procurement department and competitive advantage 2. procurement department tasks 3. purchasing process 4. supplier selection criteria 5. supplier selection techniques 6. assessing supplier performance 7. portfolio of relationships with suppliers 8. supplier involvement in new product development 9. e-procurement	**Criteria:** Class Participation Value Attendance Value Assignment Value	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	UTS 2 X 50	**Material:** UTS **Library:**	20%
10	Students are able to explain transportation and distribution management	1. basic distribution and transportation management 2. determining delivery routes and schedules 3. innovative methods in distribution management 4. delivery monitoring	**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** Transportation and distribution management **References:** *Handfield, R., and Nichols, Jr., EL 2002. Supply chain redesign: Transforming supply chains into integrated value systems. New Jersey: Financial Times - Prentice Hall.*	4%
11	Students are able to explain distortion and the bullwhip effect	1. causes of the bullwhip effect 2. how to reduce the bullwhip effect 3. measuring the bullwhip effect 4. Beer game	**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** distortion and bullwhip effect **Reader:** *Pujawan, I Nyoman. 2005. Supply Chain Management 1st edition. Guna Widya*	4%
12	Students are able to explain distortion and the bullwhip effect	1. causes of the bullwhip effect 2. how to reduce the bullwhip effect 3. measuring the bullwhip effect 4. Beer game	**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** distortion and bullwhip effect **Reader:** *Pujawan, I Nyoman. 2005. Supply Chain Management 1st edition. Guna Widya*	4%
13	Students are able to explain lean processes and approaches	1. lean approach 2. implementation of lean thinking 3. big picture mapping 4. detailed mapping 5. process activity mapping	**Criteria:** Class Participation Value Attendance Value Assignment Value	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** Lean **Bibliography:** *Cohen, Shoshanah. Dan Roussel, Joseph. 2005. STRATEGIC SUPPLY CHAIN MANAGEMENT &ldquoThe Five Disciplines for Top Performance&rdquo. United States of America - McGraw-Hill.*	4%
14	Students are able to explain lean processes and approaches	1. lean approach 2. implementation of lean thinking 3. big picture mapping 4. detailed mapping 5. process activity mapping	**Criteria:** Class Participation Value Attendance Value Assignment Value	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	Approach: Scientific Model: Cooperative Method: Discussion, Presentation and 2 X 50 exercises	**Material:** Lean **Reference:** *Handfield, R., and Nichols, Jr., EL 2002. Supply chain redesign: Transforming supply chains into integrated value systems. New Jersey: Financial Times - Prentice Hall.*	4%

15	Students are able to explain SC performance measurements		**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	SC 2 X 50 performance measurement	SC 2 X 50 performance measurement	**Material:** SC performance measurement **Reader:** *Pujawan, I Nyoman. 2005. Supply Chain Management 1st edition. Guna Widya*	2%
16	Students are able to explain SC performance measurements		**Criteria:** Class Participation Value Attendance Value Assignment Value **Form of Assessment** : Participatory Activities	SC 2 X 50 performance measurement	UAS 2 X 50	**Material:** UAS **Literature:**	25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	64%
		64%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.