Assignment Guidance and Front Sheet

This front sheet for assignments is designed to contain the brief, the submission instructions, and the actual student submission for any assignment. As a result the sheet is completed by several people over time, and is therefore split up into sections explaining who completes what information and when. Yellow highlighted text indicates examples or further explanation of what is requested, and the highlight and instructions should be removed as you populate 'your' section.

To be <u>completed</u> by the <u>student(s)</u> prior to final submission:

Your actual submission should be written at the end of this cover sheet file, or attached with the cover sheet at the front if drafted in a separate file, program or application.

Student ID or IDs for group work	e.g. 1234567

To be <u>completed</u> (highlighted parts only) by the <u>programme administration</u> after approval and prior to issuing of the assessment; to be <u>consulted</u> by the <u>student(s)</u> so that you know how and when to submit:

Date set	16 October 2022
Submission date (excluding extensions)	*BEFORE 12:00 noon UK time on Monday 28 November 2022*
Submission guidance	*To be submitted electronically in ONE file (instead of separate files) in supported types (e.g. MS Word, Acrobat PDF, and maximum file size is 40MB) via Tabula*
Marks return date (excluding extensions)	23 December 2022
Late submission policy	If work is submitted late, penalties will be applied at the rate of **5 marks per University working day** after the due date, up to a **maximum of 10 working days** late. After this period the mark for the work will be reduced to 0 (which is the maximum penalty). "Late" means **after the submission deadline time as well as the date** – work submitted after the given time even on the same day is counted as 1 day late. **Only for Postgraduate students who started their current course before 1 January 2020:** the daily penalty is **3 marks** rather than 5.
Resubmission policy	If you fail this assignment or module, please be aware that the University allows students to remedy such failure (within certain limits). Decisions to authorise such resubmissions are made by Exam Boards. Normally these will be issued at specific times of the year, depending on your programme of study. More information can be found from your programme office if you are concerned.

To be <u>completed</u> by the <u>module owner/tutor</u> prior to approval and issuing of the assessment; to be <u>consulted</u> by the <u>student(s)</u> so that you understand the assignment brief, its context within the module, and any specific criteria and advice from the tutor:

Module title & code	Industrial Engineering for Business Improvement – Weekend Mode ES9V9_A3HK)
Module owner	Mr. Bill Taylor
Module tutor	Mr. Bill Taylor
Module marker	Mr. Bill Taylor
Assessment type	<mark>essay/ group work</mark>
Weighting of mark	<mark>In module syndicate exercise 20 marks</mark> <mark>Post Module Assignment 80 marks (</mark> <mark>PMA is actually scored out of 100 pro rata to 80</mark>

Assessment brief

Assignment Project Exam Help

Both questions must be answered there is no choice

Question 1 (2 parts)

Subject Domain: Productivity, Efficiency/Effectiveness, the application of Work Measurement techniques, Method Study / Layout Design tools and procedures, MUDAS and their challenges

https://powcoder.com

A) *Explain the traditional view of Productivity.*
   Explain the difference between Efficiency and Effectiveness. Provide two examples that clearly show the differences between them.

Add WeChat powcoder

   10 marks
   500 words

B) *At a local level interms of shop floor or office productivity, evaluate what the Work Measurement/Method Study/Layout Design tools and procedures can do in attacking the traditional MUDAS* (wastes – Non Value Added) which need to be constantly addressed by Industrial Engineers***

   *Be careful to include the full set of MUDAS as highlighted/considered in the module.
   ** We are all Industrial Engineers ! The moment we start work, it does not matter what occupation we have, there is a duty to avoid waste and improve productivity.

   40 marks
   2000 words

Question 2

Subject Domain: Ergonomic Risk Factor Analysis, Body Part Mapping, Health & Safety Regs, Ergonomics (physical / cognitive) Work Station Envelopes, Motion Economy Principles, Yerkes Dodson Performance model, Motivation /Ethics

Following on from the Flow Line Planning Case Study presented in the Module, discuss the Ergonomic Risk factors and the Workspace Envelope requirements that need to be considered. Interlace your discussion with Authentic / Related statistics where applicable* either from the Health and Safety Executive UK or the Hong Kong Health Authority.

>**N.B. This does not preclude you from using data/illustrations/tables from other sources such as the International Labour Office or the Hong Kong Poly U Health and Safety Unit.*

50 marks
2000 words

Total word count for both questions is 4500, you are permitted a +10% overrun of 450 words = 4950 (absolute maximum).

Your PMA should be an account of your thoughts and reasoning (critique) of the necessary actions/requirements embedded in each question.
Please make every effort not to plagiarise, be studious and curious about what each question represents.

Word count	The absolute word limit Is 4950, tabularised narratives/data sets/ frameworks/models/exhibits are not included in the above word limit
Module learning outcomes (numbered)	1 Critically Evaluate the range of Industrial Engineering tools and techniques in reducing non-value added work in all its contexts (physical and cognitive). 2 Demonstrate and where applicable synthesise, key elements of this specialised field of study with other relevant disciplines to promote better organisational efficiency and effectiveness. 3 Initiate, formulate and defend suitable plans for change within a variety of business contexts
Learning outcomes assessed in this assessment (numbered)	1 & 2 Fully 3 partially
Marking guidelines	Refer to Page 5 of this PMA for the qualification as to what a 70+, 69-60,59-50,49-40 represents and will be applied to this PMA
Academic guidance resources	Think Tank sessions to be conducted after the module. Reading materials, videos, government and institutional papers where applicable

The following is pre-populated for PGT assignments only:

As a postgraduate level student in WMG you may have some concerns about your ability to write at the high standard required. This short guide is intended to provide general guidance and advice. It is important that if you have any questions you discuss them with your module tutor. Remember, in writing your PMA you need to meet the expectations of the reader and university.

A good PMA generally requires you to answer the question and to include...

1. A title, with your student number, module, lecturer's name and any other documentation required by the university.
2. A contents page and if appropriate, an abstract.
3. An introduction which acts as a 'map' to the rest of the document, describing the aim or purpose of the work and explaining how this aim is achieved. At this point it is usually helpful to paraphrase your conclusion.
4. Evidence of an appropriate level of background reading of relevant texts.
5. Evidence of systematic and clear thinking, indicative of good planning and organisation.
6. Writing which makes sense, is clearly and carefully presented (proof-read and grammar checked).
7. A critical style of writing which compares and contrasts the main theories, concepts and arguments with conclusions that are based in evidence presented.
8. High levels of accurate academic referencing.
9. A logical and well-defined structure with headings and subheadings.
10. Clearly labelled and well-presented diagrams and other graphics that are discussed in the text.
11. Adherence to usual academic standards including length and a timely submission.
12. A reference section in which every source that is cited in the text is listed.

Where to get help:

1. **Talk to your module tutor if you don't understand the question or are unsure as to exactly what is required.**
2. Study, Professional and Analytical Skills (SPA) Moodle site – we have a lot of resources on this website with workbooks, links and other helpful tools. https://moodle.warwick.ac.uk/
3. The university Academic Writing centre provides workshops and useful tools to help you in all aspects of your work. https://warwick.ac.uk/services/skills/academicwriting/
4. Avoiding Plagiarism, the university's site to help you to reference properly https://moodle.warwick.ac.uk/course/view.php?id=42224
5. Wellbeing support services https://warwick.ac.uk/services/wss
6. Numerous online courses provided by the University library to help in academic referencing, writing, avoiding plagiarism and a number of other useful resources. https://warwick.ac.uk/services/library/students/your-library-online/

	70+	69-60	59-50	49-30
OVERALL REQUIREMENT	Overall, good academic practice.should be demonstrated clearly. The organisation of materials, sources, data, information and opinion is undertaken in a scholarly manner. Objectivity, good analysis and argument is particularly important where there is no right answer. A critical approach is required at all times			
OVERALL GUIDIING ASSESSMENT	The responses have a fully explained narrative, suitably and correctly sourced. Authoritative stats/data used are relevant to the subject under discussion, and seek to support, confirm or even contradict (where applicable) the subject under evaluation or debate.	A substantial response but not every issue or consideration has been anticipated and laid down in the narrative in a meaningful way. The narrative may well discuss or evaluate the main themes required but there maybe omissions in the form of sources/illustrations/data (or simply what has been used is not as current as it should be).	Base response which may superficially introducesa subject theme or issue of concern. The range/depth of discussion-or evaluation is clearly limited.. The knowledge applied is either limited or partially correct and the required sources/data/stats are not provided or perhaps not aligned properly. At first glance it may appear to focus on the correct theme or subject but on the whole the academic rigour is lacking, very little insight is provided and the degree of knowledge applied superficial.	Significant omissions in the narrative are clearly visible. There is little range or depth of thought/ insight given. Sources/Data/illustrations to compliment the narrative cannot be found. Potentially the wrong interpretation may have been provided either due to lack of knowledge of the subject under discussion or lack of research/learning. Incoherent/Disorganised presentation, clearly not sufficient for a pass level..
	There is a concerted effort to align current thinking and there is a good deal of insight (almost a journalistic curiosity) into the subject theme(s) under scrutiny. Assumptions or assertions are qualified with valid sourcing/illustrations/data where applicable.	There may be a theme/assumption/assertion that is not fully debated or its importance not fully recognised which may also extend to models or formulas used.		