Strategic Thinking (Full-time Mode)

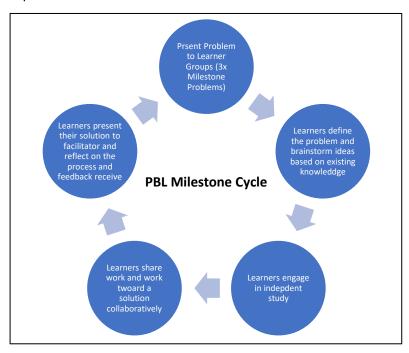|	
Module Title:	Strategic Thinking
Assignment Type:	**Capstone:** Group Project
Assignment Issue Date:	7th October 2020
Assignment Compiler:	Graham Glanville (graham.glanville@cct.ie)
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Assignment Weighting:	100% (4x Phases)
Assignment Due Date:	4x Due Dates (2x Semester 1, 2x Semester 2)
MLO Addressed:	MLO1, MLO2, MLO3, MLO4, MLO5

Introduction

The capstone module spans all semesters and is underpinned through a group-based Problem Based Learning (PBL) approach. The PBL approach fosters group collaboration and reflection in which pointed discussions are held in scheduled weekly sessions to allow for formative feedback throughout the programme. PBL requires group formation with roles and responsibilities and these roles will be shared, swapped and developed as the learners explore the problem under investigation, this ensures all learners have the opportunity to act out a number of roles typically found within industry formed teams, such as team player and team leader and project manager. As this project spans all semesters a structured PBL approach will be used, this will require groups to work through the problem through a number of problem stages with each stage output informing the next, similar to the process of action research. This process allows learner groups investigate and develop solutions that will vary across the cohort furthering the learning of the class as a whole. The final stage of the PBL project will require the learner groups to present their solution in the form of a Poster Presentation / working solution in which the learner groups will talk to in front of their peers and assessors. The programme PBL milestone cycle is presented below:

Assessment Approach

The principal assessment will be a group project that spans all semesters and will be based on Problem Based Learning in which learners will work in groups to address a real-world or industry informed problem. The groups will be formed within the first two to three weeks of the programme based on a formation technique based on the cohort size, for example, randomisation, prior knowledge and experience or self-selection. The group size will be typically between 3 to 4 members. Group members will collaborate using a Microsoft Teams account with the module facilitators added as additional group members for monitoring and feedback purposes. Group members can use additional collaboration tools that they believe will enhance their team communication and interaction.

The initial problem to be investigated (Case Study) will be provided to all learner groups, which will be broken down further and elaborated on as the programme progresses, these are presented as Problem Milestones. This process ensures learners are working towards deadlines and facilitates guidance as new learning and knowledge is acquired as the curriculum progresses. The structure of the PBL project in phases is expressed in the below:

Phase	Description	Learner Activity
Phase 1	Overarching Problem Expressed, with Problem Milestone 1 presented	Learner groups are formed and groups begin reflecting on the overarching problem and initially express their understanding and concerns. Learner groups work towards the development of a solution to milestone 1.
Phase 2	Problem Milestone 2 presented to learners	Learner groups use the output of Problem Milestone 1 to inform the planning for Problem Milestone 2. Learner groups work towards the development of a solution to milestone 2.
Phase 3	Problem Milestone 3 presented to learners	Learner groups use the output of Problem Milestone 2 to inform the planning for Problem Milestone 3. Learner groups work towards the development of a solution to milestone 3.
Phase 4	Solution Presentation to Problem under investigation	Learner groups summarise their findings from all three milestones and present their proposed solution to address the problem as a whole.

Summary of Assessed Deliverables and Timeline   Delivery Mode: **Full-time**

Semester & Phase	Deliverables	Description	% Weighting	
			Individual Contribution	**Group Contribution**
Sem 1, Phase 1 (Due 8th November 2020)	Problem Milestone *Plan 1*	Learner groups will develop a project plan with roles and responsibilities to address Problem Milestone 1	n/a	5%
	Group Reflection Report	The group will be required to complete an end of milestone summary reflection report	n/a	5%
	Problem Milestone 1 Output Report	The group will produce their proposed solution to Problem Milestone 1	10%	5%
Phase 1 Total Marks			**10%**	**15%**
Sem 1, Phase 2 (Due 20th December 2020)	Problem Milestone *Plan 2*	Learner groups will reflect on their Problem Milestone 1 Output report and put forward a project plan with roles and responsibilities to address Problem Milestone 2	n/a	5%
	Group Reflection Report	The group will be required to complete an end of milestone summary reflection report	n/a	5%
	Problem Milestone 2 Output Report	The group will produce their proposed solution to Problem Milestone 2	10%	5%
Phase 2 Total Marks			**10%**	**15%**
Sem 2, Phase 3 (Due TBC)	Problem Milestone *Plan 3*	Learner groups will reflect on their Problem Milestone 2 Output report and put forward a revised project plan with roles and responsibilities to address Problem Milestone 3	n/a	5%
	Group Reflection Report	The group will be required to complete an end of milestone summary reflection report	n/a	5%
	Problem Milestone 2 Output Report	The group will produce their solution to Problem Milestone 3	5%	5%
Phase 3 Total Marks			**10%**	**15%**
Sem 2, Phase 4 (Due TBC)	Problem Solution Report	Learner groups will produce a summary report to merge their key findings from Problem Milestone 1, 2 and 3.	5%	5%
	Solution Poster	Learner groups will create a Poster Presentation to succulently capture their staged approach to addressing the overarching project problem and proposed solution.	n/a	5%
	Solution Peer Presentation	Learner groups will present their poster / working solution to their peers and facilitators in a conference style event.	5%	5%
Phase 4 Total Marks			**10%**	**15%**
Total Individual and Group Marks			**40%**	**60%**

Reassessment

Different but pedagogically equivalent and appropriately weighted repeat assessment tasks may be given for repeat assessments. Learners who fail to achieve the minimum intended learning outcomes associated with a given assessment will receive constructive feedback (in addition to the normal assignment feedback) on the submitted work and the brief of the repeat assessment. In the case of group work, the group may be directed to recover the failed element of a group assignment, and/or individuals within groups may be directed to recover the individually assessment elements of a group project.

Notes:

- All students are required to follow the supplied Case Study (Available on Moodle)
- In-text citation and paraphrasing of reference sources is expected. Plagiarism detection software will be used on all submissions.
- Formative feedback will be provided in-class as the project progresses.
- Late submissions will incur a penalty as per CCT QA policy.