




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Competing Through Quality				
Module Code	UMMD7N-15-3	Level	3	Version	1.1
Owning Faculty	FBL	Field	Operations and Information Management		
Contributes towards	BA(Hons) Business and Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
First CAP Approval Date	QMAC Dec 11		Valid from	1 September 2013	
Revision CAP Approval Date	3 February 2015		Revised with effect from	September 2015	

Review Date	1 September 2018
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> - Critically engage with the notion of using quality as a competitive strategy (A&B) - gain a thorough grounding in the underlying principles of quality control and quality management, including their historical origins (A) - be exposed to the tools of 'systems thinking' as a means of analysing and integrating, with particular reference to the notion of 'requisite variety' (B) - to critically appreciate the impact of service quality thinking (B) - develop practical knowledge of the application of quality tools such as ISO9000 et al, and EFQM. and develop the ability to critically appraise them (B) - understand how process design may enhance quality (A&B) - explain how quality can impact on a firm/organisation (A)
Syllabus Outline	<ul style="list-style-type: none"> • Systems and Variety • Defining Quality; Quality as a performance objective • Quality as a Strategic Objective • Performance Measurement • Costs/Benefits of quality • Lean, Japanese Quality Movement and Improvement techniques • The module assignment • Quality management systems: ISO9000 overview • Environmental Quality: ISO14000 & EMAS • Design Of Services and Quality

	<ul style="list-style-type: none"> • Quality in public service design • Quality Awards and the EFQM • Total Quality Management • Six Sigma • Customer issues with quality • Quality in Supply Chain Management • How do SMEs compete? • Global Perspectives • Quality Culture • Quality in Education • Decisions, Data and Judgement 																														
Contact Hours/Scheduled Hours	Contact will be through a mixture of three hours a week of lectures and seminars. Students will be expected to prepare for the seminar activity and guidance will be given on the content of that preparation																														
Teaching and Learning Methods	<p>Quality Management is essentially a practical discipline. The learning activity is developed therefore with the assistance of case studies and other exercises which explore real-world situations.</p> <p>Weekly lecture and seminar activities are supplemented by private directed study in preparation for each topic. This independent research may include case study analysis, textbook, media or field research and will require the student to read around the subject. This preparation work will then be discussed (to form part of the formative feedback) during the assigned seminar. It usually consists of 1 or 2 questions on the case study / journal article to be studied at in the seminar.</p>																														
Key Information Sets Information	<table border="1" data-bbox="483 1037 1394 1424"> <thead> <tr> <th colspan="5"><u>Key Information Set - Module data</u></th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Practical Exam: a five minute long video presentation explaining the content and findings of an academic journal paper Coursework: Written assignment or essay, report, dissertation, portfolio, project</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="596 1794 1289 2029"> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">25%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	<u>Key Information Set - Module data</u>					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
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Reading Strategy	All students will be encouraged to make full use of the journal articles (both in the																														

print and electronic formats). Access to these resources is available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.

Essential reading

There is no dedicated text for this course. Each week suggested papers should be read. Students must also undertake further reading around the subject areas. Key papers to read are:

- Melnyk, S. A., Stewart, D. M. and Swink, M. (2004), "Metrics and performance measurement in operations management: dealing with the metrics maze", *Journal of Operations Management*, 22, pp. 209-217
- Parasuraman, A., Zeithaml, V.A., Berry, L.L. (1985) A conceptual model of service quality and its implications for future research, *Journal of Marketing*, Vol. 49, No. 4, pp.41-50
- Neely, A., Gregory, M., Platts, K. (1995) Performance measurement system design: A literature review and research agenda, *International Journal of Operations & Production Management*, Vol.15, No.4, pp. 80 – 116
- Parry, G.C., Mills, J., Turner, C., (2010), "Lean Competence: integration of theories in operations management practice", *Supply Chain Management: An International Journal*, Vol. 15, No. 3, 216-226
- White, G., Lomax, M., Parry, G. (2014) "The Implementation of an Environmental Management System in the Not-For-Profit Sector", *Benchmarking: An International Journal*, 21 (4) ISSN: 1463-5771
- Honkasalo , A. (1998) The EMAS scheme: a management tool and instrument of environmental policy, *Journal of Cleaner Production* 6 (1998) 119-128
- NS Dedhia (2005), "Six sigma basics", *Total Quality Management & Business Excellence*, Volume 16, Issue 5, pp. 567 – 574

Indicative Reading List

Indicative Reading List:

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

- Macintyre, M., Parry, G., Angelis, J. (2011) *Service Design and Delivery*, Springer: New York.
- Godsiff and Maull (2011) Operationalising and Managing Variety, *Naples Forum on Service*
- Angelis, J., Parry, G., Macintyre, M. (2012) "Discretion and complexity in customer focused environments", *European Management Journal*, 30(5) 466-472
- Maddox, N., (1981) "Two-factor Theory and Consumer Satisfaction: Replication and Extension", *The Journal of Consumer Research*, Vol. 8, No. 1, pp. 97-102
- Lee, Padmanabhan & Whang (1997) "The Bullwhip effect in supply chains", *Sloan Management Review*, 38(3)93-102
- David Barnes "Operations Management: An international perspective", Chapter 10, Quality, pp272-305
- Chapter 1: Purchase, V., Parry, G., Mills, J. "Service Enterprise Transformation" in Ng, I., Parry, G., Wilde, P., McFarlane, D., Tasker, P. (2011) *Complex Engineering Service Systems: Concepts and Research*, Springer: London ISBN 9780857291882
- Owlia, M.S. & Aspinwall, E.M. (1997) "TQM in higher education – a review", *Int. J. Quality and Reliability Man.*, Vol. 14, No.5, pp527-543

Part 3: Assessment

Assessment Strategy	<p><u>Summative assessment</u> of this module has been devised to examine both the students' knowledge and application of the subject. Prior to the report coursework and presentation component students are exposed to examples of those components highlighting both good and bad practice.</p> <p>The 2,000 word coursework component requires independent research, evaluation and academic critical appraisal of an organisation in the marketplace.</p> <p>The video presentation tests knowledge and understanding of a topic. The presentation requires students to take concepts and theory from academia and understand and explain potentially complicated research. The video presentation will demonstrate the ability to communicate ideas from research to an audience.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 5 minute video presentation	25%
Component B Description of each element	Element weighting (as % of component)
1. 2,500 word report	75%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 5 minute video presentation	25%
Component B Description of each element	Element weighting (as % of component)
1. 2,000 to 2,500 word report	75%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.