

NAME OF THE COURSE		PROJECT QUALITY MANAGEMENT				
Code	ECS406	Year of study	1.			
Course teacher	Dragana Grubišić, PH. D. Srećko Goić, PH.D.	Credits (ECTS)	6			
Associate teachers	Doris Podrug, mag.oec.	Type of instruction (number of hours)	L	S	E	F
			26		26	
Status of the course	obligatory	Percentage of application of e-learning	40%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to familiarize students with methods, techniques and quality management tools within project management so that they can independently view, plan, ensure and control project quality.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Learning outcomes: Plan, control and manage complex projects (level 7 according to CQF).</p> <p>Individual learning outcomes:  1. Valorize project quality management (level 7 according to CQF).  2. Classify project quality costs (level 7 according to CQF).  3. Analyze project quality management elements (level 7 according to the CQF).  4. Generate and valorize quality tools in projects (level 7 according to CQF).</p>					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures		Exercises			
	Theme	Hours	Theme	Hours		
	1. Introduction. The concept of quality in the field of project management	2	1. Introduction. Quality assessment from different aspects	2		
	2. Quality indicators	2	2. Indicators of product quality, i.e. services	2		
	3. Quality development and its application in projects	2	3. Quality circle elements	2		
	4. Pioneers and paradigms	2	4. European quality award; Gold kuna; Originally Croatian	2		
	5. Project quality costs	2	5. Quality costs - case study	2		
	6. Project quality planning - clients	2	6. Identifying and ranking clients	2		
	7. Project quality planning - requirements	2	7. Identifying and ranking - requirements	2		
	8. 1. colloquium		8. 1. colloquium			
	9. Quality assurance of project Quality control of project	2	9. Defining the remaining elements of the quality path (specifications, activities, plan, control)	2		
	10. Data collection and understanding tools	2	10. Presentation of results	2		
	11. Tools for understanding the process	2	11. Application of tools for data collection and understanding (Pareto diagram)	2		
12. Process analysis tools	2	12. Application of process understanding tools (flow chart)	2			

2021./2022.

01/03/22 – 9. Sj. FV

	13. Problem solving tools	2	13. Application of process analysis tools (cause and effect diagram)	2	
	14. Standard project practice Quality in practice	2	14. Application of problem solving tools (affinity diagram)	2	
	15. 2. colloquium		15. 2. colloquium		
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	The condition for signing and taking the exam is a minimum attendance of 70% for full-time students and 35% for part-time students. Attending classes assumes active participation in group work on exercisers.				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training	0,5
	Experimental work		Report	(Other)	
	Essay		Seminar essay	(Other)	
	Tests	5	Oral exam	(Other)	
	Written exam		Project	(Other)	
Grading and evaluating student work in class and at the final exam	<p>During semester, students will have two colloquia. In order to access the second colloquium, the first one should achieve at least 45% of the correct answers. Successful solving of both colloquia (at least 60% of the correct answers) forms the overall grade. Alternatively, if students do not pass the exam through a colloquy, they can take it in writing during the exam period. Students who want a higher rating will be able to answer orally.</p> <p>Percentage thresholds and corresponding grades for written knowledge assessment:  0-59 inadequate (1)  60-70 sufficient (2)  71-80 good (3)  81-90 very good (4)  91-100 excellent (5)</p> <p>Additional possibility: For better adoption of the material and regular learning, students will be able to answer questions, in the form of quizzes, which will need to be solved within a week (from one lecture to another). These quizzes are optional, but bring some benefits. Each quiz consists of ten questions, which are solved at any time between two lectures. If any quiz is not solved within the allotted week, it is not possible to solve it in the following weeks. The student can solve each quiz twice, taking the average score of both quizzes. The quizzes require a total of at least 70% correct answers (out of 12 quizzes). The result achieved in this way can help students:  - to receive a passing or higher grade if 3% or less correct answers are missing for that grade (one or half points). For example: for the achieved percentage of correct answers of 57% - grade 2; for 68% - grade 3; for 78% - grade 4; for 88% - grade 5 (compare with defined percentage). This automatically includes situations in which the achieved result is between two grades (achieved percentage: 70%, 80% or 90%).</p>				

	The result of the quizzes can be used when taking exam through a colloquium, and only in the winter exam period of the current academic year.		
Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Rose, K., H., Project Quality Management, Why, What, and How, Ross, 2005.	0	Intranet
	Skoko, H., Upravljanje kvalitetom, Sinergija, Zagreb, 2000.	5	
	Lanati, A. (2018): Quality Management in Scientific Research. Challenging Irreproducibility of Scientific Results. Springer		[OBJ]
Optional literature (at the time of submission of study programme proposal)	Šiško Kuliš, M., Grubišić, D., Upravljanje kvalitetom, Ekonomski fakultet u Splitu, Split, 2010. (3 primjerka u knjižnici) Oslić, I., Kvaliteta i poslovna izvrsnost, MEP Consult, Zagreb, 2008. (2 primjerka u knjižnici)		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>• Monitoring attendance and performance of other student obligations (teacher)</li> <li>• Teaching Supervision (Vice Dean for teaching)</li> <li>• Analysis of the success of studies in all subject studies (Vice Dean for teaching)</li> <li>• Student Survey on the Quality of Teachers and Teaching for Each Subject Study (UNIST, Center for Quality Improvement)</li> <li>• The examination conducted by the subject teacher examines all learning outcomes of the subject. Periodic examination of the content of the exam is conducted on the basis of which the appropriateness of the method of checking the learning outcomes (Vice Dean for teaching)</li> </ul>		
Other (as the proposer wishes to add)			