ASSESSMENT BRIEF

COURSE:	Bachelor of IT/Bachelor of IT with a specialization in Cyber Security
Unit:	Communications and Technology
Unit Code:	CTEC104
Type of Assessment:	Assessment 4 – Group Report
Length/Duration:	2,000 words
Unit Learning Outcomes addressed:	2. Outline the importance of effective intercultural and technological communication in the global professional IT environment. 3. Undertake research, analyse information, and present findings and arguments for decisions involving IT in business environments both as an individual or consultant 4. Work in and choose teams 5. Write academic, business and IT documents
Submission Date:	Week 12
Assessment Task:	Formal reports are practical learning tasks where students apply the theories they have been studying to real world situations. Given a scenario the students are required to collect information (primary and/or secondary) and prepare a report applying their research to make recommendations that address the business scenario. This report should consist of the following parts: Executive Summary, Introduction, Objectives, Methodologies, Information Analysis, Findings, Recommendations, References, and Appendices (optional).
Total Mark:	50 Marks
Weighting:	50%

ASSESSMENT DESCRIPTION:

Finestyle is an Australian Retailor with over 200 stores located in Australia and New Zealand as well as a fast growing e-commerce presence. Finestyle's extensive network of stores in metropolitan and regional areas, distribution centers and support centers employs over 15000 staff.

The company uses a variety of communication channels (written, face to face, online and mobile) to interact with its stakeholders. Finestyle's broad messages t its internal and external stakeholders focus on four general areas:

- Explaining the brand values and culture
- Informing the public and customers about the company's services
- Communicating company news, procedures and processes to employees
- Building relationship with existing customers and attracting new customers

The types of written channels that convey the specifics underpinning these four messages are letters, email, reports, instruction manuals, forms, website, company Intranet and blog and newspaper and magazine advertisements.

Effective written communication is essential to every aspect of Finesyle's business. The company tailor its written messages to suit its target audience.

Seth, Finestyle's corporate communication manager, has been allocated a major project for completion in three months. The project has two objectives

- To review the company's written communication strategies
- To identify, develop, implement and manage improvements to internal and external stakeholder communication via the written channel

Seth realizes that for communication to be effective the message must reach and be understood by the target audience and allocated your group a task to write a report addressing following questions:

Questions:
1. What are the target audience characteristics Seth should consider as he reviews the success of Finestyle's current written communication strategies?
2. What features of writing style should be followed in writing those messages that reaches and understood by its target audience?
3. How communication with the stakeholders can be improved internally and externally?
4. Considering the information presented in "writing or web", what key points he should consider while working on improvements of communication via the online written channel?

Your report must include:

- At least five references, out of which, three references must be from academic resources.
- Correct report structure. Refer to the Academic Learning Skills handout on Report Writing and Dwyer, J 2020, *Communication for Business and the Professions, Strategies and Skills,* 7th edn, Pearson Education, Australia.
- Harvard Australian referencing for any sources you use. Refer to the Academic Learning Skills *Student Guide on Referencing*.

As this is a group assignment, 50% of the grade will be moderated by peer assessment. Every team member individually must assess their own contribution and the contribution of other team members by completing and uploading in Moodle, in the Group Report link, the *Individual Contribution Statement Form.*

Team leaders must submit the *Student Group Work Guideline* and the *Individual Contribution Statement within the report.*

These forms are available in Moodle landing page, below the *Assessment Summary* Table.

ASSESSMENT SUBMISSION:

This assignment should be submitted online in Moodle.

The assignment MUST be submitted electronically in Microsoft Word format. Other formats may not be readable by markers. Please be aware that any assessments submitted in other formats will be considered LATE and will lose marks until it is presented in Word.

For assistance please speak to our Academic Learning Skills Coordinators, in Sydney (als.syd@kent.edu.au) or in Melbourne (als.mel@kent.edu.au). They can help you with understanding the task, draft checking, structure, referencing and other assignment-related matters.

GENERAL NOTES FOR ASSESSMENT TASKS:

Content for Assessment Task papers should incorporate a formal introduction, main points and conclusion.

Appropriate academic writing and referencing are inevitable academic skills that you must develop and demonstrate in work being presented for assessment. The content of high quality work presented by a student must be fully referenced within-text citations and a Reference List at the end. Kent strongly recommends you refer to the Academic Learning Support Workshop materials available on the Kent Learning Management System (Moodle). For details please click the link http://moodle.kent.edu.au/kentmoodle/mod/folder/view.php?id=3606 and download the file titled "Harvard Referencing Workbook". This Moodle Site is the location for Workbooks and information that are presented to Kent Students in the ALS Workshops conducted at the beginning of each Trimester.

Kent recommends a minimum of **FIVE (5)** references in work being presented for assessment. Unless otherwise specifically instructed by your Lecturer or as detailed in the Unit Outline for the specific Assessment Task, any paper with less than five (5) references may be deemed not meeting a satisfactory standard and possibly failed. Content in Assessment tasks that includes sources that are not properly referenced according to the "*Harvard Referencing Workbook*" will be penalised.

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Marks will be deducted for failure to adhere to the <u>word count</u> if this is specifically stated for the Assessment Task in the Unit Outline. As a general rule there is an allowable discretionary variance to the word count in that it is generally accepted that a student may go over or under by 10% than the stated length.

Students are not allowed to use AI tools for preparation of their submissions.

Use of generative artificial intelligence tools are not permitted to be used for this assessment. Please respect this and be aware that where unauthorized use is detected, it will be considered as academic misconduct and penalties will apply.

MARKING GUIDE (RUBRIC):

The Marking Guide for the Group Report is shown in **Appendix A** (page 5)

GENERAL NOTES FOR REFERENCING:

References are assessed for their quality. Students should draw on quality academic sources, such as books, chapters from edited books, journals etc. The textbook for the Unit of study can be used as a reference, but not the Lecturer Notes. The Assessor will want to see evidence that a student is capable of conducting their own research. Also, in order to help Assessors determine a student's understanding of the work they cite, all in-text references (not just direct quotes) must include the <u>specific page number(s)</u> if shown in the original. Before preparing your Assessment Task or own contribution, please review this 'YouTube' video (Avoiding Plagiarism through Referencing) by clicking on the following link: link:
http://moodle.kent.edu.au/kentmoodle/mod/folder/view.php?id=3606

A search for peer-reviewed journal articles may also assist students. These type of journal articles can be located in the online journal databases and can be accessed from the Kent Library homepage. Wikipedia, online dictionaries and online encyclopaedias are acceptable as a starting point to gain knowledge about a topic, but should not be over-used – these should constitute no more than 10% of your total list of references/sources. Additional information and literature can be used where these are produced by legitimate sources, such as government departments, research institutes such as the National Health and Medical Research Council (NHMRC), or international organisations such as the World Health Organisation (WHO). Legitimate organisations and government departments produce peer reviewed reports and articles and are therefore very useful and mostly very current. The content of the following link explains why it is not acceptable to use non-peer reviewed websites (Why can't I just Google?): https://www.youtube.com/watch?v=N39mnu1Pkgw
(thank you to La Trobe University for access to this video).

APPENDIX A

MARKING GUIDE REPORT (RUBRIC):

Assessment Attributes	Fail (Unacceptable) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75 -84%	High Distinction (Exceptional) 85-100%
Research /20	Little evidence of research. Sources are missing. Inappropriate, poorly integrated or lacking credibility. Lacks clear link of sources with analysis.	A minimum of 5 academic sources and 5 other professional sources. Basic use of sources to support analysis, generally well-integrated, most sources are credible.	Research is generally thorough. Good use of sources to support analysis, mostly well integrated, sources are credible.	Thorough research is indicated. Very good use of sources to support analysis, well integrated, sources are credible.	Thorough research is indicated. Professional use of sources to support analysis, well integrated, sources are credible.
Information /Content /30 (Information, Content, and Balance in body paragraphs: -Description -Analysis -Outcomes)	Journal lacks coherence; is poorly addressed; no proper description of unit content; little analysis. No discussion of personal learning outcomes.	Journal is generally coherent; unit content is described generally for all weeks, with occasional focus on relevant aspects; analyses are in reasonable depth with some connections to research. There are some inconsistencies and weaknesses with balance of discussion (description/analysis/outcomes). Discussion of personal learning outcomes is very basic.	Journal is coherent and flows well; description of unit content focusses on one appropriate aspect of each week; analyses are in considerable depth with good connections to research. There may be some inconsistencies and weaknesses with balance of discussion (description/analysis/outcomes). Discussion of personal learning outcomes is good.	Journal is very coherent and flows well; description of unit content is thorough and focusses clearly on one appropriate aspect of the week; analyses are in very good depth with strong connections made to research. Inconsistencies and weakness with balance of discussion (description/analysis/outcomes) are rare. Discussion of personal learning outcomes is insightful and in depth.	Outstanding work. Journal is very coherent and flows well; unit content is described thoroughly with invariably relevant choices of focus in each paragraph; analyses is in great depth and offers excellent discussion of relevant academic/professional discourse. Very minor, if any, inconsistencies and weaknesses with balance of discussion in paragraphs. Discussion of personal learning outcomes demonstrates excellent ability with reflective analysis.
Structure /20	Topic, concepts and thesis are not clear in introduction. Material in the body is generally poorly sequenced. No discernible conclusion; no links to introduction.	Topic, concepts and thesis are stated with some clarity in introduction. Material in body is generally logically sequenced; some weaknesses. Conclusion does not clearly summarise essay; links to introduction are not clear.	Topic, concepts and thesis are clearly conveyed in introduction. Material in body is logically and clearly sequenced; few or minor weaknesses. Conclusion summarises essay; may be some weaknesses; generally clear links to intro.	Topic, concepts and thesis are clearly outlined in introduction. Material in body is logically and clearly sequenced; very few or minor weaknesses. Conclusion mostly effectively summarises essay; with recommendations and clear links to introduction.	Topic, concepts are clearly outlined in introduction. Material in body is logically and clearly sequenced; very minor, if any, weaknesses. Conclusion effectively summarises essay; with recommendations and clear links to introduction.

Teamwork & Group cohesiveness 10%	No Team formed or No team works has been distributed and the team members are not aware of their tasks and participation	Team formed, less distribution of team works, and the team members are aware of few of their tasks and participation	Team formed, some team works has been distributed and the team members are aware of some of their tasks and participation	Team formed, almost all team works has been distributed and the team members are aware of all their tasks and participation	Team formed, all team works has been distributed and the team members are aware of all their tasks and participation
Language/ Presentation /10	Poor standard of writing. Word limit may not be adhered to. Incorrect format (e.g. includes Table of contents; bullet points; graphs etc.)	A minimum of 1000 words. Basic and sound standard of writing; some errors in punctuation, grammar and spelling. Inconsistencies with the formatting.	Good standard of writing; few errors in punctuation, grammar and spelling. Almost correct format.	Very good standard of writing; very few or minor errors in punctuation, grammar and spelling. Correct formatting.	Professional standard of writing; no errors in punctuation, grammar and spelling. Correct formatting.
Referencing /10	No referencing is evident or, if done, is inconsistent and technically incorrect. No or minimal reference list, mixed styles. No in text citations	Basic and sound attempt to reference sources; may be some inconsistencies and technical errors in style. Reference list is generally complete with 1 or 2 references missing.	Good attempt to reference sources; inconsistencies and technical errors in style. Few inaccuracies in reference list and all references listed.	Very good attempt to reference sources; very minor inconsistencies and technical errors in style. Thorough and consistent reference list and all references listed.	Professional level of referencing and acknowledgment; no errors of style evident. Thorough and consistent reference list and all references listed