هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)

هيئة تقويم التعليم
Education Evaluation Commission

Course Specifications

Institution	Al-Yamamah University	Date: 6/11/2018
College/Department	College of Business Administrative / Department of Management	

A. Course Identification and General Information

1. Course title and code: Quality Assurance MGT 312
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 Qatawneh, Dr.G.S.Vijaya
5. Level/year at which this course is offered : Year 3 Management Major Compulsory
6. Pre-requisites for this course (if any): Introduction to Quality Management MGT 305
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	yes	What percentage?	100
b. Blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. Correspondence		What percentage?	
f. Other		What percentage?	

Comments:

B Objectives

What is the main purpose for this course?

This course introduce student to the major fundamental principles, activities, tools, concepts and historical foundations of quality assurance and its impact on competitive advantage. It presents an overview of planned and systematic actions necessary to provide adequate confidence that a product or service will satisfy the given quality requirements. This course will provide students with a broad understanding and knowledge of several Quality Assurance concepts. Such concepts include (but are not limited to) Quality assurance in design and manufacturing processes, Process management, role of strategic planning and leadership in assuring quality, customer driven supply chain and the importance of customer satisfaction, Designing, managing and sustaining high-performance work system, designing effective performance measurement systems, Principles of Six Sigma and application of quality tools to assure quality and to minimize variability. Emphasis will be placed on the application of these concepts to actual business situations.

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

- Understand the fundamental knowledge of current quality assurance applications in-use today for competitive manufacturing/service environments.
- Describe the knowledge about ensuring the importance of quality in design and manufacturing processes, corporate strategic plans and the quality audit
- Describe the role of leadership to assure quality
- Understand leading practices to achieve customer driven Supply Chain
- Understand three phases of process management
- Understand how organization can design, manage and sustain high-performance work system
- Describe the importance of performance measurement system
- Understanding Six Sigma application in both Manufacturing and service sector to assure quality and to minimize variability.

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 to be used for the Bulletin or handbook should be attached)

	List of Topics to be covered	No of Weeks	Contact hours
1	General introduction about Quality, Quality definitions and Quality assurance	1	3
2	Leadership and Strategic Planning • Leadership for quality • Creating the leadership system • Strategic planning	2	6

	• Leadership, strategy and the organizational structure		
3	Focusing on Customers • The importance of customer satisfaction • Creating satisfied customers • Identifying customers • Understanding customer needs • Gathering and analyzing customer information • Customer relationship management	2	6
4	Human Resource Practices • The evolution of workforce management • Principles of engagement and motivation • Designing high-performance work system • Empowerment • Teams in organizational design and quality improvement • Managing high-performance work systems • Sustaining high-performance work systems	2	6
5	Process Management • The scope of process management • Product design processes • Designing processes for quality • Projects as value-creation processes • Process control • Process improvement methodologies	2	6
6	Performance Measurement • The scope of performance measurement • Designing effective performance measurement systems • Analyzing and using performance data • The cost of quality Measuring the return on quality	1	3
7	Strategic Information and Knowledge Management • Differentiation between information and knowledge • Managing information and knowledge assets • Knowledge Management practices and systems • Knowledge Transfer • Factors affecting KM and Transfer (Technology, Culture, leadership, etc.)	1	3

8	Principles of Six-Sigma • The statistical basis of Six-Sigma • Project selection for Six-Sigma • The Six-Sigma problem solving • Six-Sigma in service and small organizations • Six-Sigma and lean production • Lean six-Sigma and services Tools of Quality • The seven quality control tools • Application of the seven QC tools in Six Sigma	2	6
9	Project presentation	2	6

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	45	0	0	0	0	45
	Actual						
Credit	Planed	3	0	0	0	0	3
	Actual						

3. Additional private study/learning hours expected for students per week. 3

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.)

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
	At the end of the semester, students will be able to: 1.1 Recognize the fundamental knowledge of current quality assurance applications in use today for competitive manufacturing/service environments. 1.2 Describe the knowledge about ensuring the importance of quality in design and manufacturing processes, corporate strategic plans and the quality audit	▪ *Lectures, assignments and group discussion*	▪ *Quizzes, Midterm, Final exam and project report*
2.0	**Cognitive Skills**		
	2.1 The ability to analyse and interpret business situation and its problems in terms of available information. *2.2 The ability to explain conceptual understanding of knowledge, theories, models and procedures to solve a range of business situations and problems.*	***Various methods will be applied like:*** ▪ *Giving assignment where students need to apply skills to solve the problems mentioned in the assignment.* ▪ *Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it.* ▪ *Conducting in-class assignments including some open ended problem solving tasks where students need to select appropriate methods or solutions.*	▪ *Each test given during semester to include at least one item requiring students to apply conceptual insight in solution of a new problem.* ▪ *End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem.*
3.0	**Interpersonal Skills & Responsibility**		

	3.1 Demonstrate the ability to work effectively in groups and exercise leadership when appropriate. *3.2 Illustrate the ability to act responsibly in personal and professional relationships with high moral and ethical standards.*	▪ *Each course includes at least one group project, case discussion in group and continuous assessment / discussion of class assignments* ▪ *Assessments include evaluation of standard of report by group and individual performance rating on contribution made.*	▪ *Assessment of group and individual assignments / project within each course.*
4.0	**Communication, Information Technology, Numerical**		
	4.1 demonstrate the ability to communicate effectively in oral and written forms. *4.2 Demonstrate the ability to use information and communication- technology and use basic mathematical and statistical techniques.*	▪ *Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English.* ▪ *There is computer course and one math course during the orientation year where students learn the basic skills of handling computers and the basic of mathematics.* ▪ *The Introduction of statistics course during the first year of the academic program enables students to learn various statistical tools and techniques.* ▪ *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.*	▪ *Direct assessment of basic skills including communication skills in English Language and use of IT through course project assessment*
5.0	**Psychomotor** Not applicable for this course		

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	Quizzes	Through the term	20
2	Midterm	Week 8	20
3	Group Project	Week 14	10
4	Final Test	Week 16	40
5	Assignments	Through the term	10
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 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

Evans J. and Lindsay W., The management and Control of Quality. 6th ed., Thomson South-Western. 2005
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) • Foster S., Managing Quality. Integrating the Supply Chain. Fifth ed., Pearson. 2013. • 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
4. List Electronic Materials (eg. Web Sites, Facebook, Twitter, etc. LMS Portal
5. 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 includes many journals, eBooks and periodicals are available for students.

F Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, 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 Program/Department Instructor

- *Staff Submit 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

- *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: _____ Dr Hanan Qatawneh, Dr.G.S.Vijaya _____

Signature: _____ Date Specification Completed: __ 6/11/2018_____

Program Coordinator: _____

Signature: _____ Date Received: _____