

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Managing Quality			
Code: QUAL11020	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing, Engineering and Physical Science		
Module Co-ordinator:	Dr Evi Viza		
Summary of Module			
<p>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.</p> <p>The module covers</p> <ul style="list-style-type: none"> • 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. <p>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.</p>			

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 (AULA, MS Teams) allow for a 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

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:</p>		
L1	To critically analyse the nature of service quality	
L2	To develop critical skills in managing service quality for improvement	
L3	To critically evaluate the importance and implementation of service quality in various contexts.	
<p>Employability Skills and Personal Development Planning (PDP) Skills</p>		
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	<p>SCQF Level 11 Gain a critical understanding of the development and principles of service quality Gain a detailed understanding of the nature of services.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 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</p>	
Generic Cognitive skills	<p>SCQF Level 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.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11 Gain a full understanding of the process of preparing oral and written reports, using IT</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 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.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>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.</p> <p>Lectures (on-line and classroom) 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.</p> <p>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.</p> <p>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.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
	Hours Total 200
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	

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

Essential:

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

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

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

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

Recommended

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

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.

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](#).

(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
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Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Civil Engineering and Quality Management
Moderator	Dr Michele Cano
External Examiner	Alaa Garad
Accreditation Details	CQI
Changes/Version Number	2.17 Updated module summary Updated Reading resources Updated Campuses for Delivery Updated Learning and Teaching Summary Updated delivery terms

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 -Individual Written assignment
Assessment 2 – Open book class test
(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.)

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Individual Assessment (Review/Article/Critique/Paper)	x	x	x	60	0

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Open book class test (written)	x	x	x	40	2

Combined Total for All Components	100%	2hours
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Change Control:

What	When	Who
Updated Module Summary	15/04/2023	E Viza
Updated Reading List	15/04/2023	E Viza
Guidance Note 24-25 provided	15/04/2023	E Viza
Update Campus and delivery	15/04/2023	E Viza
Updated Learning and teaching text.	15/04/2023	E Viza