MODULE DESCRIPTOR

TITLE	European Foundation Quality Management Assessor
SI MODULE CODE	44-7792-00S
CREDITS	15
LEVEL	7
JACS CODE	N220
SUBJECT GROUP	Business Operations and Systems
DEPARTMENT	Finance, Accounting and Business Systems
MODULE LEADER	Dr Malihe Shahidan

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	**Placement (if applicable)**	**Independent Guided Study**	**Total Number of Study Hours**
30	N/A	120	150

MODULE AIM
- Enable students to develop awareness and critical understanding of the EFQM Excellence Model
- To develop understanding and evaluation skills of the application of the Results, Approaches, Deployment and Assessment and Review (RADAR) system
- To review and practically test how this approach can be introduced and applied to organisations
- To learn about different methods of self-assessment, how they can be applied and how each can support the evaluation of an organisation's strengths and areas for further development
- To critically review and analyse the advantages and limitations of this approach for organisations.

MODULE LEARNING OUTCOMES
By engaging successfully with this module a student will be able to

- Recognise, understand and critically evaluate the nature of organisational excellence and EFQM model
- Critically evaluate EFQM assessment approach with other approaches such as *Deming*, *Baldridge* and other organisational improvement approaches such as lean thinking and Six Sigma.
- Critically reflect on how the process of self-assessment can act as a catalyst for driving business improvement as a continuous process
- Apply and appraise the RADAR approach to critically evaluating strengths and opportunities for improvement.

INDICATIVE CONTENT
The learning and teaching strategy covers the following topics:

- The fundamental concepts of Excellence; underlying principles which are the essential foundation to achieving sustainable excellence,
- Overview and introduction to the Excellence Model; an introduction to the Excellence Model and an explanation of the model and assessment framework outlined,
- RADAR logic and applicability,

- Reviewing and critically evaluating EFQM Management and applying Excellence Model Enablers, Results, criterion,
- Assessing the organisation and apply score model and its connections and management documents,
- Critically evaluate different approaches.

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS
Students will be supported in their learning, to achieve the above outcomes, in the following ways

Lectures

There are weekly one-hour lectures and it will be used to introduce the indicative contents. The resources will be introduced and varieties of text books, journal articles and video will be used.

Seminars

There are a series of an hour and half seminars for the module. Seminars will be used to reinforce and implement the material covered in the lectures. This will provide students with the opportunity to demonstrate and develop their understanding by critically evaluating some of the theories and concepts with their peers and seminar tutor. This will be supported by real case studies and videos.

Virtual Learning Environment (VLE) - Blackboard

The module has 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 and will use discussion board to achieve that. Students will receive:

- A module guide handbook
- Links to lecture PowerPoint slides
- Details regarding assessments
- Additional topical and contemporary information with direct links to external websites and real case studies.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Individual Report	CW	100%	4000 words	N

FEEDBACK
Students will receive feedback on their performance in the following ways

Formative feedback

- Formative feedback is to be provided to students through oral feedback relating to a written response to seminar questions and a comprehensive set of indicative answers.

- Formative feedback is to be provided by module tutors and peers. The seminar discussions which enable students to receive informal oral feedback from the tutor and other members of the seminar group.

Summative Feedback

- Summative feedback is to be provided following the submission of the assessment tasks. Specific, individual feedback on prepared assessment feedback sheets, along with comments from the tutor, will be presented to the students. The students will also have an opportunity to meet with the tutor(s), after the return of their reports, for feedback and addition guidance.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

The module leader will liaise with the university learning centre to ensure a wide variety of the latest books and articles are available to students studying this module. Students will also be able to utilise online journals and databases via the learning centre website. Electronic copies of all teaching materials will be placed on Blackboard along with sample assessments, formative work, web links and additional resources. A discussion board will be available so that students are able to communicate with fellow students and tutors.

Key texts:

Oakland J (2003), *Total Quality Management - Text with Cases,* Routledge. ISBN 978-0-7506-5740-2 [New edition due in 2013]

Liker.J, Franz.J (2011), Toyota way to continuous improvement, Linking strategy and operational excellence to achieve superior performance, The McGraw Hill companies.

Evans JR (2010), Quality Management, Organization and Strategy (6th Edition), South-Western, Engage Learning ISBN 978-0538-46937-1 [New edition due in 2013]

Dale B G; van der Wiele T; van Iwaarden J (2007) *Managing Quality*. 5th Edition, Blackwell Publishing, Oxford. ISBN 978-1-4051-2793

Watson.P, Howarth.T; Construction quality management: principles and practice, Published London, Spon, 2011

European Foundation for Quality Management (2012) The EFQM Excellence Model. EFQM, Brussels.

European Foundation for Quality Management (EFQM) and the British Quality Foundation (BQF) web sites as below:

www.efqm.org   www.quality-foundation.co.uk

SECTION 2   MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	01/2014

MODULE DELIVERY PATTERN - *Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

	Module Begins	Module Ends
Course Intake 1	27/01/2014	09/05/2014
Course Intake 2	27/01/2014	
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 1

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**	