Module Descriptor

Title	Service Quality		
Session	2026/27	**Status**	Published
Code	QUAL11008	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	E Viza		

Summary of Module

This module will equip the students with an overview of service quality including definitions, measuring service quality, managing capacity and demand, service design, customer satisfaction and complaints and continuous improvement.

The module covers

- **Components of service, service functions and service organisations including examples from accounting, personnel management, health care, leisure, tourism, hospitality, legal service etc.**
- **Definitions of product and service quality, including consideration of the relationship therein. Identification of the dimensions of quality in a variety of contexts.**
- **The role of the customer, their needs, expectations and satisfaction within the service function. The role of staff including performance and team working.**
- **Applying conceptual models of service quality in a variety of contexts. The nature of quality gaps and how to reduce them to achieve fitness for purpose.**
- **Measurement techniques, qualitative and quantitative, within the service sector. Tools for quality improvement.**
- **Improvement of service quality through the application of techniques such as the PDCA cycle, Poka-Yoke and Kaizen**
- **The relationship between service quality, customer satisfaction and customer loyalty.**

The module aims to equip postgraduate students with a number of UWS attributes such as Universal, Work Ready and Successful on Academic, Personal and Professional Level. Learning about Service Quality terms such as Dimensions and Gaps, enables critical thinking. Service Quality is influenced by individual needs and settings and this will promote making students aware of culture and emotionally intelligent. This knowledge will improve their communication skills. Applying approaches of certain quality terms encourages to use innovation and being creative by selecting successful solutions

The module is aligned with the updated curriculum framework of UWS:

1. Student centred: the material and case studies are based on different sectors to reflect the experience of the students from different degrees and contextualise their learning. Tutorial time and discussion forums (VLE, MS Teams) allow multi way communication between students themselves as well as student and lectures.

2. Flexible and Hybrid: Teaching material is available on the online learning platform including, slides, recording, practical exercises and additional learning to complement each week's topic. Online lectures are available, and the recorded ones allow for students to watch or Re-watch what they may have missed. The module is designed for full time, part time and Distance learning student.

3. Simple and Coherent: The learning content, which is communicated from the start is set in a linear way to ensure learning is progressing smoothly with designed check in milestones to assess progress (e.g. Online quizzes

4. Authentic: Discussions and Assessment are based on students experience centred around the learning material

5. Inclusive: All material is available in written, audio format with subtitles and transcripts where feasible

6. Sustainable: Material is updated annually and reflects what is happening in the sector and taking into consideration the student's feedback from formal and informal channels

Module Delivery Method	**On-Campus[1]** ☒	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	To critically analyse the nature of service quality
L2	To develop skills in managing service quality for improvement
L3	To crtically evaluate the importance and implementation of service quaity in various contexts
L4	N/A
L5	N/A

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Gain a critical understanding of the development and principles of service quality Gain a detailed understanding of the nature of services
Practice: Applied Knowledge and Understanding	**SCQF 11** Identify informed approaches to service quality in a wide range of service organisations. Synthesise information and gain a coherent understanding of theories and practices in service quality
Generic Cognitive skills	**SCQF 11** Develop and demonstrate an ability to communicate effectively in a variety of professional settings. Demonstrate an understanding of an issue and develop a creative and sensible solutions to quality problems within service environments
Communication, ICT and Numeracy Skills	**SCQF 11** Gain a full understanding of the process of preparing oral and written reports, using IT
Autonomy, Accountability and Working with Others	**SCQF 11** Work as part of a team to analyse information, formulate a solution and present it back to the group. Work independently to create a solution to a service quality problem.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Lectures (on-line and classroom based) will introduce and exemplify key theoretical and critical concepts that can be applied to a wide range of areas in the field of service quality. The approach is learner-centred with students actively engaged in a range of tasks to promote engagement with and analyses of different concepts within the service quality area. Tutorials and workshops will also be given both on-line and in class to further develop students' practical skill set. The Learning & Teaching Strategy for this module is based on the general strategy for the MSc Quality Management. Classes are delivered on a weekly basis. Lectures will introduce and exemplify key theoretical and critical concepts. Tutorial sessions will be given to further develop students' understanding. Live in-company or simulated audited scenarios will be used to enhance learning. Students will be given sufficient time and support to work on assignments.

For On-line learning students, full use will be made of the VLE. That is, all teaching material will be made available on-line and students will be guided through the material. Email and video-conferencing will be used extensively to support students. Tutorials will be on-line and synchronous.

Group work, if applicable, will be organised and supported through facilities on the VLE such.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
n/a	0
n/a	0
n/a	0
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Essential:

Maleyeff, John (2022) Quality service management : a guide to improving business processes. 1st edn. London:Routledge.

Zeithaml, V.A. (2018) Services marketing : integrating customer focus across the firm. New York : McGraw-Hill Education.

Zeithaml, V. A., Parasuraman A and Berry, L. L. (2009) Delivering Quality Service : Balancing Customer Perceptions and Expectations. New York: The Free Press.

Grönroos C (2007) Service Management & Marketing: Customer Management in Service Competition. 3rd edn. Oxford: Wiley.

Recommended:

Zeithaml, V A & Bitner M (2008) Services Marketing: Integrating Customer Focus across the Firm. 5th edn. Boston: McGraw-Hill.

Materials on Virtual Learning Platform

Publications and resources on the CQI page

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-

campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. Students are expected to scan their attendance via the scanners each time they are on-campus and they will login to the VLE several times per week. Where students are unable to attend a timetabled learning session due to illness or other circumstance, they are expected to notify the Programme Leader that they cannot attend. Across the School an 80% attendance threshold is set. If students fall below this, they will be referred to the Student Success Team to see how we can best support their studies.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice in accordance with the University's policies and regulations
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Civil Engineering and Quality Management
Moderator	A Mehmood
External Examiner	A Garad
Accreditation Details	Chartered Quality Institute (CQI)
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2.19

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assessment
Assessment 2

Open book class test
Assessment 3
N/A
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Assessment	☒	☒	☒	☐	☐	60	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Open book class test	☒	☒	☒	☐	☐	40	2

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	2 hours

Change Control

What	**When**	**Who**
Change Assignment 1 and removed “individual”	13/3/2026	E Viza
Updated Moderator name	13/03/2026	E Viza