



48%

48%

## APPENDIX GA36a

### LEVEL 4 ASSESSMENT SPECIFICATION

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                      |                |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------|
| Student name:                   | Lloyd Davies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Student ID number:                                   |                |
| Programme:                      | HNC/D IN Mechanical Engineering/Electrical/Electronic Engineering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                      |                |
| Module:                         | Management, Innovation and Sustainability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                      |                |
| Module code:                    | M5X01176                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Contribution to Overall Module Assessment (%):       | 50%            |
| Lecturer:                       | Coral Planas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Internal Verifier:                                   | Dr. R. Kadhim. |
| Assignment Title:               | Engineering Case study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Word count (or equivalent):                          | 1200 min       |
| Submission deadline:            | 02/05/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Return date of provisional marks & written feedback: | 23/05/2019     |
| Submission method:              | <p>All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark.</b> Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.</p> |                                                      |                |
| Academic honesty / referencing: | <p>Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.</p>                                                                                                                                                                                                                                                                                              |                                                      |                |

#### Module Learning Outcomes (from module syllabus)

- 1) Demonstrate the ability to apply appropriate theoretical and practical methods to the analysis and solution of structures and dynamics engineering problems.
- 2) Demonstrate key transferable skills in problem formulation and decision making, interpreting experimental results.



# TASK DESCRIPTION

## Assignment Brief

This module introduces the student to the social and commercial context of the engineering industry in terms of business environments including: management organisation and administration, regulation and legislation.

## Assignment Scenario

You have been working as an Engineering Technician for a small to medium sized engineering company manufacturing parts for the aircraft industry. Your duties are to ensure the production process operates efficiently and that all aspects of installation and maintenance are carried out in accordance with recognised procedures and cost effectively.

In recent years the company has seen a steady decline in turnover and profit, mainly resulting from increased competition from within the UK and overseas along with a lack of investment in technologically advanced systems and machinery.

The company has advertised the position of 'Engineering Project Manager' with a good salary, private health insurance and a final salary pension. The position is being advertised internally and externally.

Applicants are required to (a) deliver a 10 minute PowerPoint presentation outlining the key factors that influence organisational success and to balance them against the key factors that could potentially lead to organisational failure and (b) write a structured report (minimum 3000 words) encompassing the factors outlined in (a) detailing how those factors can be utilised to address the following issues:

- Falling Sales
- Limited European and International customer base
- 10% reduction in production targets on previous year
- 5% increase in product rejection rates
- Escalating maintenance costs
- Unusually high turnover of staff
- 3 '7 day' + lost time accidents

Your research should result in a professional report and PowerPoint presentation with clear structure, aims, objectives and outcomes based on your research. This presentation and report can then be delivered and submitted as required as part of the job application process.



Your research should result in a professional report and PowerPoint presentation, the report and the presentation can then be delivered and submitted as required as part of the job application process.

Your report should include;

- A title page
- Table of contents
- Introduction
- Objectives
- Theory / Research
- Methodology
- Results
- Analysis
- Discussion / Evaluation
- Conclusion
- References

Word count: The recommended word count is 3000 words.

## GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

You will need to consider:

- **Business Organisations And The Environment:** types of business organisations; analysis of the organisation and its external environment; the engineering industry in the UK and global economy.
- **Regulation and Legislation:** product liability and contractual obligations, data protection legislation, protection of intellectual property.
- **Business Ethics:** Corporate social responsibility, the engineer's responsibility to society.
- **Management and Group Behaviour:** management and leadership styles; management roles; management decision making and problem solving; management of change; motivation; quality management; group behaviour and dynamics; individual behaviour; personality and perception.
- **Marketing:** the marketing mix; sponsorship funding models; developing a business plan for a Small Business Unit.
- **Project Management:** Project planning techniques, project monitoring, managing risk.
- **Brexit:** Comment on the potential effects (positive or negative) this will have on the economy in general and more significantly the company in which you are employed.

The report must be structured to include a contents page and a page of references which record all sources of information used in the report adhering to the 'Harvard' referencing system. Any quotations or citations within the report must also be referenced using the correct method as detailed in the 'Harvard' referencing system.



## MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

| Common Assessment Criteria Applied                                                                                                                                                                                |  | Marks available                                                                                                                                                                         | Marks awarded |                                                 |  |                     |  |                    |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------|--|---------------------|--|--------------------|--|
| <b>1. Research-informed Literature</b><br>Extent of research and/or own reading; selection of credible sources; application of appropriate referencing conventions.                                               |  |                                                                                                                                                                                         |               |                                                 |  |                     |  |                    |  |
| You have included some theory, but have missed so many opportunities where this could have been applied. Some basic referencing used.                                                                             |  | 30                                                                                                                                                                                      | 14            |                                                 |  |                     |  |                    |  |
| <b>2. Knowledge and Understanding of Subject</b><br>Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.                                                   |  |                                                                                                                                                                                         |               |                                                 |  |                     |  |                    |  |
| You have included some generic narrative, but no link to the sector in the assignment. Very little theorists' work used to present arguments.                                                                     |  | 25                                                                                                                                                                                      | 11            |                                                 |  |                     |  |                    |  |
| <b>3. Analysis</b><br>Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence                                                                |  |                                                                                                                                                                                         |               |                                                 |  |                     |  |                    |  |
| You have made attempts to analyse the issues, and some ideas are appropriate and would work. The analysis is not consistent and no synthesis presented.                                                           |  | 15                                                                                                                                                                                      | 7             |                                                 |  |                     |  |                    |  |
| <b>4. Practical Application and Deployment</b><br>Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.            |  |                                                                                                                                                                                         |               |                                                 |  |                     |  |                    |  |
| You have used some appropriate examples of factors that could improve the issues, but have left it at a basic level.                                                                                              |  | 15                                                                                                                                                                                      | 8             |                                                 |  |                     |  |                    |  |
| <b>5. Skills for Professional Practice</b><br>Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.                          |  |                                                                                                                                                                                         |               |                                                 |  |                     |  |                    |  |
| A short presentation in terms of elaborating on key points. You have listed some valid reasons, but failed to discuss them in any detail.                                                                         |  | 15                                                                                                                                                                                      | 8             |                                                 |  |                     |  |                    |  |
| <b>Assignment Mark Overall</b> (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.) |  | <table><tr><td colspan="2">Late Submission Penalties (tick if appropriate)</td></tr><tr><td>Up to one-week late</td><td></td></tr><tr><td>Over one week late</td><td></td></tr></table> |               | Late Submission Penalties (tick if appropriate) |  | Up to one-week late |  | Over one week late |  |
| Late Submission Penalties (tick if appropriate)                                                                                                                                                                   |  |                                                                                                                                                                                         |               |                                                 |  |                     |  |                    |  |
| Up to one-week late                                                                                                                                                                                               |  |                                                                                                                                                                                         |               |                                                 |  |                     |  |                    |  |
| Over one week late                                                                                                                                                                                                |  |                                                                                                                                                                                         |               |                                                 |  |                     |  |                    |  |
|                                                                                                                                                                                                                   |  | 48 %                                                                                                                                                                                    |               |                                                 |  |                     |  |                    |  |



# COMMON ASSESSMENT AND MARKING CRITERIA

| Assessment Criteria                                                                                                                                                                                                                                                                                          | OUTRIGHT FAIL                                                                                                                                                                                  | UNSATISFACTORY                                                                                                                                                                                                         | SATISFACTORY                                                                                                                                                                                                                                                   | GOOD                                                                                                                                                                                                                                                                                      | VERY GOOD                                                                                                                                                                                                                                                                                                      | EXCELLENT                                                                                                                                                                                                                                                                                            | EXCEPTIONAL                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                              | 0-29%                                                                                                                                                                                          | 30-39%*                                                                                                                                                                                                                | 40-49%                                                                                                                                                                                                                                                         | 50-59%                                                                                                                                                                                                                                                                                    | 60-69%                                                                                                                                                                                                                                                                                                         | 70-79%                                                                                                                                                                                                                                                                                               | 80-100%                                                                                                                                                                                                                                                                         |
| <b>1. Research-informed Literature</b><br>Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions                                                                                                                                           | Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.                                                               | Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.                                                               | References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.                                                                                             | Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.                                                                                                                                     | Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.                                                                                              | A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.                                                                                                               | Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.                                                                      |
| <b>2. Knowledge and Understanding of Subject</b><br>Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.                                                                                                                                              | Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.                                                                                                 | Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.                                                                                                                                 | Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.                                                                                                                                                              | Knowledge is accurate with a good understanding of the field of study.                                                                                                                                                                                                                    | Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.                                                                                                                                                                                                                  | Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.                                                                                                                           | Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.                                                                                                                            |
| <b>3. Analysis</b><br>Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence                                                                                                                                                           | Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate. | Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance. | Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant. | Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant. | Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations. | Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations. | Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions. |
| <b>4. Practical Application and Deployment</b><br>Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.   | Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.                                                                 | Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.                                                | An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.                                                                                | A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.                                                                                               | A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.                                                                     | An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.       | Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.                                                                                                                                                 |
| <b>5. Skills for Professional Practice</b><br>Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation. | Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.                         | Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence.                                                     | Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.                                          | Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.                                                                    | Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.                                                                              | Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.                                     | Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.                             |



# Student Self Evaluation Form

|                   |                                    |                   |       |
|-------------------|------------------------------------|-------------------|-------|
| Student name:     | Lloyd Davies                       | Student P number: |       |
| Programme:        | HND Electronic and electrical ENG. | Year of programme | 18/19 |
| Assignment Title: | Engineering case study             |                   |       |

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

| Common Assessment Criteria Applied        | Level of Achievement     |                          |                                     |                                     |                          |                          |                          |
|-------------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
|                                           | REFER                    |                          | 3 <sup>rd</sup>                     | 2:2                                 | 2:1                      | 1 <sup>st</sup>          | 1 <sup>st</sup>          |
|                                           | OUTRIGHT FAIL            | UNSATISFACTORY           | SATISFACTORY                        | GOOD                                | VERY GOOD                | EXCELLENT                | EXCEPTIONAL              |
| 1. Research-informed Literature           | 0-29%                    | 30-39%                   | 40-49%                              | 50-59%                              | 60-69%                   | 70-79%                   | 80-100%                  |
|                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Knowledge and Understanding of Subject | 0-29%                    | 30-39%                   | 40-49%                              | 50-59%                              | 60-69%                   | 70-79%                   | 80-100%                  |
|                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Analysis                               | 0-29%                    | 30-39%                   | 40-49%                              | 50-59%                              | 60-69%                   | 70-79%                   | 80-100%                  |
|                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Practical Application and Deployment   | 0-29%                    | 30-39%                   | 40-49%                              | 50-59%                              | 60-69%                   | 70-79%                   | 80-100%                  |
|                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Skills for Professional Practice       | 0-29%                    | 30-39%                   | 40-49%                              | 50-59%                              | 60-69%                   | 70-79%                   | 80-100%                  |
|                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                                                                                    |                                                                                      |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL             | PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP                            |
|  |  |

|                     |                                                                                     |      |                     |
|---------------------|-------------------------------------------------------------------------------------|------|---------------------|
| Student's Name      | Lloyd Davies                                                                        | Date | 2 <sup>nd</sup> May |
| Student's Signature |  |      |                     |



elaboration of the  
main ideas, would have  
made this a really interesting  
and informative presentation.

# Preventing organisational failure



By Lloyd Davies

## Introduction

In this presentation I will break down organisational success and failure. Some of the key points I will be covering are;

- ▶ Factors influencing success
- ▶ Factors influencing failure
- ▶ Plan of action
- ▶ Objectives and outcomes.



## Factors that influence organisational success

Here are some key areas that will boost success in the manufacturing industry

- ▶ Analysis
- ▶ Increasing sales
- ▶ Increasing international customer base
- ▶ Improving customer service
- ▶ Reducing capital
- ▶ Keeping the work force motivated

good .

## Factors that lead to organisational failure

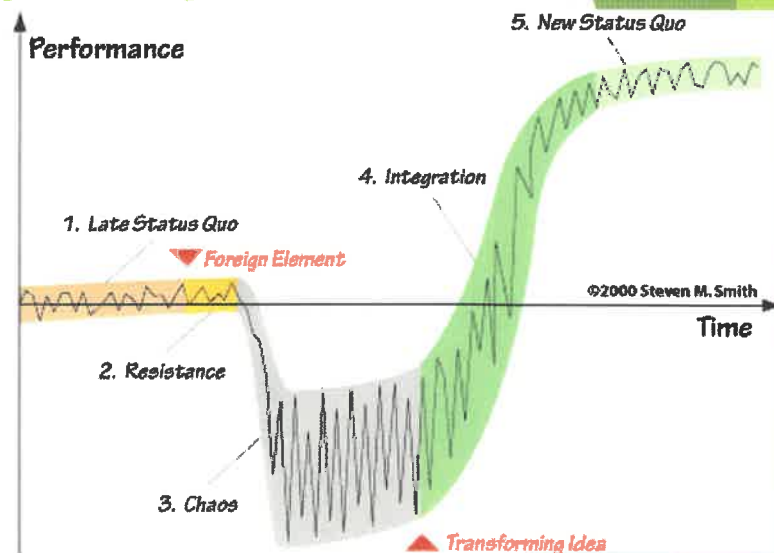
Here are some key areas that will lead your business to failure;

- Falling sales
- Limited customer base
- Bad customer service
- Slacking product quality
- High maintenance/manufacturing costs
- Low staff performance
- Poor management

plenty of ideas here, but you never really expanded on them in your presentation.

## The Satir change management model

- ▶ When implementing change there are several steps you need to take to ensure that it is a smooth effective transition. Here is the step by step model of how people react;



## Conclusion

From this power point you should be able to understand areas that your company is not performing to its full capability.

Here are some of the possible outcomes you could expect if following this presentation;

- ▶ 20% increase in previous production targets.
- ▶ 15% decrease in product rejection rates
- ▶ 15% decrease in maintenance costs
- ▶ More dedicated reliable workforce



very interesting, but  
this needs to be  
backed up factually.

Any questions?

?





**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

Course: HND in Electrical & Electronic Engineering

Course Code: BL1132FT1

Module: management, innovation and sustainability

Name: Lloyd Davies

Student ID: DAV14813303

Assignment: management, innovation and sustainability

Assignment number: 1

Date due:

Date Submitted:

Submitted via: email

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| Bibliography .....                    | <b>Error! Bookmark not defined.</b> |

## Introduction

is report I will be giving a detailed look into possible improvements that can be made to this company, a medium sized engineering company. The company manufacturer and produce several parts mainly for the automotive and aircraft industry. Over the last couple of years there has been a gradual decline in the profit and turnover. The company seems to be stuck in a rut, being over taken by competitors. The methods and the machinery in this company need updating in order to turn it around. I will be outlining the key factors that need to be worked on, the methods and the aims.

Here are some of the things that need to be improved on. This helps illustrate the problems that the company is currently suffering from;

- Falling Sales
- Limited European and International customer base.
- 10% reduction in production targets on previous years.
- 5% increase in product rejection rates.
- Escalating maintenance costs.
- Unusually high turnover of staff.
- 3 '7 day' + lost time accidents.

## Analysis

### Pestl<sup>e</sup>

one of the tools I am going to use is a PESTL analysis. Pestl stands for;

- P for Political

- E for Economic
- S for Social
- T for Technological
- L for Legal

*Environmental.*

These are factors that are out of the business control however they are important to be aware of when beginning to break down the issues the company is suffering from.

### **Political;**

All businesses in the UK must follow trading policies. Trading policies in Britain are very lenient and often favorable to the manufacturing industry. Britain is currently going through an economic recession. The manufacturing industry is in much need of finding coming from the government. Due to Brexit and other complications the future for international trade is unsure. Due to recent years seeing war in the middle east, British products are not always very popular, due to in some cases a bad reputation.

### **Economical;**

Due to the nation's economy suffering recently, many companies have been relying on international trade or branches overseas. The British economy is recovering, however. Overseas trading has been on the increase. Providing us with much needed sales. Tax is needed to be paid mainly via income tax, national insurance, value added tax and fuel duty. Britain has an inflation rate of around 3.4%. *! ?*

### **Social;**

The customer wants value for money, good quality product with a reasonable price. High standards are kept in the automotive/aircraft industry. British produced products have a reputation for high quality worldwide. An expectation that must be reached. Aging population long term work force start to retire, demographic changes.

### **Technological;**

Technology is constantly developing; new methods of manufacture are coming out. Research and development need to be done to keep up. Due to the company struggling money must be taken out of budgets such as this to carry out more essential parts of the business. New technologies are extremely expensive due them being in early stages. Technology legislation is active in all European countries. This allows companies to patent its technology or license it, protecting the companies. Transportation is available in many forms in the UK, including motorway, train, air, or water. Well developed country allows orders to be placed online and money sent electronically.

### **Legislation**

Planning control restricts where companies can expand. Employment rights must be followed, protecting staff from dismissal, pay and employment contracts. Throughout the business the health and

safety legislation must be followed. There is a restriction to the number of hours you can work in a week or continuously, PPE, emergency equipment and that it's a safe working environment.

(ukessays, 2016)

### SWOT analysis

The SWOT analysis is a breakdown of the company's strength, weakness, opportunities and threats.

#### Strength:

The company has been around a long time and has made several customers that have been buying for decades. British made products are more favorable as its known for quality. Strong commercial links. The company has done well for a long time lasting through some tough times. Big producer for some major car companies in the UK.

#### Weakness:

Biggest financial weakness has been the steady fall of sales. Product quality has also fallen with more rejections and missed targets. The machinery in the ware house has become outdated and worn out, with increasing breakdowns and downtime. The maintenance costs are going through the roof. International customer base is limited and needs expanding. The company's Workforce has aged, and experienced members are thinning out. Replacing the people retired has been an unusually high turn over of staff with not many staying for long. This has made matters worse with things not running very smoothly. Delivery part of the business is costing a lot of money.

#### Opportunities:

Time to switch out equipment for updated machinery. Possibility's to venture into different parts and processes. Pushing for international contacts. Improving customer service with website and phone line. Possibilities to make new partners with a delivery company or a supplier. Improve on quality control and efficiency massively. Introduce opportunities for staff to do courses or progress in the company.

#### Threats:

A threat to the company could be other company's cutting our costs and selling for lower prices at lower qualities. Brexit makes the future unsure about trade with Europe. Customers need to be maintained at all costs, can't afford to lose any more. Need to make sure our customers can

Some good ideas included, but they haven't been taken further, by giving practical improvements.

get in contact with us easily. Motivation needs to be kept up internally keeping the moral up and the staff feeling important. ✓

## Aims

### Reducing Absenteeism

Absenteeism in the workplace can often be more of a problem in the workplace than it seems. Where in a lot of cases people have genuine reasons such as emergency's to sickness, as to why they are off work some people can take advantage. Unless clamped down on it can be a slippery slope, it becomes a pattern of behavior. Once it has become common, absenteeism can be hard to tackle.

? A policy needs to be introduced that everyone must agree to and be fully aware of. It will state the new rules staff must follow. The rules must be agreed upon with the staff and have tolerances for parents or emergencies. It is very important that the policy is enforced every time with little exceptions. Empathy is important you need to show that you aren't being ruthless, so emergencies and the occasional arranged absence is no problem. The issue is individuals that do not turn up or make a habit of turning up late/leaving early with no permission or valid reason. Suitable notice should be given with enough time to supply a cover worker. Rules being broken need to be seen to immediately, people should be promptly notified if they are receiving a disciplinary action.

People work place attendance should be kept and monitored. A clock in clock out system is the best way to ensure you know if employees are where they should be. If someone has a pattern of being off work, it is easy to notice. You then have evidence to justify disciplining or terminating an employee.

Once you have dealt with the problems, the source of the problem should be identified. The employee might be having issues outside of work, causing them to be late or absent. Sometimes these issues can be resolved very easy by changing their shift pattern. People with kids or elderly parents they must care for might struggle certain days. Taking kids to school can often be a problem for working parents. If absenteeism still occurs after changing their shifts to certain requirements, a more serious disciplinary should take place.

A very important aspect often forgotten is rewarding good behavior and attendance. It is proven that recognition in the workplace is so important to keeping up motivation to maintain good discipline. Rewards could be introduced only to employees with attendances above 98% for example extra days off or first pics on the overtime. Results will not be seen over night but over time an improvement will come.

(Madlington, 2018)

Some really  
useful practical  
ideas  
disarmed  
here. ✓

### Increasing Customer Base

the sales the company has been making have been on a steady decrease. The reasoning behind this comes down to several factors. The product or services might not be kept at a high enough quality, and services are not up to scratch. An effective way to boost sales, is to increase customer base.

*Surely getting right quality would be the priority?*

Get to know your prospects and customers. Understanding where we are in the market and who exactly our customer base, will make improvements in many aspects. Orders can be tailored exactly how the customer requests personalizing the order making it more attractive being a repeat customer.

Customer service is very important. It should be as easy as possible for clients to get in touch, for them to get updates on orders and to be aware of current prices and services. The company website needs to be updated with only relevant information. It should have contact information and be easy to use. This can often be a customer's first impression. Keeping up to date with today's technology is key, advertisement can be done on many platforms such as social media or websites. Money can be wasted on pointless advertising the target audience needs to be figured out and perused.

Adapting to the current market is important when increasing sales. Paying attention to possible new ventures, things that are selling very well elsewhere. New products can mean new customers and provided they like the services they might be repeat customers. Things that do not sell very well should be analyzed to determine if there is any reason to continue. Money used in dead ends could be used elsewhere.

Creating partnerships with other company's can be used to increase your customer base. When forming a partnership, it opens the opportunity to share customers, both you and the partner can gain from this as it also makes your company more appealing as you can offer more to your customers. Keeping an eye out for opportunities is a good way to keep updated.

(Thomas-Bryant, 2017)

*useful examples discussed, but no links to the automotive or aerospace sector.*

### Improving Staff Moral/Motivations

Motivation in business is key to increasing productivity and keeping staff. Having a such a high turn over of staff this company really suffers as it doesn't run smoothly. Having long term employees and a low turn over cuts out having a new person who constantly needs to be

helped along slowing down everyone. The longer people do their job the more efficient and effective they become. People get used to working with each other and more importantly working as a team. A high turnover of staff must mean that people aren't particularly motivated and don't feel important. ✓

There are two main motivational theories in the work place Elton Mayo's and F.W. Taylor. Taylor's approach was to create an incentive for his employees to work harder, he introduced a bonus such as extra holidays or a bonus. Also, the opposite, threats to people who were not working hard enough. This was known as piece rate. This method does not work for everyone, however. Money isn't a big enough incentive for some people who don't mind coasting along or want more than just a bonus they want a better working environment.

Mayo used a human's relations approach with his employees. Making the working environment a better place can be a big help maintaining staff. People like to feel valued or important not interchangeable. It is important to celebrate good results, set regular targets which are achievable. Encourage staff to bond, possibly arranging out of work social events. ✓

People should see their job as a career, the opportunities to progress through the company, and try for promotions should be made known. This creates some slight competition, not only making people work harder but make people want to stay long term. Employees can be sent onto courses such as HND/HNCs giving them qualifications to further their career. ✓

Managers are most employee's person to go to when they need something or there is a problem, they also hand out the work load. They need to be trained to deal with people in the appropriate way. They need to be aware of how to deal with people and how to control the moral of the team. There are several managers courses which they could be put on, giving them an understanding of emotional intelligence, communication skills and giving them an idea about different leadership styles. Managers should take regular feedback from the staff so that no issues go unsolved.

(Robins, 2017)

### Reducing maintenance costs

Maintenance costs have massive impacts on the bottom line, when the system is under maintenance it is not making money. Things need to be changed to reduce these costs as maintenance is a slippery slope and needs to be kept on top of. The first step will be to review all maintenance procedures and simplify as far as possible. Efficiency is key when simplifying, unnecessary steps need to be removed, and new machinery needs to be invested in. the cost to repeatedly repair the same machine could end up more expensive than buying new in the long run. Use feedback off the employees who use the machinery they might have new ideas. See what flows best. ✓

you have discussed a small amount of theory and given an example of use in this workplace. many missed opportunities here.

Work needs to be carried out carefully, unnecessary wear and tare on the machinery must be cut out. No short cuts should be taken, equipment needs to be looked after. Employees should follow safe work procedures and should have received the relevant safety training.

Regular servicing should be carried out on machinery and equipment frequently, prolonging the life of parts and tools. Things can go wrong and have a domino effect possibly breaking surrounding things or injuring people. A maintenance calendar should be drawn up, insuring not to interfere with regular operation.

People should receive training on every area of work allowing them to safely cover someone and work in different jobs across the factory. Simple maintenance should be taught, allowing staff to do quick fixes on the fly or to at least identify what the problem is. Not everything should be relying on a maintenance team to come out further delaying production.

Some useful examples that could be implemented.

(smglobal, 2019)

### Reducing manufacturing costs

After adding up the cost of labor, packaging, raw materials, quality control and transport, manufacturing costs can be more than expected. the balance between stock and production must be spot on to ensure that you aren't wasting money storing too much stock. Buying materials in bulk is the cheapest way to cut the cost of raw materials. The storage wasted on unneeded stock can be used to store materials.

Tweaking the production line or design of the product can allow a cheaper process to replace a more expensive one, in possibly less time. Even simplifying features that are not worth the manufacturing cost.

Cutting down on packaging and shipping is an area you could improve on. There is excess packaging that is unnecessary and costing you money. Instead of delivering products yourself, you could become a partner with an industrial logistics company. This greatly reduces the cost of maintaining your own fleet and paying for many employee's salary. A logistics company specializes in transporting and can deliver for a lower cost.

(long, 2017)

examples more applicable to the automotive aerospace sector would have supported this better.

## Improving manufacturing quality

This is the main area to improve on reducing product rejection rates. The company is currently suffering a 5% increase in production rates and these measures need to be made to try and prevent it. More money needs to be put into quality control, standards need to be kept as high as possible. A record needs to be kept of any imperfections to help identify where these flaws are coming from. This will ensure faulty equipment can be identified and replaced. Optimizing yield and productivity of manufacturing operations, from design through warranty support.

*This should be applied to the case study.*

Shopping around for suppliers might find you cheaper prices. However, you need to make more effort to buy high standard materials. Higher standard means more expensive, but the quality of the product will be much higher and less will have imperfections.

(IBM Corporation, 2017)

## Implementation- managing change.

When implementing change, it is important to make sure you don't upset your workforce, they should be made to feel respected and that their opinion counts. After coming up with a very well thought about plan they should be told, and their feedback taken. People's worries should be addressed and adjustments should be made. Once this has been done a clear plan can be set in stone for the future, making sure the employees know their opinions matter. The next step is to follow up the plan.

*no change implement changes included*

## Conclusion

After analyzing all aspects of the company, I have some ideas that I would advise be put in place. The delivery department would be closed cutting our losses unfortunately making some people redundant. The vehicles are to be sold. To help with absenteeism a new attendance policy will be introduced with fair terms that are agreed upon by all staff. To help with moral and the high turn over of staff. The workplace needs to be a **better** place. Managers will be educated with how to deal with situations correctly and will try to introduce a human relations style environment to work as a team. Several measures will be taken to improve the manufacture cost, quality and maintenance costs. Better equipment should be invested in or at least saved up for. The customer base should be widened with international links pushed.

If this plan is implemented in a few years I hope the company will bounce back. I hope that staff will be staying with the company. Possibly Due to the increase in quality and customer service the sales will no longer be falling, and targets will begin to be met. The decrease in product rejection and updated production process will have saved money in maintenance costs.

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