

# UNDERGRADUATE ASSIGNMENT SPECIFICATION

<b>Programme:</b>	BABS	<b>Module Level (3,4,5 or 6):</b>	4
<b>Module:</b>	<b>Managing Information and Technology</b>	<b>Module code:</b>	SBLC4001
<b>Contribution to Overall Module Assessment (%):</b>	25%	<b>Assignment No(s):</b>	2

<b>Referencing:</b>	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).
<b>Disclosure:</b>	<p>Please include the following statement on the title page of the submitted assignment, followed by your name:</p> <p>I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.</p>

<b>Turnitin: All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.</b>  <b>Note:</b> the Turnitin version is the primary submission and acts as a receipt for the student. <b>Late submission of the electronic version of the assignment will result in a late penalty mark.</b> Penalties for late submission: Up to one weeks late, maximum mark of 50%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	<b>YES</b>	<b>X</b>
	<b>NO</b>	

<b>Learning Outcomes tested (from module syllabus)</b>	<b>Assessment Criteria To achieve each outcome a student must demonstrate the ability to:</b>
<ol style="list-style-type: none"> <li>1. Evidence understanding of Information technology and its application to “real life”</li> <li>2. Demonstrate understanding of the relationships between theoretical and practical applications of information technology</li> </ol>	<ul style="list-style-type: none"> <li>• Assess the importance of IT in organisations as a store for data, information and knowledge</li> <li>• Discuss the different social contexts and stakeholder perspectives of IT</li> <li>• Understand the relationship between IT and process change within organisations</li> <li>• Explain how IT contributes to the management of knowledge within organisations</li> <li>• Analyse how interactions with customers and external parties can be managed using IT</li> </ul>

## TASK DESCRIPTION – ASSIGNMENT 2 – 25%

### Smartville

Mercedes-Benz car manufacturers have plants in many countries including one in France, Hambach in a factory named Smartville. They assemble several models of Smart cars from parts imported from the head office in India and also obtained from their partner manufacturing organisations in France. Complete cars are then shipped to car dealerships; they do not sell cars to individual customers.

The Smart production site in Hambach (France) with its 2,000 workers is among the most modern automobile production plants. It has been built for 450 million Euros and has started production in 1998. In order to achieve optimized production processes the plant is arranged in the shape of a cross; in each of its four extensions different assembly works are provided. The centre, the so-called market place, serves as a test room for completed vehicles and for refinishing operations. The centre is multi-storied; thereby all the administrative, IT and changing rooms could be implemented in one central place.

Smartville, like other plants in the rest of the world, are technology based and they make full use of the relevant information/enterprise systems. The senior management at Smartville are mostly from India and the middle management consists of a mix of Indian and French managers; other staff are hired from the local community in France.

The above is a very brief description of Smartville. In this scenario, you are not required to know how Smartville operates or what their policies or decision-making processes are. However, you are required to prepare a presentation including the points provided below, based on the above broad scenario, providing your opinions based on the knowledge and research that you acquired through the study of this module using Harvard Reference Style.

### Assignment Type: Presentation – 25%

As the HR Manager of Smartville, you have been assigned the task to prepare a presentation for all the employees including the below points:

- Smartville is a modern 21st century organisation focused on using the latest technologies. Identify FOUR (4) work practices that the management may have put in place as a result of introduction of new technologies. Show how these practices would benefit for Smartville.
- Use of technology can affect organisations positively; however, it can also have adverse effects upon staff. Mention some impacts on the organisational structures and such adverse effects on employees.

**The presentation of 15 – 20 slides must be also presented Online through Zoom in which has to last between 10 to 15 minutes.**

## FORMATTING AND LAYOUT

Please note the following when completing your written assignment:

1. **Writing:** Written in English in an appropriate business/academic style
2. **Focus:** Focus only on the tasks set in the assignment.
3. **Length:** 15 – 20 Slides
4. **Formatting:** PowerPoint Presentation
5. **Presentation:** Online
6. **Research:** Research should use reliable and relevant sources of information e.g. academic books and journals that have been peer reviewed. The research should be extensive.

**The use of a range of information sources is expected – academic books, peer reviewed journal articles, professional articles, press releases and newspaper articles, reliable statistics, company annual reports and other company information. All referencing should be in Harvard style.**

## MARKING CRITERIA AND STUDENT FEEDBACK – ASSIGNMENT 2

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 use a similar format 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> Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.	10	
Information Technology is ever changing field. Research here must be up-to-date. Selection of variety of sources like latest journals, books etc. are recommended.		
<b>2. Knowledge and Understanding of Subject</b> Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	15	
With respect to the assignment topic, students must have a sound knowledge and understanding of different information technology concepts, which can be applied in their employment.		
<b>3. Analysis</b> Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	40	
Different collaboration technologies must be identified, their suitability for the current chosen organisation must be assessed and analysed with logical arguments and justification		
<b>4. Practical Application and Deployment</b> Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.	25	
As Information Technology is more practical based subject, examples must be provided.		
<b>5. Presentation Skills</b> These skills refine the way you put forward your messages and enhance your persuasive powers.	10	
Presentation skills can be defined as a set of abilities that enable an individual to: interact with the audience; transmit the messages with clarity; engage the audience in the presentation; and interpret and understand the mindsets of the listeners.		
<b>TOTAL</b>	<b>100</b>	

<b>Assignment Mark</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. )	<b>Late Submission Penalties (tick if appropriate)</b>	<b>%</b>
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# GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

**NOTE: The guidance offered below is linked to the five common assessment criteria above.**

## **1. Research-informed Literature**

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

## **2. Knowledge and Understanding of Subject**

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

## **3. Analysis**

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! but also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

## **4. Practical Application and Deployment**

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

## **5. Presentation Skills**

You must be able to interact with the audience, transmit the message with clarity, engage the audience in the presentation and interpret and understand the mindset of the listeners. These skills refine the way you put forward your messages and enhance your persuasive powers. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

# UNDERGRADUATE - 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> 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> 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> 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> 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. Presentation Skills</b> 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:		Student number:	
Programme:		Year of programme	
Assignment Title:			

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. Please note that this self-assessment is used as a developmental tool only and has no impact on the way in which your work will be marked.

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
<b>1. Research-informed Literature</b>	0-29% <input type="checkbox"/>	30-39% <input type="checkbox"/>	40-49% <input type="checkbox"/>	50-59% <input type="checkbox"/>	60-69% <input type="checkbox"/>	70-79% <input type="checkbox"/>	80-100% <input type="checkbox"/>
<b>2. Knowledge and Understanding of Subject</b>	0-29% <input type="checkbox"/>	30-39% <input type="checkbox"/>	40-49% <input type="checkbox"/>	50-59% <input type="checkbox"/>	60-69% <input type="checkbox"/>	70-79% <input type="checkbox"/>	80-100% <input type="checkbox"/>
<b>3. Analysis</b>	0-29% <input type="checkbox"/>	30-39% <input type="checkbox"/>	40-49% <input type="checkbox"/>	50-59% <input type="checkbox"/>	60-69% <input type="checkbox"/>	70-79% <input type="checkbox"/>	80-100% <input type="checkbox"/>
<b>4. Practical Application and Deployment</b>	0-29% <input type="checkbox"/>	30-39% <input type="checkbox"/>	40-49% <input type="checkbox"/>	50-59% <input type="checkbox"/>	60-69% <input type="checkbox"/>	70-79% <input type="checkbox"/>	80-100% <input type="checkbox"/>
<b>5. Skills for Professional Practice</b>	0-29% <input type="checkbox"/>	30-39% <input type="checkbox"/>	40-49% <input type="checkbox"/>	50-59% <input type="checkbox"/>	60-69% <input type="checkbox"/>	70-79% <input type="checkbox"/>	80-100% <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		Date	
Student's Signature			