

## **BA (Hons) Business**

### **Business Processes**

### **Mock Examination**

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**This examination paper is only to be used as an example for your own use.**

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**The actual examination paper will be made available at the examination venue.**

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**Date:** N/A  
**Time:** N/A  
**Time Allowed:** Three Hours

No papers may be brought into the examination

Answer four out of the five questions. All questions carry equal marks.

Please add page numbers at the top of each page that you write on.

**Learning Outcomes:**

After completing the module you should be able to:

1. Critique the development over time of approaches to quality management.
2. Appraise the effectiveness of different approaches to quality management within different organisational contexts.
3. Identify principles of effective project management and debate issues concerning the definition and measurement of project success
4. Assess the efficiency of commercial process activities and identify areas for improvement
5. Construct a process development plan, and recommend implementation sequences for effective project management
6. Identify good practice in project and operational planning and therefore critique current commercial practice.

**Note:**

Higher marks will be awarded for answers that include appropriate analysis and evaluation of the key issues, supported by relevant use of literature that indicates wide reading.

**Please turn over**

**Question 1**

Evaluate the contributions that can be made to quality management by:

- a) Quality circles (8 marks)
- b) Fishbone diagrams (9 marks)
- c) Pareto charts. (8 marks)

**Question 2**

Explain what is meant by benchmarking and business process re-engineering (or transformation) and discuss how each may assist an organisation in the attainment of superior quality.

(25 marks)

**Question 3**

- a) Explain what you understand by the term Total Quality Management (TQM) (6 marks)
- b) Identify the main elements involved in TQM (13 marks)
- c) Briefly evaluate the contribution that it can make to organisational effectiveness. (6 marks)

**Question 4**

- a) Define and distinguish between the terms project success criterion and project success factor. (6 marks)
- b) Discuss the criteria and factors which, are in your view, most important to project success. (19 marks)

**Question 5**

Discuss the role and benefits of a Work Breakdown Structure in the planning of a project. (25 marks)

**Assessment Criteria (Learning objectives covered - all)**

Grade	Criteria
> 69%	Comprehensive and rigorous use of relevant theory and concepts. Close focus on exact question(s) asked. Coherent structure with logical analysis. No significant omissions or errors. Excellent practical application of theory where appropriate.
60 – 69%	Good use of relevant theory and concepts. Generally good focus on question(s) asked. Generally coherent structure with predominantly logical analysis. Few omissions or errors. Generally good application of theory where appropriate A small amount of compensation is possible between criteria.
50 – 59%	Quite good range of relevant theory and concepts. Generally addresses question(s) asked with some lack of focus. Quite good structure and logical analysis. Some omissions or errors. Quite good application of theory where appropriate. A reasonable amount of compensation is possible between criteria.
40 – 49%	An adequate range of relevant theory and concepts. Partially addresses question(s) asked. Adequate structure and logic in analysis. Quite a number of omissions or errors likely. Adequate application of theory where appropriate. Substantial compensation is possible between criteria.
35 – 39%	An inadequate range of relevant theory and concepts. Inadequate focus on question(s) asked Inadequate structure and logic in analysis. Substantial number of omissions or errors likely. Inadequate application of theory.
< 35%	A very inadequate range of relevant theory and concepts. A very inadequate focus on question(s) asked Very inadequate structure and logic in analysis. Very substantial number of omissions or errors likely. Very inadequate application of theory.