

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 a full understanding of the origins and purposes of quality management and will link with other modules in the programme. It is the foundation module for Quality and covers the Chartered Quality Institution Body of Knowledge.</p> <p>Included in the module is:</p> <ul style="list-style-type: none"> • Management and motivation theories and practices. The influence of theorists and Quality Gurus on the management of organizations. • Historical development of the quality function and quality organisation structures. • The concepts and principles of Quality Assurance. Total Quality, Total Quality Management and Excellence. • Standards and models for Quality and Integrated Systems • The Audit process. • Continuous improvement programmes including, Lean, Six Sigma, Lean Six Sigma and Kaizen. • The role of the customer and supplier. Supplier/vendor rating and assessment systems. • Quality tools and techniques used in quality improvement and control. • Development and use of quality-cost programmes for continuous improvement. • Undertake and successfully complete a substantial piece of advanced independent work relevant to theories, practical issues and problems covered in the programme. • Compliance, Legislation and Quality Management Systems. 			

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	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)
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These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
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At the end of this module the student will be able to:
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L1	Demonstrate a critical and extensive knowledge of quality management concepts and models.
L2	Critically evaluate the approaches to and techniques of quality management and continuous improvement
L3	Critically apply the techniques for quality management and continuous improvement to a range of complex scenarios.

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)	<p>SCQF Level 11 Gain a critical understanding of the development and principles of quality management and approaches to continuous improvement. Achieve a detailed knowledge and be able to evaluate the effectiveness of quality tools and techniques.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11 Identify informed approaches to establishing and auditing quality management systems in a range of industrial settings. Synthesise information and gain a coherent understanding of theories and practices in continuous improvement</p>

Generic Cognitive skills	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.	
Communication, ICT and Numeracy Skills	SCQF Level 11 Gain a full understanding of the process of preparing oral and written reports, using IT	
Autonomy, Accountability and Working with others	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 quality problem.	
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 quality. The approach is learner-centred with students actively engaged in a range of tasks to promote engagement with and analyses of different kinds of quality management techniques. 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.</p>

Group work, if applicable, will be organised and supported through facilities on the VLE such.	
<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
**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:</p> <p>Essential:</p> <p>BS EN ISO 9000, (British Standards Institution (BSI), London</p> <p>Dale, B.G., Bamford, D.R. and Van, A. (2016). <i>Managing quality : an essential guide and resource gateway</i>. Chichester, West Sussex, United Kingdom: Wiley</p> <p>Hoyle, D. (2018). <i>ISO 9000 Quality Systems Handbook : Increasing the Quality of an Organization's Outputs</i>. London ; New York Routledge.</p> <p>Juran J M (2010) <i>Juran's Quality Handbook 6th edn</i>, McGraw Hill, New York</p> <p>Oakland, J.S., Oakland, R.J. and Turner, M.A. (2021). <i>Total quality management and operational excellence : text with cases</i>. Milton Park, Abingdon, Oxon: Routledge</p> <p>Recommended</p> <p>Diele, J. (2021). <i>Sustainable Quality</i>. S.L.: Business Expert Press.</p> <p>Ibidapo, T.A. (2022) <i>From industry 4.0 to quality 4.0 [electronic book] : an innovative TQM guide for sustainable digital age businesses</i> . Cham :, Springer.</p>	

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
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 Module Coordinator, Module Moderator Updated Campuses for Delivery Updated Learning and Teaching Summary Updated delivery terms
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Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

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		50	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	50	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 Module Coordinator	15/04/2023	E Viza
Updated Module Moderator	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