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# TECHNOLOGICAL UNIVERSITY OF THE SHANNON: MIDLANDS MIDWEST

**Faculty of Engineering and Informatics**

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| **AL\_ENGPG\_9** | **Post Graduate Diploma Engineering Management** |

**Year 1**

**Semester 2**

**Quality Management, Standards and Good Manufacturing Practice**

**Module Code: QUAL09010-37843**

**Examiners :** James Byrne (External)

Colette Kelly (Internal)

**Module Title: Quality Management, Standards and Good Manufacturing Practice**

**Assessment Type:** **Continuous Assessment #1**

**Title: CA1** Part 1: How might W.E. Deming implement a Quality Culture/System, incorporating certification to ISO9001:2015, in my workplace?

**CA1** Part 2: Problem Statement, Solution and Action Plan

**No. of pages including cover sheet: 6**

**CA1 – Individual – 2 Parts – Total 60% - by March 7th 23:59**

**Part A 50%:** 2000 word, fully referenced, report on **How might W.E. Deming implement a Quality Culture, incorporating certification to ISO9001:2015, in my workplace?**

\*CARE – focus is on ISO 9001:2015 – ISO 13485:2016 may not be substituted.

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**Referencing is mandatory – no referencing, no marks**.

**(Key reference points:** WE Deming, Edgar Schein, ASQ, ISO, NSAI)

**Structure Guideline:**

**Introduction**: Brief overview of the:

* organisation’s current Quality Culture
* ethos of Deming (14 points)
* value of ISO 9001:2015 c. 500 words

**Discussion** (use heading(s) appropriate to the focus of your discussion, here)

Discuss value of Deming’s ethos and ISO 9001:2015 in terms of your organisation – the challenges of certification to ISO 9001:2015 and how they might be overcome?   
How that can develop an effective Quality Culture? c. 1300 words  
  
**Conclusion:** Bring it all together – summarise c. 200 words

**Part B 10%:** Identify one Quality Circle-type implementable idea for improvement in your organisation, structured as follows:  
 1. Problem Statement (what you will fix…**what is happening now** that isn’t right)  
 2. Why it is bad (costs of bad quality)  
 3. Solution and Action Plan (one sentence solution – time-driven/accountable action plan  
 4. Benefits: Value of good quality – Time/Money saved; Impact on customer service; Process Improvement…

**Use Template….**

**Problem Statement:** X People spend X **(minutes/hours)** per **(day/week)** doing **(task that adds no value… checking/fixing/red tape/layers of sign-off….)**

**This is bad because:**

* X hours per annum spent ineffectively – equiv to X FTE
* Costs of €X p.a. incurred to rectify….compensate….replace….
* Impact of service….
* Any other….

**Solution:** One sentence….

**Benefits:**

* X hours p.a./FTE freed up to do value-adding tasks
* €X freed up ….think about what it could avhieve
* Process improvement (specify)…think about what else that will mean
* Customer service improvement (specify)…think about what else that will mean

**Action Plan**

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| --- | --- | --- | --- |
| **Action** | **By Whom** | **By When** | **Update on Progress** |
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| **Mark %** | **Knowledge and Understanding**  **Demonstrate via Research via logical analysis via examples of application in workplace….** | **Analysis**  **critical thinking – look at pros and Cons – all perspectives and then come to a conclusion** | **Reading / Research to assist in critical thinking – another perspective – incl a broad range**  **CARE: *No Referencing = No Reading/***  ***Research*** | **Referencing Harvard System**  **links to Reading/**  **Research**  **COMPULSORY** | **Essay Structure**  **Logical progression from question, through discussion, to conclusion incorporating discussion on key issues** | **Use of language, inc**  **Academic style, sentence construction, spelling, grammar…** | **Links to Course and to Practical Experience/ Application**  **Incl examples from workplace** |
| **=>** | **50%** | **15%** | **5%** | **10%** | **5%** | **5%** | **10%** |
| 90+ | Demonstrated exceptional comprehension of topic and its practical application with evidence of reading beyond the key texts  Some evidence of thinking ‘next steps’ – developing application - question properly interpreted – all aspects addressed | Sophisticated analysis using ideas and principles beyond those introduced in the module. Interrogation of the facts and concepts from more than one perspective before arriving at a conclusion that develops it further | Essay fully supported by reference to relevant up to date material from a wide range of respected sources and perspectives. | Accurate use of the required referencing technique.  Complete in referencing + Reference listing at the end of the assignment | Clear structure which enriches the discussion and argument – a good flow, progressively unveiling a body of knowledge, leading to a strong conclusion | Essay displays an excellent use of standard written English with succinctly and effectively constructed statements, in an appropriately academic style | Learnings from course and practical experience from own workplace knowledge interwoven across the discussion, demonstrating exceptional comprehension |
| 70 -89 | Shows thorough academic knowledge and understanding of the topic, with evidence of reading beyond the key texts- good integration of evidence from several sources -question properly interpreted– all aspects addressed | Essay shows a resourceful and imaginative analysis applying critical thinking to ideas and principles beyond those introduced in the module and using workplace scenarios | Clear evidence of a wide range of relevant reading, which goes beyond key texts | Accurate use of the required referencing technique – almost complete – up to 20% missing + Reference listing at the end of the assignment | Clear structure which enhances the discussion and argument, leading to a strong conclusion | Essay displays an excellent use of standard written English, written in an appropriately academic style. | Strong evidence of learnings from course - including own workplace knowledge, other modules, applied across the discussion |
|  | **Knowledge & Understanding**  **50%** | **Analysis**  **15%** | **Reading and Research**  **5%** | **Referencing**  **10%** | **Structure**  **5%** | **Language**  **5%** | **Links**  **10%** |
| 60 - 69 | Shows evidence of good understanding of the topic and its application- question properly interpreted– all aspects addressed | Shows some evidence of analysis using ideas and principles introduced in the module, using workplace scenarios to critically appraise the topic. | Essay well informed by reading which goes beyond key texts. | Accurate use of the required referencing system – widespread application but incomplete by c.21% - 30%. + Reference listing at the end of the assignment | Structure is clear and supports coherent discussion and argument. Effective use of broadened scope of reading, leading to a good conclusion | Essay displays a very good standard written English with all statements clearly expressed. Written in an appropriately academic style. No spelling/ grammatical errors. | Evidence of some course learnings and some module learnings, applied to own workplace knowledge throughout. |
| 50 - 59 | Shows relevant knowledge of the topic - question properly interpreted– key and general aspects addressed, demonstrating understanding of practical application | The essay is largely descriptive with some discussion, applying critical thinking, using ideas and principles introduced in the module | Effective use of appropriate reading: books, journal papers, academic papers, articles by recognised and respected experts | Largely Accurate use of the required referencing system – application in every paragraph and/or missing 31% - 50% + Reference listing | Evidence of structure which supports the discussion Effective use of key reading, leading to a logical conclusion. | Essay displays a very good standard of written English, with few spelling/ grammatical errors. Written in an appropriately academic style. | Occasional reference to links to course learning AND module learnings AND work experience – in every paragraph |
| 45 - 49 | Shows basic knowledge of topic but with some inaccuracies – question properly interpreted and/or key aspects addressed | The essay is limited to description and includes frequent use of unsupported facts and opinions. Some evidence of critical thinking. Some inaccuracy in the material | Appropriate use made of a limited range of reading. | Largely accurate use of the required system – applied sporadically – at least in every section of answer and/or 51% - 80% missing – must also include a Reference listing at the end of the assignment. | Evidence of structure relevant to the title – logical discussion, incorporating key issues - there should be a satisfactory conclusion | The work is written to an acceptable standard of English. While an effort has been made, to write in the academic style, language may be too informal to be considered academic. There may be some spelling/ grammatical errors and the work may need more careful editing. | Occasional reference to links to module learnings only – at least in every paragraph  Occasional reference to practical/ work experience |
|  | **Knowledge & Understanding**  **50%** | **Analysis**  **15%** | **Reading and Research**  **5%** | **Referencing**  **10%** | **Structure**  **5%** | **Language**  **5%** | **Links**  **10%** |
| 40 - 44 | Shows very basic knowledge of topic - signs of emerging knowledge, however, peppered with misinterpretations – question properly interpreted and/or key elements of expected answer have been addressed. | Essay is descriptive and uncritical. Misinterpreted and unsupported facts and opinions. Some inaccuracy in the material | Some superficial use of very limited range of reading. | Inaccuracies in use of the required referencing system and/or fewer than  two citations per page and includes a Reference listing at the end of the assignment. | Some structure although key issues may be omitted. Some repetition. There may be no conclusion – a basic understanding must be evident. | More care needed regarding grammar, spelling and sentence construction. Many informalities throughout. | Some links to course/module learnings or workplace experience, demonstrating basic understanding of application |
| 39 and below | Knowledge of the topic insufficient to be considered ‘basic’ – or question misinterpreted. | Essay is descriptive and uncritical. Many inaccuracies in the material | Little or no evidence of reading on the topic. | Totally inaccurate use of required referencing system **or** scarce in application **or** no Reference List | Structure not evident  Key issues omitted | No effort at academic writing.  Misspellings and grammatical errors throughout. | No links to course/module learnings and/or work experience |