



UNIVERSITATEA BABEȘ-BOLYAI  
BABEȘ-BOLYAI TUDOMÁNYEGYETEM  
BABEȘ-BOLYAI UNIVERSITÄT  
BABEȘ-BOLYAI UNIVERSITY  
TRADITIO ET EXCELLENTIA

Tradiție și Excelență prin  
Cultură - Știință - Inovație din 1581



Facultatea de Chimie și Inginerie Chimică

Str. Arany János nr. 11  
Cluj-Napoca, cod poștal 400028  
Tel.: 0264-59.38.33  
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## SYLLABUS

### *Quality and Project Management*

University year 2025 - 2026

#### 1. Information regarding the programme

|                                    |   |
|------------------------------------|---|
| 1.1. Higher education institution  | Babes-Bolyai University                       |
| 1.2. Faculty                       | Faculty of Chemistry and Chemical Engineering |
| 1.3. Department                    | Department of Chemical Engineering            |
| 1.4. Field of study                | Chemical Engineering                          |
| 1.5. Study cycle                   | Master  |
| 1.6. Study programme/Qualification | Advanced Chemical Process Engineering         |
| 1.7. Form of education             | Full time education                           |

#### 2. Information regarding the discipline

|                             |  |    |  |  |   |                         |  |                 |                        |         |             |
|-----------------------------|--|----|--|--|---|-------------------------|--|-----------------|------------------------|---------|-------------|
| 2.1. Name of the discipline |  |    | Quality and Project Management             |  |   |                         |  | Discipline code |                        | CME7341 |             |
| 2.2. Course coordinator     |  |    | Lecturer Dr. Eng. Timis Elisabeta Cristina |  |   |                         |  |                 |                        |         |             |
| 2.3. Seminar coordinator    |  |    | Lecturer Dr. Eng. Timis Elisabeta Cristina |  |   |                         |  |                 |                        |         |             |
| 2.4. Year of study          |  | II | 2.5. Semester                              |  | 3 | 2.6. Type of evaluation |  | VP              | 2.7. Discipline regime |         | DS/Optional |

#### 3. Total estimated time (hours/semester of didactic activities)

|   |            |                      |          |             |              |
|---|------------|----------------------|----------|-------------|--------------|
| 3.1. Hours per week   | <b>4</b>   | of which: 3.2 course | <b>2</b> | 3.3 seminar | <b>2</b>     |
| 3.4. Total hours in the curriculum  | 56         | of which: 3.5 course | 28       | 3.6 seminar | <b>28</b>    |
| <b>Time allotment for individual study (ID) and self-study activities (SA)</b>        |            |                      |          |             | <b>hours</b> |
| Learning using manual, course support, bibliography, course notes (SA)                |            |                      |          |             | 28           |
| Additional documentation (in libraries, on electronic platforms, field documentation) |            |                      |          |             | 16           |
| Preparation for seminars/labs, homework, papers, portfolios and essays                |            |                      |          |             | 18           |
| Tutorship   |            |                      |          |             | 4            |
| Evaluations   |            |                      |          |             | 3            |
| Other activities:   |            |                      |          |             | -            |
| <b>3.7. Total individual study hours</b>  | <b>69</b>  |                      |          |             |              |
| <b>3.8. Total hours per semester</b>  | <b>125</b> |                      |          |             |              |
| <b>3.9. Number of ECTS credits</b>  | <b>5</b>   |                      |          |             |              |

#### 4. Prerequisites

|                   |                             |
|-------------------|-----------------------------|
| 4.1. curriculum   | Not applicable              |
| 4.2. competencies | The use of Microsoft Office |



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## 5. Conditions

|                                      |  |
|--------------------------------------|--|
| 5.1. for the course                  | <ul style="list-style-type: none"> <li>The course room must facilitate video-projection.</li> <li>The course could take place online as well, employing Microsoft Teams in the limits allowed by the University regulations.</li> <li>Students must switch off the mobile phones during courses.</li> <li>Audio and/or video recording during the course is not allowed.</li> <li>Students are allowed to enter and exit at the courses anytime according to their needs; the active participation in courses contributes to the final evaluation.</li> </ul>  |
| 5.2. for the seminar /lab activities | <ul style="list-style-type: none"> <li>The laboratory room must facilitate video-projection and workstations featuring Microsoft Office.</li> <li>The laboratory activities could take place online as well, employing Microsoft Teams.</li> <li>Students should switch off the mobile phones during courses.</li> <li>Audio and/or video recording during the laboratory is not allowed.</li> <li>Students should be present at the seminars, as they are compulsory according to Art. 29 of "Statutul Studentului din Universitatea Babes-Bolyai", revised at 13.01.2013.</li> <li>The deadline for presenting the homework/projects will be agreed between the lecturer and the students and tasks will be posted as Microsoft Teams Assignments. Delays are accepted in the cases when well-founded reasons are proven before the deadline. In case of presenting the homework with delay, the grade will be penalized (0.5p/week).</li> </ul> |

## 6. Specific competencies acquired

|                                     |   |
|-------------------------------------|---|
| Professional/essential competencies | <ul style="list-style-type: none"> <li>Know the specific language and the identification of concepts.</li> <li>Developing and implementing projects. Identifying the main characteristics of a project.</li> <li>Planning the project while constructing the next elements: the scope and the objectives of the project, project work breakdown, project's activities details, activities' flow, project's Gantt chart, project's budget, risks management, human resources management.</li> <li>Knowledge on the basics of the quality management system in organizations.</li> <li>Building a Standard Operating Procedure (SOP).</li> <li>Acknowledging the continuous improvement related concepts.</li> </ul>  |
| Transversal competencies            | <ul style="list-style-type: none"> <li>Performing research and design activities in working groups or independently, using specific techniques and conforming to ethical rules.</li> <li>The development of skills for self-evaluation of performance and self-assessment of needs for continuous professional improvement based on permanent knowledge update related to the activity field and connected fields.</li> <li>The correlation of own capabilities with the labour market needs.</li> <li>Communicating own points of view clear and concisely using conventional and non-conventional information technology instruments.</li> <li>Giving and receiving feedback with respect to professional activity.</li> <li>Identifying opportunities for continual learning and efficient usage of learning resources and techniques for individual development.</li> </ul> |



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## 7. Objectives of the discipline (outcome of the acquired competencies)

|   |   |
|---|---|
| <b>7.1 General objective of the discipline</b>  | The development of competencies related to project management and quality management.   |
| <b>7.2 Specific objective of the discipline</b> | <p>The development of students' capabilities</p> <ul style="list-style-type: none"> <li>(1) to understand key concepts concerning project management, process management and quality management;</li> <li>(2) to plan and implement low complexity projects;</li> <li>(3) to develop process and quality management tools, such as process maps and SOPs;</li> <li>(4) to identify opportunities of continuous improvements; and</li> <li>(5) to search for research projects funding sources.</li> </ul> |

## 8. Content

| 8.1 Course  | Teaching methods   | Remarks |
|---|--|---------|
| 8.1.1. Pre-course assessment survey. Project management, process management and quality management. Introduction.   | Lecture, explanation, conversation, exemplification, debate                          |         |
| 8.1.2. Project concept. Specific elements of a project. Project types. Project context. Organization/ company structure. Stakeholders, clients, customers, users.                                   | Lecture, explanation, conversation, exemplification, debate                          |         |
| 8.1.3. Project life cycle and project phases. Overview of project-specific documents: project charter, project roadmap and project proposal.  | Lecture, students' presentations, explanation, conversation, exemplification, debate |         |
| 8.1.4. Initiation/definition phase: project charter (including project scope, objective setting).   | Lecture, students' presentations, explanation, conversation, exemplification, debate |         |
| 8.1.5. Methodological aspects of project planning. Planning phase: work breakdown, development of work packages, activities, milestones, deliverables, project scheduling (Gantt Chart, PERT, CPM). | Lecture, students' presentations, explanation, conversation, exemplification, debate |         |
| 8.1.6. Planning phase (continued): resource management (including human resources), project budget; risk management, communication plan, quality assurance, evaluation and reporting.               | Lecture, students' presentations, explanation, conversation, exemplification, debate |         |
| 8.1.7. Implementation phase: coordination, evaluation, quality assurance, project closure, and a practical example.   | Lecture, students' presentations, explanation, conversation, exemplification, debate |         |
| 8.1.8. Implementation phase (continued): coordination, evaluation, quality assurance, project closure, and a practical example.   | Lecture, students' presentations, explanation, conversation, exemplification, debate |         |
| 8.1.9. Research projects in industry and academia. Industry-academia cooperation in research projects. Research project funding.  | Lecture, students' presentations, explanation, conversation, exemplification, debate |         |
| 8.1.10. Standardization and certification authorities: international and national. Standardization. Quality management systems. Auditing.   | Lecture, students' presentations, explanation, conversation, exemplification, debate |         |
| 8.1.11. Implementation of a quality management system. ISO 9000 family of standards.  | Lecture, students' presentations, explanation, conversation, exemplification, debate |         |



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| 8.1.12. ISO documentation: quality manual, specific standards, standard operating procedures. Methods for quality control.   | Lecture, students' presentations, explanation, conversation, exemplification, debate |  |
| 8.1.13. Process management: process concept, process maps, standard operating procedures. Methods for quality control.   | Lecture, students' presentations, explanation, conversation, exemplification, debate |  |
| 8.1.14. Continuous improvement tools: Control Charts, Root Cause Analysis (RCA), Benchmarking. Methodologies Continuous improvement tools: e.g., World Class Manufacturing (WCM), 5S, Six Sigma, Kaizen, Lean. | Lecture, students' presentations, explanation, conversation, exemplification, debate |  |

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- SYSTEMICO - Systems Thinking. Process Excellence. Sustainable Results, <https://www.systemico.ca/quality-and-risk-management/quality-management-system-qms/>

Note. Bibliography items may be found at one of the following: (1) the "Lucian Blaga" Central Library of Babes-Bolyai University; (2) online on the scientific databases available from the intranet of Babes-Bolyai University and "Lucian Blaga" Central Library; (3) online using specified links; (4) online on the Microsoft Teams group dedicated to the discipline.

| 8.2 Seminar  | Teaching methods  | Remarks |
|--|---|---------|
| 8.2.1. Develop project planning elements: Stakeholder identification. SWOT analysis.                                       | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |         |
| 8.2.2. Develop project planning elements: Project charter  | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |         |
| 8.2.3. Develop project planning elements: work breakdown structure, work packages, activities.                             | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |         |
| 8.2.4. Develop project planning elements: activity conditionality, milestones, project deliverables, project deliverables. | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |         |
| 8.2.5. Develop project planning elements: project scheduling (e.g. Gantt chart, PERT chart and/or CPM).                    | Implementation of case studies, coaching via dialog, application building, learning by  |         |



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|  | discovery, teamwork, students' presentations, inter-evaluation, evaluation  |  |
| 8.2.6. Develop project planning elements: resource management.   | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |  |
| 8.2.7. Develop project planning elements: project budget.  | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |  |
| 8.2.8. Develop project planning elements: risk management plan.  | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |  |
| 8.2.9. Implement quality and process management elements: evaluation, quality assurance.   | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |  |
| 8.2.10. Implement quality and process management elements: identifying sources of funding for research projects.   | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |  |
| 8.2.11. Implement quality and process management elements: understanding and implementing standards.   | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |  |
| 8.2.12. Implement quality and process management elements: standard operating procedures.  | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |  |
| 8.2.13. Implement quality and process management elements: process maps.   | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |  |
| 8.2.14. Implement elements related to quality and process management, according to the details provided in the course: continuous improvement methodologies and techniques.  | Implementation of case studies, coaching via dialog, application building, learning by discovery, teamwork, students' presentations, inter-evaluation, evaluation |  |
| <p><b>Bibliography</b></p> <ul style="list-style-type: none"> <li>• All course bibliography</li> <li>• Auckland University, <a href="https://www.auckland.ac.nz/en/education/study-with-us/study-options/doctoral-programmes/research-proposal-structure.html">https://www.auckland.ac.nz/en/education/study-with-us/study-options/doctoral-programmes/research-proposal-structure.html</a></li> <li>• Becker, M., Schütt, B., Amini S., Stumptner, A., Ripken, C., 2014. Proposal Writing for International Research Projects. A Guide for Teachers. DAAD, <a href="https://www.fu-berlin.de/sites/china/aktuelles/aktuelle-artikel/20171205_Research-Proposal-Writing-Workshop/Research-ProposalWriting-2014_Becker-Schuett-Amini_-Workshop-Beijing-FUB-CSC-PhD-Program_Nov_2017-1.pdf">https://www.fu-berlin.de/sites/china/aktuelles/aktuelle-artikel/20171205_Research-Proposal-Writing-Workshop/Research-ProposalWriting-2014_Becker-Schuett-Amini_-Workshop-Beijing-FUB-CSC-PhD-Program_Nov_2017-1.pdf</a></li> </ul> |   |  |



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- Kepa, 2020. Development Cooperation Project Cycle Management, Finland, <https://itseopiskelu.kepa.fi/en/node/479>
- Monash University, <https://www.monash.edu/rlo/graduate-research-writing>
- Project Management Institute, <https://www.pmi.org/learning/tools-templates>
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- <https://www.smartsheet.com/content/project-management-meeting-minutes-templates>

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## 9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

The course content preparation was initially performed by referring to elements presented in similar courses at national and international universities.

- Feedback from industry (Emerson, Compania de Apa Someș) has been used to comply with expected competencies desired by potential employers.
- Later changes regard newer developments in the economic sector and/or are related to the sustainable development.

## 10. Evaluation

| Activity type | 10.1 Evaluation criteria  | 10.2 Evaluation methods   | 10.3 Percentage of final grade |
|---------------|---|---|--------------------------------|
| 10.4 Course   | It will evaluate the way knowledge of the course has been acquired, the way of thinking, correctness, and argumentation for the solutions to a project management or a quality management task. The task will be presented at a meeting during the semester following the instructions provided at the beginning of the semester. Each student must give at least one presentation. | VP: verification along the semester. Oral examination. The examination may take place on site or online, in according the University rules.   | 50%                            |
| 10.5 Seminar  | Correctness of answers as proof of understanding and applying the knowledge taught during the seminar. The active participation to seminar activities. The quality and accuracy of solving the seminar projects/ problems/ exercises, teamwork, homework. Each student must give at least one presentation.   | The results of homework and projects started in class and finished at home must be presented according to the specific agreed schedule. The activity may take place on site or online, in according the University rules. | 50%                            |



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#### 10.6 Minimum standard of performance

- The capacity to understand key project and quality management elements, and the ability to use it in developing specific case studies.
- Capability to present and critically analyse own approach related to solving tasks related to project and quality management.
- The use of computer and English language for continuous learning.
- 5 is the minimum grade accepted to pass the evaluation.
- The consequence of the attempted fraud and / or plagiarism are followed by the exclusion of the student from the exam.

#### 11. Labels ODD (Sustainable Development Goals)



Date:  
31.03.2025

Signature of course coordinator

Lecturer Dr. Ing. Elisabeta Cristina Timiş

Signature of seminar coordinator

Lecturer Dr. Ing. Elisabeta Cristina Timiş

Date of approval:  
...15.04.2025

Signature of the head of department

Prof. Dr. Ing. Graziella Liana Turdean