



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

<b>Course Specifications (CS)</b>	
<b>Course Title:</b>	<b>MGT 305 – Quality Management</b>
<b>Last Update:</b>	December 2013



## Course Specifications

Institution	Al-Yamamah University	Date of Report	25/11/2013
College/Department	College of Business Administrative (COBA)/ Department of Management		

### A. Course Identification and General Information

1. Course title and code: Quality Management (MGT 305)			
2. Credit hours 3(3+0)			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of Business Administration			
4. Name of faculty member responsible for the course Dr. Hanan Qataweh			
5. Level/year at which this course is offered Third year / second semester			
6. Pre-requisites for this course (if any) MGT 101 Introduction to management			
7. Co-requisites for this course (if any)			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="text" value="35"/>	What percentage?	<input type="text" value="78%"/>
b. Blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. Other	<input type="text" value="10"/>	What percentage?	<input type="text" value="22%"/>
Comments:			



## B Objectives

<p>1. What is the main purpose for this course?</p> <p><b><i>COURSE DESCRIPTION</i></b> This course introduce student to the major fundamental principles, activities, tools, concepts and historical foundations of quality management and its impact on competitive advantage.</p> <p><b><i>PURPOSE OF THE COURSE</i></b> The purpose of this course is to provide the student with the fundamental knowledge of current quality applications in use today for competitive manufacturing/service environments. Quality management principles, activities and tools are discussed. This course focuses on the management system which is concerned with planning the organizational systems for performance excellence, focusing on customer's needs. Critical thinking will be emphasized as the student examines new and traditional methods of quality management in relation to strategic planning, leadership, customer focus, employee management, supplier relationship, performance measurement and continuous improvement.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ul style="list-style-type: none"> <li>• On yearly basis, review the textbook requirement and add or update the edition of the main textbook.</li> <li>• Periodically, in every two years, review the entire course content and develop the course as per the need and requirement of the environment.</li> <li>• Increased use of IT or web-based reference material</li> <li>• Consistently assign real life projects to students, as an application to theoretical contents</li> </ul>

## C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be covered		No. of Weeks	Contact Hours
1	<p>Different Perspectives on Quality</p> <ul style="list-style-type: none"> <li>• Quality definitions and dimensions</li> <li>• Quality different perspective</li> <li>• Quality control, assurance and management</li> <li>• Contingency theory for a common understanding of quality</li> </ul>	2	6
2	<p>Quality Theory</p> <ul style="list-style-type: none"> <li>• Theories of quality</li> <li>• History of quality</li> <li>• Leading contributors to quality</li> <li>• Viewing quality theory from a contingency perspective</li> <li>• Theoretical framework for quality management</li> </ul>	2	6



3	<p>Global Supply Chain Quality and International Quality Standards</p> <ul style="list-style-type: none"> <li>• Managing quality for the multinational firm</li> <li>• Quality improvement the American way</li> <li>• Quality improvement the Japanese way</li> <li>• Quality improvement the European way</li> <li>• Quality improvement the Chinese way</li> </ul>	2	6
4	<p>Strategic Quality Planning</p> <ul style="list-style-type: none"> <li>• Strategy content</li> <li>• Quality as a strategy</li> <li>• Quality strategy process</li> <li>• Quality and (price, cost, productivity, profitability and environment)</li> <li>• Supply chain strategy</li> </ul>	1	3
5	<p>The Voice of the Customer</p> <ul style="list-style-type: none"> <li>• Customer driven quality</li> <li>• Customer relationship management</li> <li>• The (Gaps) approach to service design</li> <li>• Segmenting customers and market</li> <li>• Strategic supply chain alliances between customers and suppliers</li> <li>• Different approaches for customer feedback</li> <li>• Managing customer retention and loyalty</li> <li>• Customer-relationship management system</li> </ul>	1	3
6	<p>The Voice of the Market</p> <ul style="list-style-type: none"> <li>• Benchmarking</li> <li>• Purposes of benchmarking</li> <li>• Benchmarking performance measures</li> <li>• Business process benchmarking</li> <li>• Leading and managing the benchmarking effort</li> <li>• Problems with benchmarking</li> </ul>	1	3
7	<p>Quality and Innovation in Product and Process Design</p> <ul style="list-style-type: none"> <li>• Designing product for quality</li> <li>• The design process</li> <li>• Quality function deployment</li> <li>• Technology in design</li> <li>• Different design methodologies</li> <li>• Environmental consideration in design</li> </ul>	1	3
8	<p>Designing Quality Service</p> <ul style="list-style-type: none"> <li>• Differences between services and manufacturing</li> <li>• What do service customers want</li> <li>• The customer benefit package</li> <li>• A theory for service quality management</li> </ul>	1	3



9	Managing Supplier Quality in the Supply Chain <ul style="list-style-type: none"> <li>• The value chain</li> <li>• Supplier partnering</li> <li>• Supplier development</li> <li>• Applying the contingency perspective to supplier partnering</li> </ul>	1	3
10	The Tools of Quality <ul style="list-style-type: none"> <li>• Ishikawa's basic seven tools of quality</li> <li>• The seven new tools for improvement</li> <li>• Performance measurement tools</li> </ul>	2	6
11	Implementing and Validating the Quality System <ul style="list-style-type: none"> <li>• Building blocks for the system of quality improvement</li> <li>• Internal validation</li> <li>• Quality audits</li> <li>• Validating the quality system</li> </ul>	1	3

2. Course components (total contact hours and credits per semester): 45						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	35	none	none	none	10	45
Credit	3					3

3. Additional private study/learning hours expected for students per week.	4
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The **National Qualification Framework** provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.



**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	<p><b>At the end of the semester, students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognize the basic theory and philosophy behind the quality movement as reflected in the teachings of the quality experts and define the knowledge that will enable the student to apply the total quality philosophy to real life situations.</li> <li>Describe the Knowledge that will enable students to understand the Quality management and quality improvement activities required to support company-wide quality initiatives.</li> <li>State the Knowledge that will enable students to understand an effective quality organization and the role and responsibility of a quality manager in an organization.</li> </ul>	<ul style="list-style-type: none"> <li>Formal lecture that is based on students participation</li> <li>Group discussions based on large and small groups.</li> <li>Case studies analysis based on group work as well as individual base</li> <li>Assignment that is based on applying knowledge on real life practical problems</li> </ul>	<ul style="list-style-type: none"> <li>Assigned quizzes carrying 10% of final assessment. with a combination of long and short essay items</li> <li>Pop Quizzes and Assignment carrying 10% of final assessment</li> <li>Midterm and Final test carrying 60% of final assessment with a combination of long and short essay items</li> <li>Group Project carrying 10% of final assessment</li> <li>Participation carrying 10% of final assessment</li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	<ul style="list-style-type: none"> <li>The ability to analyze and interpret business situation and its problems in terms of available information.</li> <li>The ability to apply conceptual understanding of knowledge, theories, models and procedures to solve a range of business situations and problems.</li> </ul>	<ul style="list-style-type: none"> <li>Formal lecture that is based on students participation</li> <li>Group discussions based on large and small groups.</li> <li>Case studies analysis</li> </ul>	<ul style="list-style-type: none"> <li>Assigned quizzes carrying 10% of final assessment. Each test given during semester to include at least one item requiring</li> </ul>



	<ul style="list-style-type: none"> <li>• Create proper and coherent arguments relating to Quality management theory.</li> <li>• Develop the student's ability to think critically and analytically to be able to solve problems and make proper decisions.</li> </ul>	<p>based on group work as well as individual base</p> <ul style="list-style-type: none"> <li>• Assignment that is based on applying knowledge on real life practical problems and where students need to apply skills to solve the problems mentioned in the assignment.</li> <li>• Conducting in-class assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions.</li> </ul>	<p>students to apply conceptual insight in solution of a new problem.</p> <ul style="list-style-type: none"> <li>• Pop Quizzes and Assignment carrying 10% of final assessment</li> <li>• Midterm and Final test carrying 60% of final assessment with a combination of long and short essay items</li> <li>• End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem.</li> <li>• Group Project carrying 10% of final assessment</li> <li>• Participation carrying 10% of final assessment</li> <li>• To encourage students to continuously prepare and be engaged in the lecture.</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<ul style="list-style-type: none"> <li>• Time management (students can manage their time to study, prepare for lecture, conduct their assignment, etc. on time)</li> <li>• Critical thinking (students need to be able to think critically and analyse problems based on rigorous methods,</li> </ul>	<ul style="list-style-type: none"> <li>• Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counselling on approach taken.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of group assignments within each course.</li> <li>• Class participation</li> <li>• Group Discussions</li> <li>• Performance on</li> </ul>



	<p>tools and acquired knowledge)</p> <ul style="list-style-type: none"> <li>• Communication skills (students need to have the ability to communicate, listen, and solve conflicts) as members of a team</li> <li>• Writing Skills (student needs to follow guidelines and rules of writings and avoid grammatical as well as spelling mistakes).</li> <li>• Monitor and evaluate performance (student needs to be able to evaluate peers' answers and solutions, group performance and be able to define their weaknesses and strengths)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments include evaluation of standard of report by group and individual performance rating on contribution made. Ethical issues considered in case study and role play tasks with group analysis of appropriate resolution.</li> <li>• Advice students on the importance of managing their time, how to be an active listener, importance of avoiding grammatical and spelling mistakes, the importance on how to think critically, the need to improve their writing skills etc.</li> </ul>	<p>their quizzes, test and final exam</p>
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<p>Ability to communicate effectively in oral and written forms. Ability to use information and communications technology, and use basic mathematical and statistical techniques.</p>	<ul style="list-style-type: none"> <li>• Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English.</li> <li>• There are two computer courses and one math course during the orientation year where students learn the basic skills of handling computers and the basic of mathematics.</li> <li>• The Introduction of statistics course during the first year of the academic program enables students to learn various statistical</li> </ul>	<p>Direct assessment of basic skills including communications skills in English Language and use of IT, like class tests, assignment and exams. For testing the students math and statistical skills, class tests and assignments are taken along with major exams. Check number of participants on the LMS, use of power point in the project's presentations.</p>





		<p>tools and techniques.</p> <ul style="list-style-type: none"> <li>Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment.</li> </ul> <p>Assignments include required use of search engines on the internet.</p> <ul style="list-style-type: none"> <li>Encourage students to use LMS system,</li> <li>use power points in their project's presentations,</li> <li>and encourage students to search for the discussed subject on line.</li> </ul>	
4.2			
<b>5.0</b>	<b>Psychomotor</b>		
5.1	<b>Not applicable for this course.</b>		
5.2			

#### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

<b>NQF Learning Domains</b>	<b>Suggested Verbs</b>
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider      Maximize      Continue      Review      Ensure      Enlarge      Understand  
Maintain      Reflect      Examine      Strengthen      Explore      Encourage      Deepen

Some of these verbs can be used if tied to specific actions or quantification.

**Suggested assessment methods and teaching strategies are:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

#### 5. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Assigned quizzes, pop quizzes	Through the term	10%
2	Midterm	Week 7	20%
3	Group Project	Week 10	10%
4	Class Participation, attendance and assignments	Through the term	20%
5	Final Test	Week 16	40%
6			
7			
8			



#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- In addition to class lectures time, faculty members assign minimum two hours per week for student consultations and academic advice. The consultation time is mentioned in the Faculty Time Table and is display on the faculty member's office door.
- During the registration period, faculty members also spend time for review and approving students' registration form. Each faculty member is assigned a group of students for advising. The list is posted in the faculty office and students are advised to visit the faculty member during the time mentioned in his/her faculty time table.

#### E. Learning Resources

1. List Required Textbooks

Foster S., Managing Quality. Integrating The Supply Chain. Fifth ed., Pearson. 2013  
Sower, Essentials for Quality with Cases and Experiential Exercises, John Wiley & Sons, 2011

2. List Essential References Materials (Journals, Reports, etc.)

Related journals, articles, reports and case studies to be searched for online.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Evans J. and Lindsay W., The management and Control of Quality. 6<sup>th</sup> ed., Thomson South-Western. 2005
- Goetsch D., Davis S., Quality Management for Organizational Excellence. Introduction to total quality. 7<sup>th</sup> ed., Pearson, 2013.
- Summers D., Quality Management. Creating and Sustaining Organizational effectiveness. 2<sup>nd</sup> ed., Pearson, 2009
- Besterfield D., Quality Improvement. 9<sup>th</sup> ed., Pearson, 2013

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- A classroom with 40 seating capacity is required.
- Classroom should be equipped with multimedia projector and Internet access.

2. Computing resources (AV, data show, Smart Board, software, etc.)



Currently there is no need of any special computing resources.

2. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Currently there is no need of any special computing resources.

## G Course Evaluation and Improvement Processes

### 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- *During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course.*
- *There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey.*
- *The responses are forwarded to the "Information Center" where it is analyzed and reports are prepared.*
- *The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members.*

**Attachment:**

\*\* Copy of questionnaire

\*\* Sample copy of CES

### 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- *Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members.*
- *A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits.*
- *Faculty members are informed about the classroom visits without notifying a specific day for the visit.*
- *The reports are shared with the faculty members.*

**Attachment:**

\*\* Classroom Observation Policy

\*\* Classroom Observation form

\*\* A sample copy

### 3 Processes for Improvement of Teaching

The process for improving the teaching includes the following:

- *Workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.*
- *Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching.*
- *Workshops and training sessions to facilitate the exchange of experiences, skills and valuable knowledge amongst faculty members*
- *Regular meetings where problems are discussed and solutions given*



<ul style="list-style-type: none"><li>• Attending conferences</li></ul>
<p>4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)</p> <p><i>The university is currently in the process of finalizing agreement with other universities to manage this issue.</i></p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>At the end of each semester, Curriculum committee conducts a meeting with all faculty members in which surveys filled by the students and other feedbacks from faculty members are discussed. Effectiveness of the courses, mistakes done and weaknesses are discussed. These points are made basis for the planning for improvements for next semester/ year.</p>

**Faculty or Teaching Staff:** Dr. Hanan Qatawneh

**Signature:** \_\_\_\_\_ **Date Report Completed:** 25/11/2013

**Received by:** \_\_\_\_\_ **Dean/Department Head**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_