

# Tutorial Letter 101/0/2024

## SYSTEM IN STEADY STATE TSYSISS

Year module

DEPARTMENT OF INDUSTRIAL ENGINEERING

This tutorial letter contains important information about your module.

BARCODE

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Dear Student

Welcome to SYSTEM IN STEADY STATE

We would like to take this opportunity to welcome you to Unisa. It is very important that you read this tutorial letter carefully to progress in your studies. This module is a 12-credit module, (equivalent to the National Quality Framework Level 7).

This is your first tutorial letter (TL); read it carefully before you start studying. It provides you with an overview and specific information about this module. You should use it as a guideline to your studies in this “course”.

## **1 INTRODUCTION**

This is a fully online module and you will need to use myUnisa to study and complete the learning activities for this module. Visit the website for TSYSS on myUnisa frequently. The website for your module is TSYSS.

## **2 PURPOSE AND OUTCOMES**

### **2.1 Purpose**

This module is primarily industry oriented and provides students with a sound knowledge base in the quality assurance field. The module also enables the learners to apply their knowledge and skills to particular career or professional contexts, while equipping them to undertake more specialised and intensive learning. The module builds the necessary knowledge, understanding, abilities and skills required for further learning towards becoming a competent practicing engineering technologist.

### **2.2 Outcomes**

1. Apply the knowledge, skills and attributes of quality assurance in organisational decision-making through critical thinking.
2. Apply improvement techniques and methods to resolve workplace problems.
3. Apply the philosophical theoretical underpinnings in the resolution of industrial engineering undertakings.
4. Plan, organise, lead and control quality systems as an individual and a team in an organisation.
5. Manage projects of a technical nature through a structured approach.

## **3 CURRICULUM TRANSFORMATION**

Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have placed curriculum transformation high on the teaching and learning agenda. Curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated at both programme and module levels as a phased-in approach. You will notice a marked change in the teaching and learning strategy implemented by Unisa, together with how the content is conceptualised in your

modules. We encourage you to embrace these changes during your studies at Unisa in a responsive way within the framework of transformation.

## **4 LECTURER(S) AND CONTACT DETAILS**

### **4.1 Lecturer(s)**

The primary lecturer for this module is Prof KR Ramdass

**Department: Industrial Engineering**  
**Telephone: 0114712117/0824173545**  
**E-mail: ramdakr@unisa.ac.za**

### **4.2 Department**

You can contact the Department of Industrial Engineering as follows:

Telephone number: Ms Dorcus Molawa - 011 471 2261

E-mail: [Molawnd1@unisa.ac.za](mailto:Molawnd1@unisa.ac.za)

### **4.3 University**

To contact the University, follow the instructions on the Contact us page on the Unisa website. Remember to have your student number available whenever you contact the University.

Whenever you contact a lecturer via e-mail, please include your student number in the subject line to enable the lecturer to help you more effectively.

## **5 RESOURCES**

### **5.1 Prescribed book(s)**

The prescribed textbook for this module is: Quality Management for Organizational Excellence: Introduction to Total Quality

**Author: Goetsch, D.L. and Davis, S.D.**  
**Edition: 8<sup>th</sup> (International Edition)**  
**Publisher: Pearson**  
**ISBN: 978-0-13-287097-9**

### **5.2 Recommended book(s)**

Any Quality Management book may help, but you need the prescribed book.

Recommended books can be requested online, via the Library catalogue.

### **5.3 Electronic reserves (e-reserves)**

E-reserves can be downloaded from the Library catalogue. More information is available at: <http://libguides.unisa.ac.za/request/request>

### **5.4 Library services and resources information**

The Unisa Library offers a range of information services and resources:

- For brief information, go to <https://www.unisa.ac.za/library/libatglance>
- For more detailed Library information, go to <http://www.unisa.ac.za/sites/corporate/default/Library>
- For research support and services (eg Personal Librarians and literature search services), go to <http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support>

The Library has created numerous Library guides: <http://libguides.unisa.ac.za>

Recommended guides:

- Request and find library material/download recommended material: <http://libguides.unisa.ac.za/request/request>
- Postgraduate information services: <http://libguides.unisa.ac.za/request/postgrad>
- Finding and using library resources and tools: [http://libguides.unisa.ac.za/Research\\_skills](http://libguides.unisa.ac.za/Research_skills)
- Frequently asked questions about the library: <http://libguides.unisa.ac.za/ask>
- Services to students living with disabilities: <http://libguides.unisa.ac.za/disability>

Important contact information:

- Ask a Librarian: <https://libguides.unisa.ac.za/ask>
- Technical problems accessing library online services: [Lib-help@unisa.ac.za](mailto:Lib-help@unisa.ac.za)
- General library related queries: [Library-enquiries@unisa.ac.za](mailto:Library-enquiries@unisa.ac.za)
- For queries related to library fines and payments: [Library-fines@unisa.ac.za](mailto:Library-fines@unisa.ac.za)

## 6 STUDENT SUPPORT SERVICES

The *Study @ Unisa* website is available on myUnisa: [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies)

The website has all the tips and information you need to succeed at Unisa.

### 6.1 First-Year Experience Programme @ Unisa

For many students, the transition from school education to tertiary education is beset with anxiety. This is also true for first-time students to Unisa. Unisa is a dedicated open distance and e-learning institution. Unlike face-to-face/contact institutions, Unisa is somewhat different. It is a mega university, and all our programmes are offered through a blended learning mode or fully online learning mode. It is for this reason that we thought it necessary to offer first-time students additional/extended support so that you can seamlessly navigate the Unisa teaching and learning journey with little difficulty and few barriers. In this regard we offer a specialised student support programme to students entering Unisa for the first time. We refer to this programme as Unisa's First-Year Experience (FYE) Programme. The FYE is designed to provide you with prompt and helpful information about services that the institution offers and how you can access information. The following FYE programmes are currently offered:

- FYE website: All the guides and resources you need to navigate through your first year at Unisa can be accessed using the following link: [www.unisa.ac.za/FYE](http://www.unisa.ac.za/FYE)
- FYE e-mails: You will receive regular e-mails to help you stay focused and motivated.
- FYE broadcasts: You will receive e-mails with links to broadcasts on various topics related to your first-year studies (eg videos on how to submit assignments online).
- FYE mailbox: For assistance with queries related to your first year of study, send an e-mail to [fye@unisa.ac.za](mailto:fye@unisa.ac.za)

## 7 STUDY PLAN

You need to develop a study plan for yourself. As an example you may plan your study as follows:

The module is broken down into learning Units as below:

Week 1	The Total Quality Approach to Quality Management: Achieving Organizational Excellence
Week 2	Quality and Global Competitiveness
Week 3	Quality Management, Ethics and Corporate Social Responsibility
Week 4	Quality Culture: Changing Hearts, Minds and Attitudes
Week 5	Strategic Management: Planning and Execution for Competitive Advantage
Week 6	Partnering and Strategic Alliances
Week 7	Customer Satisfaction, Retention and Loyalty
Week 8	Employee Empowerment
Week 9	Leadership and Change
Week 10	Team Building and Teamwork
Week 11	Effective Communication
Week 12	Education and Training
Week 13	Overcoming Politics, Negativity and Conflict in the Workplace
Week 14	ISO9000 and Total Quality: The Relationship
Week 15	Overview of Total Quality Tools
Week 16	Problem Solving and Decision Making
Week 17	Quality Function Deployment
Week 18	Optimising and controlling Processes through Statistical Process Control
Week 19	Continual Improvement Methods with Six Sigma, Lean, Lean six Sigma and More
Week 20	Benchmarking

Week 21	Just-in-Time/Lean Manufacturing (JIT/Lean)
Week 22	Implementing Total Quality Management

## 8 PRACTICAL WORK

There is no practical work for this module.

## 9 ASSESSMENT

### 9.1 Assessment criteria

The mark for is calculated as follows:

- **The year mark contributes 20% of the final mark**
- **The examination mark contributes 80% of the final mark**

### 9.2 Assessment plan

- To complete this module, you will be required to submit numerous assessments.
- All information on when and where to submit your assignments will be made available to you via the myUnisa site for your module.
- Due dates for assessments, as well as the actual assessments are available on the myUnisa site for this module.
- To pass the module, you are be required to submit all assessments, which are a combination of different types of assessment.
- You need to obtain a mark average of 50% pass the module.
- The assessment weightings for the module are different.
- The examination will be a combination of a timed exam (MCQ), take-home examination, out-of-timetable examination such as a project or portfolio, oral examination, practical examination, experiential learning, webinar or peer assessment.)
- The assessments will count 100% towards the final module mark.

### 9.3 Assignment due dates

<b>THE FINAL SUBMISSION DATES FOR ASSIGNMENTS ARE:</b>	
<b>Assignment 1</b>	<b>25 May 2024</b>
<b>Assignment 2</b>	<b>28 June 2024</b>
<b>Note: The cut-off dates given here are the <u>official, last dates</u> on which a given assignment may be submitted. Students must adhere to these dates only. All other dates referring to cut-off submission dates for assignments, as may be posted on MyUnisa or elsewhere, refers to administrative dates as managed by</b>	

**the Assignment Department and does NOT influence or change the above dates.**

#### **9.4 Submission of assignments**

- Assignments are seen as part of the learning material for this module. As you do the assignments, study the reading texts, consult other resources, discuss the work with fellow students or tutors or do research, you are actively engaged in learning. Looking at the assessment criteria given for each assignment will help you to understand what is required of you more clearly.
- In some cases, additional assessment might be available on the MyUnisa site for your module. For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.
- Failure to submit assignments on time may render you ineligible to sit for the exams at the end of the module. Information on the tools that will be available to engage with the lecturer and fellow students to support your learning will also be communicated via various platforms.
- The University undertakes to communicate as clearly and as frequently as is necessary to ensure optimum advantage in the use of the new learning management system.
- Additional information on the use of the myUnisa site for the module, as well as features to engage and communicate with your lecturer and other students will also be made available via the online site for the module.
- Therefore, log on to the myUnisa site for your module to gain more information on where to complete and/or upload your assignments and how to communicate with your lecturer.

#### **9.5 The assignment**

***TYPE ALL ASSIGNMENTS – Only typed written assignments will be accepted.***

Project 1 and Project 2

Production of a Journal Article

##### **Step 1**

Look at all the chapters of your textbook and have a feel for the subject matter.

##### **Step 2**

Evaluate the problems in your organization and choose a problem that you think will add value to you and your organization. Brainstorm 5 problems and then choose 1. Write down as part of the assignment the 5 problems and then tell me how you made the choice.

##### **Step 3**

Read at least 20 to 30 current sources (journal articles) on the area of interest, that is the problem you identified. Make annotated notes on key words, ideas, headings and subheadings. Formulate a PROVISIONAL TOPIC.

Formulate the following and use as a format:

**Name of student and student number.**

**Title** - example: The impact of total quality management on team effectiveness at ABC in SA.

**Abstract**

The abstract should describe in one page what the dissertation is about and its central findings. This must include the research problem, research methods and procedure, research findings, conclusions, implications and recommendations. You need to highlight the key issues and findings.

**Aim of the study** – The aim of the study is to investigate the relationship between TQM and team effectiveness and its impact on the quality of work and productivity.

**Objectives** – to investigate how TQM has influenced teamwork at ABC. (3 objectives) minimum

**Research questions** – what effects does TQM have on teamwork at ABC. (3 research questions) minimum

**Problem Statement**

The purpose of this study is to investigate the impact of TQM on team effectiveness in order to ascertain inefficiencies and shortcomings so that recommendations may be made to management to ensure service delivery is sustained.

**Introduction**

This section provides an introduction as to the current status in the organization.

**Background**

This section provides a background to the problem you are experiencing.

**Literature Review**

The literature review is a critical analysis, evaluation of existing knowledge relevant to your own research problem. You are required to extract different kinds of information from what you read and also show the relationship between different studies and how these relate to your own research.

You are required to take the following points into consideration:

- Consider the key aspects of your topic, aim and objectives when searching for literature.
- Consult historical and recent books that are relevant to your problem, as well as any other published materials, for example, in newspapers, journals and the Internet. It must become evident from the section that you have read widely and have been able to form a theoretical basis (or foundation, or framework) for the research.
- Make sure that the literature that you do consult and write about in your research is *relevant* to your research problem.
- The literature review must have an introduction and conclusion.
- You are required to use headings and sub-headings in the literature review. This must be well thought out before you proceed on writing the literature review. You are therefore required to take notes on the important headings that you are going to include in the literature review.

- Extract the relevant information from the material that you have collected. The literature review must not only be a descriptive account of theory but should also be critically analysed.
- You need to show relevance of the theory for your study at strategic points. You need to also apply theory and figures to your organization.
- Avoid being a plagiarist. Do not copy material from other authors/sources without acknowledging where you have got the information, and this applies especially when you make a statement of fact. This would require you to provide in-text references example (John, 2018)
- You need to write in a professional and academic style.

## Research methodology

**NB. Use the Research Onion to guide you to do the research methodology.**

Selecting the research methodology involves decisions about the research paradigm, research approach and research method. In this chapter the student will decide on the type of data needed and selecting the data collection and data analysis strategies. This chapter must be written in the past tense. It must include an introduction and a conclusion. You need to consult text on research methods for further information.

## The Research Design

Research design is the structure that holds your research together and enables you to address the research questions in ways that are appropriate, efficient and effective.

Research designs may also be classified in terms of their purpose. Below are some of the common forms of research design. You will discuss the research design that you have chosen and then state the reasons for choosing a particular research design. The various designs are highlighted below:

- Causal-comparative research
- Correlational research
- Explanatory research
- Descriptive research
- Exploratory research

**The research design also comprises:**

## The Research Philosophy

This will involve a discussion on the Research **paradigms which** incorporate the fundamental philosophical concepts and values about the nature of reality and the scientific pursuit of knowledge. Essentially there are two schools of thought about science and knowledge - positivism and phenomenology. You will discuss the **Positivist (quantitative) and Phenomenological (qualitative)** research or combined research approach and you **will motivate reasons for choosing a specific type.**

## Research Strategies

Below is a list of some of the important research strategies available to business students. You will discuss each strategy and then **will state the reasons for choosing a particular strategy.**

### **Positivist Research Strategy**

- Surveys

### **Phenomenological research strategies**

- Case Study
- Action research
- Grounded theory
- Ethnography

### **Combined Research strategies**

Often researchers may develop research designs that combine research strategies from those two paradigms in a single research design. **You are advised to select only one.**

### **Target Population**

The process of selecting a fractional part of the whole relevant group or population is called sampling. The basic idea is that by selecting some of the elements in a population and focusing research attention on this finite group, we may apply the findings of the study to the whole population of interest. A population element is the single unit of the sample on which measurement and observations are taken. For example, each consumer questioned about his/her preference in a consumer study is a population element. A population is the full set of elements or cases from which a sample is taken.

For example, a population can be viewed as all students studying at Unisa and the sample can be viewed as Quality Assurance IV students.

### **Sampling**

There are two broad types of sampling – **probability** and **non-probability**. With **probability** sampling, the likelihood of any one member (or element) of the population being selected, is known. If there are a thousand rural schools and two hundred rural secondary schools, the odds of selecting one secondary school as part of the sample is 200:1000 or 0.20.

In **non-probability** sample, the exact number of elements in the population is unknown with the result that the likelihood of selecting any one member of the population, is not known.

### **Kinds of sampling**

The two broad categories of sampling designs are **probability sampling** and **non-probability sampling**. You will discuss the different types of sampling and then state the reasons for choosing a particular type.

You will discuss the following types of sampling:

- **Probability Sampling**

Examples of probability sampling include the following:

<b>Simple random</b>	Each population element has an equal chance of being selected into the sample. Sample drawn using random number table/ generator
<b>Systematic</b>	Selects an element of the population at a beginning with a random start and following the sampling fraction selects every $k$ th element.
<b>Stratified</b>	Divide population into sub-populations or strata and use simple random sample on each strata.
<b>Cluster</b>	Population is divided into internally heterogenous sub-groups

- **Non Probability**

Examples of non-probability sampling include the following:

<b>Haphazard/convenience</b>	The researcher selects a sample that is convenient.
<b>Quota:</b>	A sample in a predetermined group is selected.
<b>Purposive/ judgemental</b>	The researcher will select anyone in a hard-to-find target population
<b>Snowball:</b>	The researcher will select a sample that connected to one another.
<b>Maximum variation</b>	The researcher identifies the categories of interest in relation to the research topic and then intentionally seeks out subjects or settings which represent the greatest possible range of differences in the phenomena being studied

### **The Research Instrument**

The research instrument should have been developed at the research proposal phase. However, should there be any changes to the objectives and the literature review; you need to ensure that the research instrument is adjusted accordingly.

There are many different measuring instruments that can be utilized by the student to quantify the variables in the research. Discussion should include why particular instruments were used over others and what is their appropriateness to the study. The most commonly chosen research instruments are questionnaires and interviews.

Should you select the questionnaire as the research instrument, then the following information is required.

### **Questionnaire Construction**

Here you will discuss the number, question categories and the types of questions that will be asked, he/she should think about the actual structure and layout of the questionnaire – on the component sections and the sequence of the questions. The test items must be aligned to the objectives and have their foundation in the literature study. This will facilitate justification to primary findings.

### **Interviews**

You need to explain why you have selected the interview method and the type of questions used. According to Valenzuela and Shrivastava (2009:5), the following are the different types of interviews:

- Unstructured interviews: There are no pre-determined questions and is open and adaptable.
- Structured interview: There are a set of pre-determined questions. This provides more focus and still allows a degree of freedom and adaptability in getting the information.
- Standardised open-ended interviews: The same open-ended questions are asked to all interviewees.
- Closed fixed-response interviews: All interviewees are asked the same questions and asked to choose questions from the same set of alternatives.

### **Pilot Study**

Before administering the questionnaire to participants in the study, the researcher must test it on a small sample. The analysis of the pilot survey will reveal flaws in some questions suggest possible improvements and supply a range of possible answers to open-ended questions. Additionally, the pilot survey enables the student to:

- Make amendments necessary to maximize returns and minimize the error rate on answers.
- Categorize the open-ended questions to a reasonable degree.
- Perform the analysis on the pilot sample and test out all the computational procedures and produce some initial hypotheses.
- Evaluate the adequacy of the data for the research questions.
- All findings and amendments made to the original instrument must be explained.

### **Administration of Questionnaires**

In this section the student will describe the method that was used to administer the questionnaires. The questionnaires can be administered by:

- Postage
- Telephone
- Face to face
- Email

Each of these methods have advantages and disadvantages. You need to focus and develop the method you used and explain why it was the best option.

## Collection of Questionnaires

The collection of questionnaires will include time frames, collection points and storage of questionnaires.

## Data Analysis

This section involves a description of the statistical tests that will be used to address the hypotheses or research questions. Examples will include descriptive and inferential statistics. The data analytic process must be explained procedurally from the time of data entry. You need to also indicate whether you are going to use tables or figures to present findings.

In accordance with the proposed objectives, and based on the types of variables, the researcher must specify how the variables ([Quantities](#) that are measured on a continuous and infinite [scale](#), such as distance, [pressure](#), temperature) relate to each other and not in [discrete units](#) or yes/no [options](#). [Control charts](#) based on variables data include [average bar charts](#) (X-bar [chart](#)), [range charts](#) (R-chart) and [standard deviation charts](#) (S-chart) will be measured and the researcher must state how they will be presented (qualitative and/or quantitative), indicating the analytical models and techniques (statistical, non-statistical etc.). Specify the procedure you will use e.g. ANOVA, case study etc. depending on which type of research methodology you choose to apply.

## Validity and Reliability

**Validity** addresses the issue of whether the researcher is actually measuring what he/ she have set out to do. There are four specific types of validity – each of which the researcher would ideally want to establish for the research instrument **prior** to administering it for the actual study. You will discuss how the four specific types of validity were used in their questionnaires.

These include:

- Face validity
- Content validity
- Criterion validity
- Concurrent validity

**Reliability** of a research instrument refers to the consistency or repeatability of the measurement of some phenomena. The observed score is one of the major components of reliability. There are three types of reliability. Students will discuss how these types of reliability were used in their questionnaires

- Parallel forms of reliability
- Test-retest reliability
- Inter-rater reliability

## Limitations of the Study

In this section 'limitations and delimitations' should be addressed. Delimitations imply limitations on the research design that the student imposed deliberately. These delimitations may include a restriction on the population for which the results of the study can be generalized e.g. your population may include only males in a certain age group.

Limitations refer to restriction on your study which you have no control. For example you may be limited to a narrow segment of the total population you wish to study or you may be limited to the research method you have selected to use.

### **Elimination of Bias**

This section will include a discussion of how the research remained objective throughout the study. The following areas may require explanation:

- Use of gender neutral words
- Identifying people by race or ethnic group unless it is relevant
- Avoid language that suggests evaluation or reinforces stereotypes
- Making assumptions about various age groups

### **Ethical Considerations**

When conducting research, the researcher is ultimately responsible for the integrity of the research process and the dignity and well-being of the research subjects. As such, it is the duty of the researcher to recognize and balance subjectivities, provide accurate research accounts and act within the law in order to develop the required expertise. You will thus need to give consideration to various issues, such as informed consent, power and confidentiality. You should ask yourself whether your study adheres to ethical guidelines.

A discussion on the following aspects should be considered:

#### **Ensuring participants have given informed consent**

The concept of informed consent refers to the importance of informing participants of the nature of the research study. Participants of the study can only give informed consent provided they have a holistic understanding of the nature of the study and a full understanding of their requested involvement in the research project. This includes time commitments, type of activity, topics that will be covered and risks involved.

Informed consent implies the following:

- Participants have the intellectual capacity and psychological maturity necessary to understand their involvement in the study.
- Participants are making an autonomous decision to participate in the study.
- Involvement in the study is absolutely voluntary.
- Participants are aware of the nature and details of the research being conducted.
- Participants are aware of their right to discontinue in the research study.
- The researcher is honest to participants about the nature of the study.
- Participants are in no way coerced into participation in the study.

#### **Ensuring no harm comes to participants**

Researchers should ensure that no harm is caused to participants of the research project.

## **Ensuring confidentiality and anonymity**

The researcher should ensure that the identity of all participants is protected. Protection of confidentiality may involve restricting access to raw data, storing all data securely, reporting findings in a manner that does not allow for ready identification of participants, and obtaining permission for subsequent use of data.

## **Ensuring that permission is obtained**

It is important that official channels are cleared by formally requesting permission to carry out a study. Negotiating access to respondents is an important aspect of your study. In some instances, a copy of the final research report may be required. Ensure that you get written permission from the selected organization/company.

## **Results, Discussion and Interpretation of Findings**

In this section you will present your findings, analysis of results, discussion of findings. You need to ensure the following when writing this chapter:

### **Presentation**

- Use tables or graphs to present findings.
- The tables and graphs must appear in the order that they appear in the research instrument. Ensure that tables or figures are numbered correctly.
- Use percentages to present data.
- You need to make reference to tables or figures when explaining the results obtained.
- All tables and figures must be on the same page. Tables cannot be continued on the next page.
- Explanation of tables and figures must appear directly below the table/figure. Interpretation, justification and discussion follow each table/figure.
- Refer to basic introduction to statistics for further assistance on presentation and analysis of findings.

### **Interpretation and Discussion**

Your analysis or interpretation must be based on the data that you have collected. You will be required to think hard and carefully, and argue persuasively, your interpretation of results and evaluate their implications for your organization.

- The results from each table or figure must be analysed and discussed in detail.
- Use theory from your literature review to justify your findings.
- New theory can be brought in to justify current findings.
- There is no right and wrong answer here. The emphasis is on sound, logical interpretation of the findings, justified by theory.

### **Conclusions and Recommendations**

The purpose of this section is to demonstrate to your lecturer that you have done research worthy of a Bachelor's Degree. It is, therefore, part of your project where you tell your reader what you

have achieved and point to the places in your project where the evidence of your achievement can be found.

The following must be considered when preparing this section:

- This chapter must have an introduction and conclusion.
- Findings must be presented first, thereafter; the conclusions must flow from the findings.
- It is important that the findings are in line with the objectives and answer the research questions.
- The recommendations must flow from the conclusions of the study.

### **Findings from the Study**

This section deals with the overall conclusions of your study as a whole.

### **Findings from the Literature Review**

Here you will state how your research findings contribute to understanding and/or explaining the phenomenon. This may include a brief critique of the interpretation given in the literature, and the concepts or theories used in the frame of explanations. Also include findings from your research literature with which this study agrees or disagrees and why.

### **Findings from the Primary Research**

A series of statements evaluating the degree to which the research objectives have been fulfilled are presented here. Present the findings as per the research questions.

### **Conclusions**

This section highlights the conclusions obtained from the study and highlights the research questions and objectives. Your conclusions must satisfy your research aims and objectives which were outlined.

You may use subheadings for each section.

### **Recommendations**

You should provide clear, feasible recommendations in keeping with your objectives. This may include constructing recommendations for an organization saying, on the basis of your research, what they could do to improve a practice or address a problem. Recommendations should state what could be done, what benefit it would bring to whom and what resources would be needed. You can make recommendations or observations about existing recommendations and about the research on which they are based.

### **Conclusion**

This is the final conclusion for the study which makes mention of scope for further research. Further, research could refer to topics and methodologies or to both. Removing some of the limitations of the research [mentioned previously] provides opportunities for further research e.g. different regions/sectors/ industries and different levels of management.

### **Length**

The project should ideally be 20 PAGES in length, excluding the appendices and table of contents.

## **Formatting**

- Use 11 point font, Times New Roman or Arial at 1.15 line spacing.
- 2.5cm margin.
- Justify right margin.
- Bold all headings and sub-headings.
- Tables and figures to be enclosed in frames with appropriate headings and numbers.

## **Declaration**

- You should declare that that the project is an original piece of work produced by yourself.
- The declaration must be signed and dated.

## **Acknowledgements**

In the acknowledgements you are given the opportunity to thank individuals and institutions who have assisted you in the successful completion of the dissertation. This will also include acknowledging your lecturer.

## **Plagiarism check**

All projects will be put through turn-it-in software to determine any copy and paste that students used. This can give you a zero if you did copy and paste.

If you have any questions please do not hesitate to contact me.

## **References**

You are required to use APA referencing style when preparing your reference list.

### **9.5.1 Assignment 1 (100)**

**You are required to investigate a quality related problem in your workplace. It must cover the following:**

**Abstract**

**Introduction and Background**

**Literature Review**

**Research Methodology**

**Findings and discussion**

**Recommendation and conclusion**

### **9.5.2 Assignment 2**

**You are required to investigate a quality related problem in your workplace. It must cover the following:**

**Abstract**

**Introduction and Background**

**Literature Review**

**Research Methodology**

**Findings and discussion**

**Recommendation and conclusion**

**Please have a look at the SAJIE Journal. It will help you to develop your paper for this assignment. (100)**

The criteria for the assessment is in the table below.

Criteria	Possible Mark	Strong 8 - 10	Competent 5 - 7	Developing 4 - 5	Poor 2 - 3	Mark	
Apply engineering management principles	10	Shows adequate knowledge	Shows some understanding	Shows little understanding			
Quality of conceptual analysis, argumentation and critical evaluation	10	Shows adequate knowledge	Shows some understanding	Shows little understanding			
Originality of ideas and aims	5	Shows adequate knowledge	Shows some understanding	Shows little understanding			
Relevant use of secondary literature	10	Adequate use of relevant literature	Shows some use of relevant literature	Shows little understanding of relevant literature			
Application of theory to problem	5	Adequate application of theory	Shows some application of theory	Shows little application of theory			
Argumentation and critical thinking application	10	Adequate arguments and critical thinking	Shows some argumentation and critical thinking	Shows little argumentation and critical thinking			
Structure and organisation	10	Adequate structure and organisation	Shows some structure and organisation	Shows little structure and organisation			
Writing Mechanics	10	Adequate grammar spelling, punctuation, professional writing, and syntax.	Grammar spelling, punctuation, professional writing, and syntax needs improvement.	Grammar spelling, punctuation, professional writing, and syntax needs significant improvement.			
Introduction, conclusion and recommendation	10	Adequate Introduction, conclusion and recommendation	Introduction, conclusion and recommendati	Introduction, conclusion and recommendati on needs			

			on needs improvement	significant improvement			
Individual contribution with a team	10	Contributes useful ideas to advance the work of team	Somewhat contributes useful ideas to advance the work of team	Rarely contributes useful ideas to advance the work of team			
Leadership skills	10	Demonstrates leadership skills	Demonstrates some leadership skills	No leadership skills			
	100						

## 9.6 Other assessment methods

We have given you a breakdown of the formal assessment activities, both formative and summative test as they become due during the year:

## 9.7 The examination

Examination information and details on the format of the examination will be made available to you online via the myUnisa site. Look out for information that will be shared with you by your lecturer and e-tutors (where relevant) and for communication from the University.

# 10 ACADEMIC DISHONESTY

## 10.1 Plagiarism

Plagiarism is the act of taking the words, ideas and thoughts of others and presenting them as your own. It is a form of theft which involves several dishonest academic activities, such as the following:

- Cutting and pasting from any source without acknowledging the source.
- Not including or using incorrect references.
- Paraphrasing without acknowledging the original source of the information.

## 10.2 Cheating

Cheating includes, but is not limited to, the following:

- Completing assessments on behalf of another student, copying from another student during an assessment or allowing a student to copy from you.
  - Using social media (eg WhatsApp, Telegram) or other platforms to disseminate assessment information.
- Submitting corrupt or irrelevant files.
- Buying completed answers from “tutors” or internet sites (contract cheating).

## 10.3 More information about plagiarism can be downloaded on the link below

<https://www.unisa.ac.za/sites/myunisa/default/Study-@-Unisa/Student-values-and-rules>

## **11 STUDENT WITH DISABILITY**

The Advocacy and Resource Centre for Student with Disability (ARCSWiD) provides an opportunity for staff to interact with new and returning students with disabilities.

- If you are a student with a disability and would like additional support or need additional time for assessments, you are invited to contact the lecturer.

## **12 FREQUENTLY ASKED QUESTIONS**

None

## **13 SOURCES CONSULTED**

None

## **14 IN CLOSING**

I wish you well in your studies.

## **15 ADDENDUM**

None

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