

**City University of Hong Kong
Course Syllabus**

**offered by Department of Management Sciences
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title: Quality Management

Course Code: MS3322

Course Duration: One Semester

Credit Units: 3

Level: B3

Proposed Area:
(for GE courses only)

- Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) MS3303 Service Quality Management

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to:

- provide a comprehensive understanding of quality management for service and manufacturing industry
- expose students to the key trends and quality issues of the service and manufacturing industry
- provide students with the requisite quality knowledge and the corresponding management skills to pursue a career mainly in the service industry such as in banks, retail chains, restaurants, food and beverage operations, casinos, theme venues, and entertainment centres.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Discuss the major roles in managing quality in the service and manufacturing industry.	10%		✓	
2.	Critically explore management issues, technology and key trends and developments in the service and manufacturing industry from a quality perspective.	15%		✓	
3.	Effectively plan and manage quality by applying multi-disciplinary thinking skills, key concepts and problem-solving tools to create workable solutions to real-world problems in the service and manufacturing industry.	25%			✓
4.	Evaluate the quality of systems by applying recent multi-disciplinary analytical tools to increase productivity and enhance quality outputs.	25%		✓	
5.	Analyze challenges and competitive forces in order to make improvements to the quality of outputs.	25%		✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lectures	Concepts and relevant knowledge quality management are explained during lectures.	✓	✓	✓	✓			
Think-pair-share	Students are asked to pair up to discuss and explore possible solutions to case problems which may be in real-life settings. The lecturer provides instant feedback based on students' responses.	✓	✓	✓	✓			
Watching and critiquing video case studies	Videos are shown to highlight quality scenarios in real-life settings. Follow-up discussions provide students with the opportunity to create and evaluate alternative solutions to problems.	✓	✓		✓			
Problem solving exercises / activities	Students participate in in-class exercises and activities. They are required to exploit the activities by applying their own real-life examples or their own experiences where relevant.		✓	✓				
Group discussion & mini case studies	Students work in groups to research and brainstorm the latest issues and trends regarding quality in the service and manufacturing industry. The findings are then prioritised, synthesised and presented to the class.		✓	✓		✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: <u> 50 </u> %								
Group presentation	✓	✓	✓	✓	✓		15%	
In-class activities and problem solving exercises		✓	✓	✓	✓		10%	
Reflective learning blog	✓	✓	✓	✓	✓		5%	
Research assignments	✓	✓	✓	✓	✓		10%	
Mid-term test	✓	✓					10%	
Examination: <u> 50 </u> % (duration: 2 hours, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group presentation	Students in a group collaborate to formally present the findings of their case studies in which they highlight their skills in being able to analyze and to solve quality problems.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. In-class activities and problem solving exercises	Students discuss and brainstorm the causes of quality problems and possible alternative solutions. They are required to apply the theories and analytical frameworks they learned to these issues.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Reflective learning blog	Towards the end of semester students write and reflect upon their learning experiences and challenges.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Research assignments	Students work together to conduct a collaborative survey report. It logs all students' learning processes and activities including their research work into the recent trends of quality.	High	Significant	Moderate	Basic	Not even reaching marginal levels
5. Mid-term test	The mid-term test is designed to assess students' understanding of the key concepts and subject matter of the course.	High	Significant	Moderate	Basic	Not even reaching marginal levels
6. Final examination	The final examination is designed to assess students' professional knowledge of managing quality problems and issues mainly in the service and manufacturing industry, as well as the ability to apply the theories and key concepts to solve management problems.	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Fundamental Concepts of Quality

Definition of quality. Dimensions of quality (product and service). Cost of quality. Motivation for quality. Management philosophy of quality gurus, e.g. Deming, Juran and Crosby.

Approaches and Tools

Basic tools (the “Magnificent Seven”). New seven tools. Quick and simple statistical techniques. Basic SPC tools.

Techniques for Improving Quality

Service gaps analysis. QFD Quality function deployment. SERVQUAL and its applications. Taguchi method.

Concepts of Continuous Improvement

Interpretation ISO9000. The Japanese Quality Revolution. Lean Six-sigma.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

[Foster] Managing Quality – Integrating the Supply Chain, by S. Thomas Foster Jacobs, Prentice Hall, the latest international edition.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Nil