

## MODULE DESCRIPTOR

<b>TITLE</b>	Fundamentals of Quality
<b>SI MODULE CODE</b>	44-7794-00S
<b>CREDITS</b>	15
<b>LEVEL</b>	7
<b>JACS CODE</b>	N220 Institutional Management
<b>SUBJECT GROUP</b>	Business Operations and Systems
<b>DEPARTMENT</b>	Finance, Accounting and Business Systems
<b>MODULE LEADER</b>	Dr Jonathan Gorst

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

### **MODULE AIM**

The aims of the module are to:

- Provide the students with a background and critical understanding of what is meant by the term 'Quality' in an organisational setting
- Enable students to understand the different aspects of quality from customer satisfaction through to its place and implications within the supply chain
- provide an understanding of the structure of quality systems and similarities of approach taken by various excellence and quality models
- Provide an opportunity to critically reflect on the role of quality systems in improving the key business results of any organisation.

### **MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to:

- Critically analyse quality and its importance for customers, employees and business success
- Critically review aspects of quality systems and their relevance to specific situations or organisations
- Understand, appreciate and critically evaluate the role of quality systems and excellence models in improving quality for customers
- Critically analyse and evaluate the importance of senior management in the performance of any quality or excellence system

### **INDICATIVE CONTENT**

The module will cover a wide range of topics in the area of quality and quality management. An indicative list of topics can be seen below:

- What is quality? / Where did it come from? / The quality gurus
- Customer Satisfaction - concept and measurement
- Quality Management Tools / methodologies
- Supply Chain Management and Partnerships
- Teamwork and People Management / Employee Satisfaction
- Performance measurement

## **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 for this module. Lectures will be used to introduce the major concepts, principles and theories relevant to each topic, and to identify and explain key terms and techniques. Visual aids, such as PowerPoint and videos, will be used as appropriate in lecture sessions.

### **Seminars**

There will be a series of weekly, two-hour seminars for the module. Seminars will be used to reinforce and expand upon the material covered in the lectures and provide students with the opportunity to demonstrate and develop their understanding by critically evaluating some of the theories and concepts with their peers and seminar tutor.

Students will be required to carry out reading around the subject in advance of each lecture / seminar. This will enable them to take part more fully in any discussions. A starting point for their reading will be provided through the Blackboard site each week, but they will also be encouraged to use the Library to search for further sources.

### **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 (via the 'Announcements' page). In addition, the blackboard site includes:

- An electronic (PDF) version of the module handbook
- Links to lecture PowerPoint slides
- Details regarding assessments
- Additional topical and contemporary information with direct links to external websites.

## **ASSESSMENT TASK INFORMATION**

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Individual Report	CW	50%	2,500 words	N
2	Individual Report	CW	50%	2,500 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 and informal student presentations will 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 the individual reports, for feedback and 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]

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

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

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

## 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	09/2013

**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	30/09/2013	24/01/2014
Course Intake 2	27/01/2014	
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
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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?	
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#### 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
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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. 2
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#### 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.	