

Syrian Arab Republic	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	الجمهورية العربية السورية
Ministry of Higher Education and Scientific Research		وزارة التعليم العالي والبحث العلمي
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## Course Description: Quality Management

### 1- Basic Information:

Course Name	Quality Management
Course ID	BMN505
Contact Hours (Registered Sessions)	24
Contact Hours (Synchronized Sessions)	24
Mid Term Exam	-
Exam	75 min
Registered Sessions Work Load	48
Synchronized Session Work Load	18
Credit Hours	5
Course Level	5

### 2- Pre-Requisites:

Course	ID
Introduction to Marketing	BMK401
Human Resources Management	BHR401
Operations Management	BQM501
Principles of Financial Management	BFB401

### 3- Course General Objectives:

This course aims to provide students with basic concepts of quality management, by highlighting the definitions of quality by quality gurus and some international and specialized organizations, as well as an explanation of the historical development of the concept of total quality management and its development approaches, and lists to students contributions of some of the quality gurus, as well as introducing the principles of total quality management and how to measure improvement and failure, and helps students use traditional methods in quality control, and knows how to calculate and classify different quality costs, as it explains the stages of applying total quality management in organizations and the requirements of each stage, it explains standards and items of international quality awards.

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#### 4- Intended Learning Outcomes (ILO):

Code	Intended Learning Outcomes
ILO1	The student can distinguish the concept of quality and total quality management, and he can enumerate the dimensions of the quality of the product and service and give an example of each, and compare the concept of TQM with the concept of ISO 9000, and illustrates the contributions of quality gurus.
ILO2	The student can explain the concept of quality culture, requirements and principles, defines the ethics of quality and distinguishes the benefits and risks of ethical behavior.
ILO3	The student can explain the concept of customer focus, enumerate the types of customer from the point of view of handling complaints, as well as measuring the level of customer satisfaction, and he can use the matrix of quality function deployment.
ILO4	The student can demonstrate the concept of leadership and enumerate the principles and characteristics of quality leadership and effective leadership, and he can distinguish leadership theories that correspond to the concept of TQM.
ILO5	The student can explain the concept of continuous improvement, distinguishes concepts, approaches for continuous improvement, distinguishes between the Japanese concepts and American concepts of continuous improvement, and calculates failure rates.
ILO6	The student can define the concept of the relationship with the suppliers and their characteristics, applies methods of evaluating the performance of suppliers, and explains the concept of a policy Just In Time supply.
ILO7	The student is able to use the traditional statistical control tools, determine the conditions of their use, and solve with the help of the teacher problem of quality control charts.
ILO8	The student can classify quality costs and can calculate them, prepare a quality cost report and interpret its results, and remember the Six Sigma concept.
ILO9	The student can enumerate the stages of applying TQM and the requirements of each stage, distinguishes the appropriate organizational structure of the concept of TQM, and explains how to transform from a traditional organization to a TQM organization.
ILO10	The student can remember and enumerate the standards of international quality awards and determines the differences between them, and deduces them from the appropriate standards for the Syrian business environment.

#### 5- Course Syllabus ( 24 hours of total Recorded Sessions , 24 hours of total synchronized sessions)

- **RS:** Recorded Sessions; **SS:** Synchronized Sessions;

ILO	Course Syllabus	RS	SS	Type	Additional Notes
ILO1	<b>The concept of quality and quality management</b> •Definition of quality	2	2	<input type="checkbox"/> Exercises <input type="checkbox"/> Assignments <input type="checkbox"/> Seminars	

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	<ul style="list-style-type: none"> <li>•Historical development of the concept of quality</li> <li>•Dimensions of quality of goods</li> <li>•Dimensions of quality of service</li> <li>•The concept of TQM</li> <li>•Philosophy of TQM</li> <li>•The emergence and development of the concept of TQM</li> <li>•Quality Management and ISO 9000</li> <li>•Traditional management and TQM</li> <li>• Quality gurus</li> </ul>			<input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	
ILO2	<b>Quality culture and ethics</b> <ul style="list-style-type: none"> <li>•The concept of quality culture</li> <li>•Build a culture of quality</li> <li>•Principles of quality culture</li> <li>•Introduction to quality ethics</li> <li>•Ethics models</li> <li>•The benefits and risks of ethical behavior</li> <li>•Providing an ethical environment</li> <li>• Cases study</li> </ul>	2	2	<input type="checkbox"/> <a href="#">Exercises</a> <input type="checkbox"/> <a href="#">Assignments</a> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	
ILO3	<b>Customer Focus</b> <ul style="list-style-type: none"> <li>•Customer definition</li> <li>•Listen to the customer's voice</li> <li>•Customer classification</li> <li>•Supplier / customer relationship chain</li> <li>•The concept of customer satisfaction</li> <li>• Customer complaints</li> <li>• Some models explain customer satisfaction</li> <li>•Measure customer satisfaction</li> <li>• Matrix of quality function deployment</li> </ul>	2	2	<input type="checkbox"/> Exercises <input type="checkbox"/> <a href="#">Assignments</a> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	
ILO4	<b>Commitment of senior leadership</b> <ul style="list-style-type: none"> <li>•The concept and definition of administrative leadership</li> <li>•Characteristics of quality leaders</li> <li>•Principles of quality leadership</li> <li>•Some leadership theories and their compatibility with the philosophy of TQM</li> <li>•The role of quality leaders</li> <li>• Effective leadership characteristics</li> </ul>	2	2	<input type="checkbox"/> Exercises <input type="checkbox"/> <a href="#">Assignments</a> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	
ILO5	<b>Continuous Improvement</b> <ul style="list-style-type: none"> <li>•The concept of continuous improvement</li> <li>•Continuous improvement approaches</li> </ul>	2	2	<input type="checkbox"/> <a href="#">Exercises</a> <input type="checkbox"/> <a href="#">Assignments</a> <input type="checkbox"/> Seminars	

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	<ul style="list-style-type: none"> <li>•Comparing the Japanese and Western approaches to improvement</li> <li>•Benchmarking and improvement</li> <li>•Poka Yoke</li> <li>•Approach to lean manufacturing</li> <li>•5S</li> <li>•Jidoka</li> <li>• Measuring failure rates</li> </ul>			<input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	
ILO6	<b>Suppliers Partnership Relationship</b> <ul style="list-style-type: none"> <li>•Supplier definition</li> <li>•Relationship with suppliers</li> <li>•Characteristics of suppliers partnership relationship</li> <li>•Supplier partnership model</li> <li>•Supply Chain and TQM</li> <li>•Evaluation of suppliers</li> <li>• Just In Time supply policy</li> </ul>	2	2	<input type="checkbox"/> <a href="#">Exercises</a> <input type="checkbox"/> <a href="#">Assignments</a> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	
ILO7	<b>Quality control tools</b> <ul style="list-style-type: none"> <li>•Concept of quality control</li> <li>•Seven traditional methods of quality control</li> <li>•Pareto analysis</li> <li>•Check sheet</li> <li>•Process flow chart</li> <li>•Scatter diagram</li> <li>•Cause and effect diagram</li> <li>•Run chart</li> <li>• Quality control chart</li> </ul>	2	2	<input type="checkbox"/> <a href="#">Exercises</a> <input type="checkbox"/> <a href="#">Assignments</a> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	
ILO8	<b>Quality costs</b> <ul style="list-style-type: none"> <li>•Definition and concept of quality costs</li> <li>•Classification of quality costs</li> <li>•Report quality costs</li> <li>•Behavior of quality costs</li> <li>• Where and when quality costs occur</li> <li>• Reduce quality costs</li> </ul>	2	2	<input type="checkbox"/> <a href="#">Exercises</a> <input type="checkbox"/> <a href="#">Assignments</a> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	
ILO9	<b>Apply and adopt TQM</b> <ul style="list-style-type: none"> <li>•Stages of applying TQM</li> <li>•TQM application requirements</li> <li>•Levels of adoption of TQM</li> <li>•Common mistakes when applying TQM</li> <li>•Benefits of applying TQM</li> <li>• Organization of TQM</li> </ul>			<input type="checkbox"/> Exercises <input type="checkbox"/> <a href="#">Assignments</a> <input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	
ILO10	<b>International Quality Awards</b>			<input type="checkbox"/> Exercises	

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	<ul style="list-style-type: none"> <li>•Deming Award</li> <li>•Malcolm Baldrige Award</li> <li>• European Excellence Award</li> </ul>			<input type="checkbox"/> <u>Assignments</u>	
				<input type="checkbox"/> Seminars <input type="checkbox"/> Projects <input type="checkbox"/> Practices <input type="checkbox"/> Others	

## 6- Assessment Criteria (Related to ILOs)

ISC	Interactive Synchronized Collaboration	Ex	Exams	Rpt	Reports
PF2F	Presentations and Face-to-Face Assessments	PW	Practice Work		

ILO Code	ILO	Intended Results	Assessment Type				
			ISC	PW	Ex	PF2 F	Rpt
ILO1	The student can distinguish the concept of quality and total quality management, and he can enumerate the dimensions of the quality of the product and service and give an example of each, and compare the concept of TQM with the concept of ISO 9000, and illustrates the contributions of quality gurus.	The student gives examples of the dimensions of the quality of goods and services, and can distinguish between the concept of TQM and ISO, and can distinguish between TQM and traditional management	X		X		
ILO2	The student can explain the concept of quality culture, requirements and principles, defines the ethics of quality and distinguishes the benefits and risks of ethical behavior.	The student remembers the vocabulary of scientific content and interacts with the teacher through direct and deductive questions, and applies a practical case about the culture and ethics of quality provided by the teacher	X		X		
ILO3	The student can explain the concept of customer focus, enumerate the types of customer from the point of view of handling complaints, as well as measuring the level of customer satisfaction, and he can use the matrix of quality function deployment.	The student remembers the conditions of handling customer complaints, determines the types of customers and how to deal with their complaints, and can prepare a house of quality matrix of QFD matrices	X		X		

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<b>ILO4</b>	The student can demonstrate the concept of leadership and enumerate the principles and characteristics of quality leadership and effective leadership, and he can distinguish leadership theories that correspond to the concept of TQM.	The student analyzes the theories of administrative leadership through discussion with the teacher the suitability and compatibility with the philosophy of TQM, the student searches for theories in administrative leadership in references and discusses the compatibility of the philosophy of total quality	X		X			
<b>ILO5</b>	The student can explain the concept of continuous improvement, distinguishes concepts, approaches for continuous improvement, can uses the importance-performance matrix to prioritize improvement, and calculates failure rates.	Analyze an organization's problem and help identify priorities for improvement. It also search for modern approaches to improvement and teacher discussion, as well as analyzes of failure rates and availability for a particular product or system.	X	X	X			X
<b>ILO6</b>	The student can defines the concept of the relationship with the suppliers and their characteristics, applies methods of evaluating the performance of suppliers, and explains the concept of a policy Just In Time supply.	The student applies a practical case on the relationship with suppliers, and is able to apply the criteria for the evaluation of suppliers quantitatively through the weighted method	X	X	X			
<b>ILO7</b>	The student is able to use the traditional statistical control tools, determine the conditions of their use, and solve with the help of the teacher problem of quality control charts.	The student uses traditional statistical control methods, and can solve the problems of quality control charts and draw their limits and interpret the results	X	X	X			
<b>ILO8</b>	The student can classify quality costs and can calculate them, prepare a quality cost report and interpret its results, and remember the Six Sigma concept.	The student can classify quality cost items, solve quality cost issues and prepare a quality cost report	X	X	X			X
<b>ILO9</b>	The student can enumerates the stages of applying TQM and the requirements of each stage,	The student distinguishes between the requirements of each stage of the application	X		X			

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	distinguishes the appropriate organizational structure of the concept of TQM, and explains how to transform from a traditional organization to a TQM organization.	of TQM, and applies a practical case provided by the teacher through which the link between the stages of application and adoption levels or between the status of the organization under study and how to transform it from a traditional organization to apply TQM organization					
ILO10	The student can remember and enumerates the standards of international quality awards and determines the differences between them, and deduces them from the appropriate standards for the Syrian business environment.	The student searches the International Standards Organization for other accredited quality awards and prepares a report about a proposed award applied in Syria benefiting from the international awards standards.	X		X		X

## 7- Practice Tools:

Tool Name	Description

## 8- Main References

- 1- Vincent K. Omachoun & Joel E. Ross., (2004), Principles of Total Quality, 3rd ed, CRC press LLC, Florida, USA.
- 2- Graeme Knowles, (2011), Quality Management, www.Bookboon.com.
- 3- Kiran D.R., (2016). Total Quality Management- Key Concepts and Case Studies, 1st ed, Butterworth-Heinemann.

## 9- Additional References

- 1- محفوظ، أحمد جودة، (2009)، إدارة الجودة الشاملة – مفاهيم وتطبيقات، ط4، دار وائل، عمان، الأردن.
- 2- الصرن، رعد، (2016)، إدارة الجودة الشاملة – مدخل الوظائف والأدوات، دار رسلان للطباعة والنشر والتوزيع، دمشق، سورية.
- 3- Edward Sallis, (2002), Total Quality Management in Education, 3rd ed, Kogan Page Ltd, London, UK.