



**ATTACHMENT 5.**

**T6. COURSE SPECIFICATIONS  
(CS)**



هيئة تقويم التعليم  
Education Evaluation Commission

## Course Specifications

Institution: Al Yamamah University	Date:	6 <sup>th</sup> November 2018
College/Department : Collage of Business Administration (COBA)		

### A. Course Identification and General Information

1. Course title and code: <b>Total Quality Management (MGT 411)</b>		
2. Credit hours: <b>3</b>		
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) <b>COBA</b>		
4. Name of faculty member responsible for the course: <u>Hanan K. Qataweh</u> & <u>G.S. Vijaya</u>		
5. Level/year at which this course is offered: <b>Year 4</b>		
6. Pre-requisites for this course (if any): <b>MGT305 Quality Management</b>		
7. Co-requisites for this course (if any): <b>None</b>		
8. Location if not on main campus:		
9. Mode of Instruction (mark all that apply):		
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage? <input type="text" value="100"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage? <input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage? <input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage? <input type="text"/>
f. other	<input type="checkbox"/>	What percentage? <input type="text"/>
Comments:		

## B Objectives

### 1. What is the main purpose for this course?

This course will provide the students underlying principles and techniques of Total Quality Management (TQM) with emphasis on their application to technical organizations. Students will develop a working knowledge of the best practices in Quality and Process Management. Students will learn to view quality from a variety of functional perspectives and in the process, gain a better understanding of the problems associated with improving quality, also Quality tools utilized in service and international/environment. The students will be able to understand the concepts of customer's value, Six Sigma management and design quality into product and services.

After the completion of the semester, students would be able to:

- Understand TQM principles, practices & techniques
- Understand TQM in various organizations & identify the difference between services and manufacturing sectors
- Describe the importance of Quality management Awards and frameworks
- Describe the building performance Excellence in Organizations & sustaining the Quality Organizations.
- Describe Six sigma & Process Improvement
- Describe design for Quality & Production Excellence

### 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)

- *Periodically review the entire course content and develop the course as per the need and requirement of the environment.*

## C. Course Description (Note: General description in the form used in Bulletin or handbook)

### 1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
<b>Introduction to TQM</b> Definitions of Quality Different perspectives of quality	1	3

<b>History and importance of quality</b> From the Craftsmen Age up to the emergence of six sigma Current and future challenges  Quality and personal values	1	3
<b>TQM</b> TQM Principles TQM Practices TQM Techniques	1	3
<b>Quality an Competitive Advantage</b> Quality and Business results Levels of quality	1	3
<b>Total Quality in Organization</b> Quality and system thinking Quality in Manufacturing Quality in Service Quality in Health Care Quality in Education Quality in Small Business and non-for Profits Quality in the Public Sector Differentiating between service sector and manufacturing sector	2	6
<b>Philosophies of quality</b> The Deming Philosophy The Juran Philosophy The Crosby Philosophy Other quality Philosophers Comparisons of Quality Philosophers	2	6
<b>Quality Management Awards and Frameworks</b> The Malcolm Baldrige National Quality Award Baldrige Applications Deming Prize European Quality Award Canadian Awards for business Excellence Australian Business Excellence Award Quality Awards in China ISO 9000:2000 Six Sigma Comparisons Between Different Awards and Frameworks	2	6

<b>Building Performance Excellence in Organization</b> Obstacles to implementing Quality Organizational Culture and Performance Excellence Cultural Change Role of employees in Cultural Change Change Management	1	3
<b>Sustaining the Quality Organization</b> Quality as a Journey The Learning organization Self-Assessment Processes Importance of follow up Different approaches or combination of approaches for implementing Quality	1	3
<b>Six Sigma and Process Improvement</b> The Statistical Basics of Six Sigma DMAIC Methodology Project Management for Six Sigma Six Sigma in Service and Small Organizations	1	3
<b>Design for Quality and Product Excellence</b> Product design processes Concept development Design development Design for manufacturability Design and the environment Design for excellence Design for reliability Design verification and reviews	2	6

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45	0	0	0	0	45
	Actual						
Credit	Planned	3	0	0	0	0	3
	Actual						

3. Additional private study/learning hours expected for students per week.	3
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

**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. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
<b>1.0</b>	<b>Knowledge</b>		
	<p><i>By the end of the semester, students will be able to:</i></p> <p>1.1 Describe the role of Total Quality Management in Planning and Managerial decision making.</p> <p>1.2 Describe the basic concepts of principles and techniques of total quality management and their applications in different organizations.</p>	<p><i>Lectures, assignment and Group discussion.</i></p>	<p><i>Quizzes, Midterms, Final exam and Project report</i></p>
<b>2.0</b>	<b>Cognitive Skills</b>		
	<p>2.1 <i>The ability to analyse and interpret business situation and its problems in terms of available information.</i></p> <p>2.2 <i>The ability to apply conceptual understanding of knowledge, theories, models and procedures to solve a range of business situations and problems.</i></p>	<p><b>Various methods will be applied like:</b></p> <ul style="list-style-type: none"> <li>▪ Giving assignment where students need to apply skills to solve the problems mentioned in the assignment.</li> <li>▪ Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it.</li> <li>▪ Conducting in-class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Each test given during semester to include at least one item requiring students to apply conceptual insight in solution of a new problem.</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> </ul>

		<p><i>assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions.</i></p>	
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
	<p><i>3.1 Demonstrate the ability to work effectively in groups and exercise leadership when appropriate.</i></p> <p><i>3.2 Demonstrate the ability to act responsibly in personal and professional relationships with high moral and ethical standards.</i></p>	<ul style="list-style-type: none"> <li>▪ <i>Each course includes at least one group project, case discussion in group and continuous assessment / discussion of class assignments</i></li> <li>▪ <i>Assessments include evaluation of standard of report by group and individual performance rating on contribution made.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Assessment of group and individual assignments within each course.</i></li> </ul>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
	<p><i>4.1 Demonstrate the ability to communicate effectively in oral and written forms.</i></p> <p><i>4.2 Demonstrate the ability to use information and communications technology, and use basic mathematical and statistical techniques.</i></p>	<ul style="list-style-type: none"> <li>▪ <i>Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English.</i></li> <li>▪ <i>There is computer course and one math course during the orientation year where students learn the basic skills of handling computers and the</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Direct assessment of basic skills including communication skills in English Language and use of IT through course project assessment</i></li> </ul>

		<p><i>basic of mathematics.</i></p> <ul style="list-style-type: none"> <li>▪ <i>The Introduction of statistics course during the first year of the academic program enables students to learn various statistical tools and techniques.</i></li> <li>▪ <i>Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment. Assignments include required use of search engines on the internet.</i></li> </ul>	
5.0	<p><b>Psychomotor</b> Not applicable for this course</p>		

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quizzes	Through the term	20
2	Midterm	Week 8	20
3	Group Project	Week 14	10
4	Final Test	16	40
5	Assignments	Through the term	10



## 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 10 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

1. Required Text(s)

- Evans J. and Lindsay W., The management and Control of Quality. 8<sup>th</sup> ed., Thomson South-Western. 2011
- Evans and Lindsay, Managing for Quality and Performance Excellence, 9th Edition , 2011

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

- Goetsch D., Davis S., Quality Management for Organizational Excellence. Introduction to total quality. 7th ed., Pearson, 2013.
- Summers D., Quality Management. Creating and Sustaining Organizational effectiveness. 2nd ed., Pearson, 2009
- Besterfield D., Quality Improvement. 9th ed., Pearson, 2013
- Foster S., Managing Quality. Integrating the Supply Chain. Fourth ed., Pearson. 2010
- Any other related journals, articles, reports and case studies.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

LMS Portal

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

- College library contains all required references including additional materials that support the course content.

- Digital libraries on the University online library include many journals, eBooks and periodicals are available for students

## 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.*

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

- *Classroom should be equipped with multimedia projector and Internet access.*

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

## 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 Centre" where it is analysed 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.*

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- *Staff submits the course report at the end of each semester.*
- *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.*

### 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.*

### 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)

The University periodically uses collaborative faculty reviews to ascertain standards of student achievement.

### 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

The College Board periodically calls for the review of courses in the various disciplines to ensure they are current and applicable, especially for the periodic reports and evaluations to the MOE.

Name of Course Instructor: Quality Faculty Team

Signature: \_\_\_\_\_ Date Specification Completed: 6<sup>th</sup> November 2018

Program Coordinator: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Received: \_\_\_\_\_