



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Competing Through Quality				
Module Code	UMMD7N-15-3	Level	3	Version	1
Owning Faculty	FBL	Field	Operations and Information Management		
Contributes towards	BA(Hons) Business Studies; BA(Hons) Business 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		
Valid From	1 September 2013		Valid to		

<b>CAP Approval Date</b>	
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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"> <li>- Critically engage with the notion of using quality as a competitive strategy (A&amp;B)</li> <li>- gain a thorough grounding in the underlying principles of quality control and quality management, including their historical origins (A)</li> <li>- 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)</li> <li>- to critically appreciate the impact of service quality thinking (B)</li> <li>- develop practical knowledge of the application of quality tools such as QFD, SPC, BPR, ISO9000 et al, and EFQM. and develop the ability to critically appraise them (B)</li> <li>- understand how process design may enhance quality (A&amp;B)</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>- Defining Quality – as a performance objective</li> <li>- Measurement - Quality may be both objective and subjective, but we need to understand and measure it.</li> <li>- Six Sigma - 6 sigma as a methodology.</li> <li>- Tools and Techniques: practical tools and techniques to improve quality.</li> <li>- The Costs and Benefits of Quality- the cost of quality and impact of failure.</li> <li>- Quality Management Systems - Quality Assurance System model is and provide examples of systems.</li> <li>- Total Quality Management</li> <li>- Design Of Services and Quality</li> <li>- Customer Issues with Quality</li> <li>- Quality in Supply Chain Management.</li> <li>- How do SMEs compete?</li> <li>- Quality in public service design</li> </ul>

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>
Reading Strategy*	<p>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.</p> <p><b>Essential reading</b></p> <p>There is no dedicated text for this course. Essential reading is below but students must also undertake further reading around the subject areas.</p> <ul style="list-style-type: none"> <li>• Total Quality Management, British Standard BS7850 1992 &amp; ISO 9004-4: 1993 (E) Quality Management Systems</li> <li>• ISO/IEC 16448:2002E "Information technology – 120 mm DVD read only disk</li> <li>• Lee, H.L; Padmanabhan, V. &amp; Whan, S. (1997) 'The Bullwhip Effect in Supply Chains' <i>Sloan Management Review</i>. Spring 1997</li> <li>• Williams, R., Van Der Wiele, T., Van Iwaarden, J., Bertsch, B., Dale, B. (2006) Quality Management: The New Challenges, <i>TQM</i>, 17(10)1273-1280</li> <li>• Parasuraman, A. ; Zelthaml, V. A. &amp; Berry,L.L. (1985) 'A Conceptual Model of Service Quality and Its Implications for Future Research', <i>Journal of Marketing</i> Vol. 49 (Fall 1985), 41-50.</li> <li>• Parasuraman, A. ; Zelthaml, V. A. &amp; Berry,L.L. (1988) SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality A. , <i>Journal of Retailing</i> Volume 64 Number 1 Spring 1988</li> <li>• White G.R.T.; Samson P.; Rowland-Jones R. &amp; Thomas A.J. 'The implementation of a quality management system in the not-for-profit, sector'. <i>The TQM Magazine</i>, Vol. 21 No. 3, 2009, pp. 273-283</li> </ul>
Indicative Reading List	<p><b>Indicative Reading List:</b></p> <p>Ashby W.R. (1958) Requisite variety and its implications for the control of complex systems, <i>Cybernetica</i> 1:2, p. 83-99</p> <p>Bourgeois, L.J. and Astley, W.G. (1979), "A strategic model of organizational conduct and performance", <i>International Studies of Management &amp; Organization</i>, Vol. 9 No. 3, pp. 40-66.</p> <p>Macintyre, M., Parry, G., Angelis, J. (2011) <i>Service Design and Delivery</i>, Springer: New York.</p> <p>James, P., Rowland-Jones, R. , &amp; O'Brien, L. (eds). (2010) <i>Operations &amp; Business Systems Management</i>. Harlow, Pearson</p> <p>Johnson, Scholes, Whittington (2008) <i>Exploring Corporate Strategy</i>, 8<sup>th</sup> Edition</p>

	<p>Johnston, R. &amp; Clark, G. (2008) <i>Service Operations Management</i>. Harlow, Pearson Education.</p> <p>Meyer, Marshall W. (2002), <i>Rethinking Performance Measurement—Beyond the Balanced Scorecard</i>, Cambridge: Cambridge University Press</p> <p>Melnyk, S. A., Stewart, D. M. and Swink, M. (2004), “Metrics and performance measurement in operations management: dealing with the metrics maze”, <i>Journal of Operations Management</i>, 22, pp. 209-217</p> <p>Slack, N., Chambers, S. &amp; Johnston, R. (2007) <i>Operations Management</i> (5th ed). Harlow, Pearson Education.</p>
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<b>Part 3: Assessment</b>
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<p>Assessment Strategy</p>	<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 exam component students are exposed to examples of those components highlighting both good and bad practice.</p> <p>The 2,000 word <b>coursework</b> component requires independent research, evaluation and academic critical appraisal of an organisation in the marketplace.</p> <p>The end of module (2 hour) <b>examination</b> includes questions to test their knowledge and understanding of a topic and includes questions that require evaluation and solution. The majority of questions aim for the students to take concepts and theory from operations and apply them to particular examples of organisations.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	50%	50%

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. 2 hour examination	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. 2,000 word report	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. 2 hour examination	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. 2,000 to 2,500 word report	100%
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	