

## University of the West of Scotland

### Module Descriptor

**Session: 2022/23**

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<b>Title of Module: Managing Quality</b>
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<b>Code: QUAL11020</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Computing, Engineering and Physical Sciences		
<b>Module Co-ordinator:</b>	Dr Evi Viza		

## Summary of Module

This is an On-line, attendance and hybrid based module, with one coursework assignment and a class test.

The class test is an open book test and may be carried out on-line. Work-based practice is experienced through feedback of formative and summative assessment for all students regardless of the mode of delivery.

PDP is initiated through the coursework where students will be expected to reflect on the outcome.

Graduate attributes on completion include:

### Universal

- Critical Thinker
- Ethically-minded
- Research-minded

### Work Ready

- Problem-Solver
- Effective Communicator
- Ambitious

### Successful

- Autonomous
- Resilient
- Driven

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 Institute Body of Knowledge.

Included in the module is:

- 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.
- Compliance, Legislation and Quality Management Systems.

## Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓	✓	✓			

### **Face-To-Face**

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

### **Blended**

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

### **Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

### **HybridC**

Online with mandatory face-to-face learning on Campus

### **HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓					✓	

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓
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**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

- 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**

<b>SCQF Headings</b>	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.</p> <p>Gain a critical understanding of the development and principles of quality management and approaches to continuous improvement.</p> <p>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.</p> <p>Identify informed approaches to establishing and auditing quality management systems in a range of industrial settings.</p> <p>Synthesise information and gain a coherent understanding of theories and practices in continuous improvement.</p>
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Develop and demonstrate an ability to communicate effectively in a variety of professional settings.</p>

	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.

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<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 &amp; 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 will be organised and supported through facilities on the VLE such as forums and wikis. Audits will be carried out on-line through a simulated exercise. Group presentations will be made by video conference and scheduled according to time zones.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 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
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

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

BS EN ISO 9000, (British Standards Institution (BSI), London

Dale B, Bamford D, Van der Weil T (2016) Managing Quality 6th ed, (Wiley)  
Recommended

Oakland, J.S., Oakland, R.J. and Turner, M.A., 2020. Total quality management and operational excellence: text with cases. Routledge

Juran J M (2010) Juran's Quality Handbook 6th edn, McGraw Hill, New York  
recommended

Hoyle, D., 2017. ISO 9000 Quality Systems Handbook-updated for the ISO 9001: 2015 standard: Increasing the Quality of an Organization's Outputs. Routledge.

Materials on Moodle

General library resources provided by the University to access recent journal articles on Quality and available electronically via databases such as Emerald.

(\*\*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)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

### Supplemental Information

<b>Programme Board</b>	Engineering
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Civil Engineering and Quality Management
<b>Moderator</b>	Dr Michele Cano
<b>External Examiner</b>	Alaa Garad
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	2.16 remove 20 from title. Minor change to wording of module summary update hours in line with framework

### Assessment: (also refer to Assessment Outcomes Grids below)

One written assignment worth 50%

One open book class test worth 50%  
Completed in class and on-line for the DL students.

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Review/ Article/ Critique/ Paper	✓	✓		50	0

<b>Component 2</b>					
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Class test (written)	✓	✓	✓	50	2
<b>Combined Total For All Components</b>				100%	2 hours

#### Footnotes

- A. Referred to within Assessment Section above  
B. Identified in the Learning Outcome Section above

#### Note(s):

- More than one assessment method can be used to assess individual learning outcomes.
- Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### Equality and Diversity

This module is appropriate for all students.  
Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School

[UWS Equality and Diversity Policy](#)

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