

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Management and Leadership – Skills for the Workplace		
Module:	Workplace Culture and Its Impact on Organisational Efficiency		
Module code:	BMSW5105	Contribution to Overall Module Assessment (%):	100%
Module Coordinator:	Khaza Ahmed	Internal Verifier:	Dr. Sujeewa Herath
Assignment Title:	Individual Written Report & Oral Performance	Word count (or equivalent):	Task 1: 3,000 words (+/- 10%) Task 2: 5-10 min.
Submission deadline:	Task 1 - Individual Written Report: 18/11/2022 by 3 pm. Task 2: Individual Oral Performance: (video recording submission, no live presentation required) – 21/11/2022 by 3 pm.	The return date of provisional marks & written feedback:	TBD
Submission method:	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.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. 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.		
Academic honesty / referencing:	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.		

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

LO1 - Critically assess the culture and context of an organization.

LO2 - Evaluate an organisation within its broader environment using appropriate environmental and organisational analysis techniques.

LO3 - Critically appraise the cultural and ethical behaviour present in one or more organisations.

TASK DESCRIPTION

Task 1 – Individual Written Report (3,000 words $\pm$ 10%) [75% Marks]

Just Eat Takeaway.com is a leading global online food delivery marketplace, connecting nearly one hundred million consumers with 634 thousand local partners through their apps and websites. Just Eat was founded as a separate company in 2001 in Kolding, Denmark, and headquartered in London, United Kingdom from 2006 until its merger in 2020. Just Eat UK and Ireland segment continued to perform strongly under the Just Eat brand, with clear leadership in online share and strong growth during 2021. The segment achieved 289 million orders in 2021, representing 27% of total Just Eat Takeaway.com orders, and a growth rate of 52% versus the previous year. The UK brand Just Eat achieved a significant milestone during the year, fulfilling its billionth order since launching in 2006. They have continued to invest in creating the right work environment and providing the suitable technology for their employees. Since 2020, they are aiming to establish one culture which supports a clear vision for their future. One of the main focuses in 2021 have been building a foundation to support Inclusivity, Diversity & Belonging (IDB) commitment. While establishing one shared culture in 2021, they also built the foundation to becoming an employer of choice by introducing career development and remuneration structure, aiming to make them more competitive and attractive for top talent in both the global and local labour markets.

Source: Just Eat annual report 2021 available on <https://www.justeattakeaway.com/annual-reports>

By conducting individual secondary research, answer the following questions and produce a 3,000-word academic report that demonstrates your understanding of the workplace culture and context of Just Eat Takeaway.com.

In your report, consider the following:

1. Identify and discuss the organisational structure of Just Eat Takeaway.com, and critically assess how this structure is impacting the organisational culture.
2. Explore the external factors influencing the work culture of Just Eat Takeaway.com and provide a critical appraisal of your analysis using an appropriate framework.
3. Evaluate and discuss the key elements of ethical organisational culture for Just Eat and provide suggestions on how Just Eat can create a better ethical culture environment.
4. Explain the barriers to the effective functioning of Just Eat Takeaway.com culture, provide relevant recommendations that may enhance Just Eat's workplace culture in the future, and clearly indicate how the recommendations will positively impact organisational efficiency.

The report should contain at least a title page, introduction, main body with sub-headings, recommendations, conclusion and a reference list.

Total Marks (75%)

Task 2 – Individual practical (oral) performance (5 to 10 Minutes) [25% Marks]

During your practical performance, you are expected to identify and explain the key points you have uncovered in your written report. You should be able to demonstrate strong evidence of knowledge and analytical thinking on the key areas mentioned above. Note: You can use relevant aids/tools to buttress your points.

Total Marks (25%)

(Please see PAGE 5 on how marks will be allocated)

General Submission Guidance

1. All of your submissions must include a title page that clearly states your name, your student number, the module code and title, your lecturer's name, and your assignment title.
2. All of your submissions should be typed in Arial font, size 11.
3. All of your submissions should be typed with 1.5 line spacing.
4. All of your submissions should have an appropriate structure, include page numbers, and have a reference list.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

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 an appropriate **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 a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

- *Please pay attention to the words that are placed in BOLD and italics in the above paragraph.*
- *As a general rule, you are expected to have a minimum of 10 academic, good-quality references.*
- *Use Harvard referencing norms when referencing.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate **knowledge of the underlying concepts and principles** associated with your area(s) of study. *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. to show your understanding.** Your mark/grade will also depend upon **the extent to which you demonstrate your knowledge and understanding.**

Guidance specific to this assessment:

- *You should provide appropriate definitions and should demonstrate your knowledge of environmental and cultural analysis tools and models such as PESTLE, Porter's Five Forces, and the Cultural Web.*
- *You should demonstrate your knowledge of how culture affects organisational efficiency.*
- *You should demonstrate your understanding of business ethics and corporate social responsibility.*
- *You should also pay attention to words/sentences in BOLD letter above.*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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 what cost?** You should **provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts.** Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

- *You should demonstrate your ability to analyse the culture and context of your chosen organisation using appropriate tools and explain the impact on the organisation.*
- *You should provide logical recommendations for the organisation, based on comparisons with other organisations based on your research.*
- *You should also pay attention to words/sentences in **BOLD** letter above.*

4. Practical Skills

At level 4, you should be able to **apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study**. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/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, or to create artefacts. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment:

- *Pay attention to the given scenario/ context (e.g.: Your action plan should be logical and achievable for the organisation.)*
- *Apply the theories/concepts that you have learnt to the context given in each task.*
- *Use examples where appropriate to support your points/arguments.*
- *Demonstrate originality and creativity/innovative thought in your work.*

5. Transferable Skills for Life and Professional Practice

Your work must provide **evidence of the qualities and transferable skills** necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that **you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments**; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

- *Follow the generic submission guidelines provided on page 2.*
- *Use an appropriate structure to present your work depending on the task.*
- *You should also pay attention to words/sentences in **BOLD** letter above.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill 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.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Task 1	20	
2. Knowledge and Understanding Skills		
Task 1 Task 2	20 20	
3. Cognitive and Intellectual Skills		
Task 1	15	
4. Practical Application Skills		
Task 1	10	
5. Transferable Skills for Life and Professional Practice		
Task 1 Task 2	10 05	

Assessment Mark (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.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

100%

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied
Knowledge and understanding (Sound knowledge and Critical understanding of the	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much	Fragmentary knowledge, with only superficial critical understanding. Some significant	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-	Knowledge is reasonably extensive. Exhibits very competent critical understanding	Excellent, detailed knowledge and highly critical understanding of the well-established	Exceptionally detailed knowledge and outstanding critical understanding of the well-

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well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	concepts and principles of the subject and the main methods of enquiry.	established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question',

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	use of any credible evidence.	and unsubstantiated opinions. Ideas sometimes illogical and contradictory.		the basis of reason and evidence. Mostly valid arguments and logical judgements.	valid judgements.	A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine

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	Very weak problem-solving skills outside the context in which they were first studied.	only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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		responsibility and decision- making.	and decision- making, with some areas of minor weakness.	some of minor weakness.		further development.	