

# OMGT2286 Supply Chain Principles

## Assessment 3: Individual critique essay



**Assessment Type:** Individual critique essay

**Word limit:** 1000-1500 words



**Due date:** Thursday of Week 7 at 11:59 PM (AEST)

**Length:** N/A



**Weighting:** 30%

## Overview

This assessment determines your ability to critique a research article in supply chain.

## Learning outcomes

After completion of this assessment you should be able to:

1. Explain and apply the key concepts of logistics and supply chain management in the public and private sectors to ensure effective and efficient management of an organisation
4. Conduct research work to extend supply chain knowledge.

## Assessment details

### Overview

Assessment 3 task is a timed, Canvas individual research article critique.

The research article response task will be open for five days with randomly allocated articles across the period.

Please follow the instructions and links below to complete the assessment:



**Random  
Allocation**

**Instructions and articles**

Area 1

Click the following link to view your assigned research article for Assessment task 3 (Group 1):

[View the Group 1 assigned research article.](#)

This assessment task is a critique of the article linked above. Here are a few critique guides to assist you in writing and structuring your critique report:

<http://www.citewrite.qut.edu.au/write/critique.jsp>

<http://www.monash.edu.au/lls/OffCampus/Improve/9.2.html>

Area 2

Click the following link to view your assigned research article for Assessment task 3 (Group 2).

[View the Group 2 assigned research article.](#)

This assessment task is a critique of the article linked above. Here are a few critique guides to assist you in writing and structuring your critique report:

<http://www.citewrite.qut.edu.au/write/critique.jsp>

<http://www.monash.edu.au/lls/OffCampus/Improve/9.2.html>

Area 3

Click the following link to view your assigned research article for Assessment task 3 (Group 3).

[View the Group 3 assigned research article.](#)

This assessment task is a critique of the article linked above. Here are a few critique guides to assist you in writing and structuring report:

<http://www.citewrite.qut.edu.au/write/critique.jsp>

<http://www.monash.edu.au/lls/OffCampus/Improve/9.2.html>

Please refer to the rubrics document below for how marks will be allocated for elements in this assessment.



## Referencing guidelines

You must acknowledge all the sources of information you have used in your assessments.

Refer to the RMIT [Easy Cite referencing tool](#) to see examples and tips on how to reference in the appropriate style. Additional referencing tools, such as EndNote, referencing tutorials and referencing guides, can be found at the [library referencing page](#).

## Submission format

Upload as one single file via the Assignments submission page within Canvas.

## Academic integrity and plagiarism

Academic integrity is about honest presentation of your academic work. It means acknowledging the work of others while developing your own insights, knowledge and ideas.

You should take extreme care that you have:

- acknowledged words, data, diagrams, models, frameworks and/or ideas of others you have quoted (i.e. directly copied), summarised, paraphrased, discussed or mentioned in your assessment through the appropriate referencing methods
- provided a reference list of the publication details so your reader can locate the source if necessary. This includes material taken from internet sites.

If you do not acknowledge the sources of your material, you may be accused of plagiarism because you have passed off the work and ideas of another person without appropriate referencing, as if they were your own.

RMIT University treats plagiarism as a very serious offence constituting misconduct.

Plagiarism covers a variety of inappropriate behaviours, including:

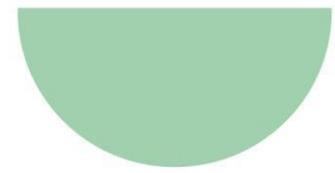
- failure to properly document a source
- copyright material from the internet or databases
- collusion between students.

For further information on our policies and procedures, please refer to the [University website](#).

## Assessment declaration

When you submit work electronically, you agree to the [Assessment declaration](#).

## Working as a group



Many courses require you to work in a group to complete various assessments. It is the collective responsibility of all group members to actively contribute and complete any project. If any individual is unavailable during this time, the group will need to adjust responsibilities to allow for the work to be completed. It is recommended that students elect a group leader to take responsibility for this.

Working in a group requires consistent interaction and communication. This should be done within Canvas, Google Hangouts, email etc.

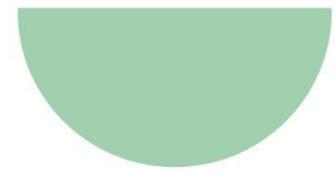
**Should any individual be unavailable for an extended period of time, it is the responsibility of the group members, or group leader, to advise their tutor to discuss the situation. This should be raised as early as possible if students wish to apply for an extension or special consideration.**

Only one copy of a group assessment needs to be submitted; however, all group names must be added to the report submission.

For further information about understanding group work, visit [RMIT Learning Lab](#).

## Assessment criteria

| Criteria   | Ratings  |   |  |  |   | Pts |
|--|--|---|--|--|---|-----|
|  | HD   | DI  | CR   | PA   | NN  |     |
| <b>Introduction:<br/>How the critique is set up</b>      | Very sound introduction on how the critique is set up (i.e., explaining clearly and logically the reasons for organising the critique in a particular manner). | Very good introduction on how the critique is set up (i.e., explaining the reasons for organising the critique in a particular manner but some of the arguments are tenuous). | Generally good introduction on how critique is set up (i.e., providing a clear description on how the critique is set up but without giving much reason for doing so). | Introduction is largely descriptive with little to no justifications given for the set up of the critique. | Introduction is essentially descriptive, lacks clarity and is very poorly organised.          | 3   |
|  | 3.0 to >2.39 Pts   | 2.39 to >2.09 Pts   | 2.09 to >1.79 Pts  | 1.79 to >1.49 Pts  | 1.49 to >0 Pts  |     |
| <b>Overview:<br/>Summary of the work being critiqued</b> | An accurate and clear summary of the article being critiqued.  | A very good summary of the article being critiqued with some very minor omissions.  | An acceptable summary of the article being critiqued despite omissions of some key information.  | Multiple deficiencies in the summary of the article being critiqued.                                       | A very inadequate summary of the work being critiqued that demonstrates little understanding. | 7.5 |
|  | 7.5 to >5.99 Pts   | 5.99 to >5.24 Pts   | 5.24 to >4.49 Pts  | 4.49 to >3.74 Pts  | 3.74 to >0 Pts  |     |



|   |   |  |   |  |  |           |
|---|---|--|---|--|--|-----------|
| <p><b>Critique the discussion:</b><br/> <b>Are the interpretations of the findings reasonable?</b><br/> <b>Are there any alternative interpretations of the findings?</b><br/> <b>Are the findings generalisable to other industries?</b></p> | <p>Superior arguments shown in assessing the interpretation of the findings.</p> <p>Providing alternative interpretations with reasons that reflect a deep understanding and extensive reading.</p> <p>Robust discussion on generalisability of findings to other industries.</p> | <p>Sound arguments shown in analysing the interpretation of the findings.</p> <p>Providing alternative interpretations with reasons that reflect understanding and broad reading.</p> <p>Sound discussion on generalisability of findings to other industries.</p> | <p>Clear (some debatable) arguments shown in analysing the interpretation of the findings.</p> <p>Providing alternative interpretations with limited justifications.</p> <p>Basic discussion on generalisability of findings to other industries.</p> | <p>Highly debatable arguments shown in analysing the interpretation of the findings.</p> <p>Lacks discussion on alternative interpretations with limited and/or poor justifications.</p> <p>Inadequate discussion on generalisability of findings to other industries.</p> | <p>Highly debatable and very limited arguments shown in analysing the interpretation of the findings.</p> <p>Absence of alternative interpretations of findings.</p> <p>No discussion on generalisability of findings to other industries.</p> | <p>15</p> |
|   | <p>15.0 to &gt;11.99 Pts</p>  | <p>11.99 to &gt;10.49 Pts</p>  | <p>10.49 to &gt;8.99 Pts</p>  | <p>8.99 to &gt;7.49 Pts</p>  | <p>7.49 to &gt;0 Pts</p>   |           |
| <p><b>Clarity/style:</b><br/> <b>Demonstration of using appropriate formats of language.</b><br/> <b>Proper sentence construction with correct grammar and vocabulary</b></p>   | <p>Scholarly use of language. Logical flow and structure within word limits.</p>  | <p>Correct use of language. Logical flow and structure within word limits.</p>   | <p>Mostly correct use of language. Some logic in flow and structure.</p>  | <p>Language usage readable but poor sentence construction throughout.</p>  | <p>Use of language needs improvement. Not structured well or little logic in discussion.</p>   | <p>3</p>  |
|   | <p>3.0 to &gt;2.39 Pts</p>  | <p>2.39 to &gt;2.09 Pts</p>  | <p>2.09 to &gt;1.79 Pts</p>   | <p>1.79 to &gt;1.49 Pts</p>  | <p>1.49 to &gt;0 Pts</p>   |           |



**Referencing:  
Demonstration of  
proper citing and  
referencing in Harvard  
style**

|   |  |  |  |   |
|---|--|--|--|---|
| <ul style="list-style-type: none"> <li>- All cited references presented in a reference list in Harvard referencing style with minimal typos (two at most).</li> <li>In-text citations use Harvard referencing style consistently throughout.</li> </ul> | <ul style="list-style-type: none"> <li>- All cited references presented in a reference list in Harvard referencing style with minor typos.</li> <li>In-text citations use Harvard referencing style consistently in almost all instances.</li> </ul> | <ul style="list-style-type: none"> <li>- All cited references presented in a reference list.</li> <li>- A mixed or a non-Harvard referencing style used with many typos in reference list.</li> <li>In-text citations use a mix of Harvard referencing and other styles throughout.</li> </ul> | <ul style="list-style-type: none"> <li>- Not all cited references presented in a reference list.</li> <li>- A mixed or a non-Harvard referencing style used with many typos in reference list.</li> <li>In-text citations use a mix of Harvard referencing and other styles throughout.</li> </ul> | <ul style="list-style-type: none"> <li>- No reference list is provided or many cited references missing in a reference list.</li> <li>- A mixed or a non-Harvard referencing style used with many typos in reference list.</li> <li>- In-text citations noticeably missing in most instances.</li> <li>A mix of Harvard referencing and other styles is used throughout.</li> </ul> |
|---|--|--|--|---|

1.5 to >1.19 Pts    1.19 to >1.04 Pts    1.04 to >0.89 Pts    0.89 to >0.74 Pts    0.74 to >0 Pts    1.5

**Overall**

30