

**NANYANG TECHNOLOGICAL UNIVERSITY**  
**INTERDISCIPLINARY COLLABORATIVE CORE (ICC)**

**ACADEMIC YEAR: 2025-2026, SEMESTER 2**

**COURSEWORK ASSIGNMENT: HEALTHY LIVING GROUP PROJECT**

**Course Code and Title:** CC0005 Healthy Living and Wellbeing

**Domain:** Healthy Living

**Nature of Assessment:** Group Assessment

**Weightage:** 20% of module grade

Students doing Healthy Living Domain in SEMESTER 1A (Weeks 1-7)	<ul style="list-style-type: none"><li>• Submission of Presentation Slides in Week 7, <b>BY 2359HRS ON THE DAY BEFORE</b> your Tutorial</li><li>• In-Class Group Presentations: Week 7, during Tutorial</li></ul>
Students doing Healthy Living Domain in SEMESTER 1B (Weeks 8-13)	<ul style="list-style-type: none"><li>• Submission of Presentation Slides in Week 13, <b>2359HRS ON THE DAY BEFORE</b> your Tutorial</li><li>• In-Class Group Presentations: Week 13, during Tutorial</li></ul>

**A. THE TASK**

1. Your group (of 5 to 6 members) will carry out a group project based on the **health challenge theme and problem** (Appendix 1) **and demographic represented by the persona** (Appendix 2) assigned to your group.
2. Your group will select the persona's **level of readiness to change** (e.g., precontemplation, contemplation, preparation, action) to inform problem analysis and solution design. By aligning interventions with the persona's mindset and motivation, you can create more targeted strategies and a prototype that better support their specific stage of health behavior change.
3. Your group will give a **maximum of 8-minutes in-class presentation** that addresses the challenge and synthesises the lessons from the Healthy Living half of this course. At the end of the presentation, your group will be given **about 2 minutes for a Question & Answer segment**. Your group will identify who will present and decide on the number of presenters in the group.
4. The presentation should focus on the intended users (personas) of your proposed solution, assuming favourable financial conditions to launch your project.

## B. PROJECT TYPE

1. Your group will develop and present a **prototype** to illustrate your proposed solution. The prototype is a simple experimental model of your proposed solution that allows you to implement ideas into tangible forms and capture ways that can address the health challenge.
2. The choice of prototype is either a **programme** or a **product**. The prototype should demonstrate the intention around change, with goals, outcomes, and indicators to measure progress towards the desired healthy state.

Type	Definition (including, not limited to)
Programme	A set of related in-person or virtual activities developed in a coordinated way to support or enable the intended users to adopt healthy living over time.
Product	Physical or virtual illustration of an object or system to support or enable the intended users to adopt healthy living over time.

## C. TASK COMPLETION:

One group representative will upload the group presentation slides via the **Assignment folder** on **NTULearn Tutorial site** with the following file naming convention: "TGXXHL\_GroupX" e.g. TG01HL\_Group1.

## D. PRESENTATION FORMAT

The group presentation should be succinct and must NOT exceed 8 minutes. The recommended headers in the presentation deck include the following and are not restricted to the sequence:

- a. Challenge that will be addressed
- b. Evidence and relevance of the problem
- c. Problem statement defined by your group
- d. Key activities or features of proposed solution
- e. Feasibility and effectiveness of proposed solution
- f. References (APA format) and acknowledgement for information used.

## E. UPHOLDING ACADEMIC INTEGRITY

NTU upholds exacting standards regarding academic integrity. Please ensure that you adhere to the academic writing requirements and do not commit acts of academic dishonesty, including:

- a. *Plagiarism*: To use or pass off as one's own, writings or ideas of another, without acknowledging or crediting the source from which the ideas are taken.
- b. *Collusion*: To submit an assignment, project or report completed by another person and passing it off as one's own.
- c. *Academic fraud*: A form of academic dishonesty which includes cheating, collusion, falsification of data, false citation, and contract cheating.
- d. *Facilitating academic dishonesty*: Allowing or contributing to another student to copy your work/assignment/ assessment/exam.

Extending the practice of correctly citing references in your work under NTU's policies on citation and plagiarism, the University requires students to **(i) identify any generative AI tools used** and **(ii) declare how the tools are used in submitted work**. Please note that even with acknowledgement, copying of output generated by AI tools (in part or whole) may still be regarded as plagiarism.

NTU expects students to uphold the Student Code of Conduct at all times. **The act of taking words or ideas from other sources, including ChatGPT and other AI technologies, and present them as your own without proper citation of the source(s), will be treated as misconduct.**

**Note:** To gain greater insight into NTU's policy regarding academic integrity, please refer to the following NTU website:

<https://entuedu.sharepoint.com/sites/Student/dept/ctlp/SitePages/Academic-Integrity.aspx>

## F. ASSESSMENT

The group presentation constitutes **20%** of your module grade and will be assessed based on the criteria in [Appendix 4](#).

To foster a collaborative experience, and to hold groupmates responsible for satisfactory and timely contributions, students will be required to evaluate *all* their groupmates with regards to contributions to the group project.

There will be two rounds of **Peer Assessment**:

1. **Week 7:** Formative ungraded peer assessment to provide qualitative feedback to groupmates.
2. **Week 13:** A holistic evaluation of each groupmate's contributions to *both* projects is compulsory.
  - If the Peer Assessment mark given to you by your groupmates warrants moderation, *both* presentations will be moderated.
  - If you do not complete the compulsory Week 13 evaluations, the non-completion penalty will also be imposed on *both* presentations.
  - Please refer to the Course Outline on NTULearn, for details on the rubric for Peer Assessment.

## G. PROJECT GUIDE (optional)

Your group may use the **Project Proposal Form** (Appendix 4) to help you develop your project. You do NOT need to submit this proposal form.

## Appendix 1: Health Challenges

<b>Instructions:</b> Your tutor will assign a specific Problem Theme, a particular Problem, and a Persona. Your task is to propose solutions to the Problem from the assigned Persona's perspective.		
<b>Problem Theme</b>		<b>Problems</b>
<b>Nutrition</b> 1. How might we enable healthy eating?	A	Lack of plants in diet
	B	Eating out all the time
<b>Fitness</b> 2. How might we encourage active living?	A	Challenge to maintain a consistent physical activity routine
	B	Lack of (external/internal) resources to physical activity (External resources refers to socioecological environment; Internal resources refers to self)
<b>Disease</b> 3. How might we prevent the early onset / manage / live well with this condition?	A	Metabolic diseases
	B	Autoimmune diseases (not applicable for "prevent early onset")
<b>Maturation</b> 4. How might we prevent / manage this condition?	A	Behavioural addiction
	B	Ageing/Sports related musculoskeletal conditions

## Appendix 2: Personas

S/No.	REPRESENTATIVE DEMOGRAPHICS
1	Young (20 - 25 years old), University student
2	Young (20 - 25 years old), part time / ad hoc employment
3	Young (20 – 25 years old), unemployed
4	Adult (25 – 40 years old), employed full time (office-based)
5	Adult (25 – 40 years old), employed full time (non-office based)
6	Adult (25 – 40 years old), employed in flexible shift work (travel / transport related)
7	Senior (50 -70 years old), full time employment
8	Senior (65 – 75 years old), retired

## Appendix 3: Level of Readiness to Change

	LEVEL OF READINESS TO CHANGE
1	Precontemplation: Not yet acknowledging that there is a problem behaviour that needs to be changed
2	Contemplation: Acknowledging that there is a problem but not yet ready, sure of wanting, or lacks confidence to make a change
3	Preparation / Determination: Getting ready to change
4	Action / Willpower: Changing behaviour

#### Appendix 4: Assessment Criteria

Appendix 4: Assessment Criteria for Group Presentation for the Healthy Living Domain (20% of module grade)					
	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Quality of Presentation (25 marks)</b>	Presentation is clear and the flow is coherent and logical. Presentation is engaging and well-paced.	Presentation is mostly clear and the flow generally coherent and logical. Presentation is generally engaging and pace is appropriate.	Presentation flow is unclear at times. Presentation is somewhat engaging and pace is somewhat appropriate.	Presentation flow is difficult to understand. Presentation lacks engagement.	Presentation lacks clarity and flow. Presentation has little to no attempts to engage.
<b>Problem and Challenge Analysis (25 marks)</b>	Illustrates a clear problem statement that clearly addresses the challenge. Demonstrates excellent application of concepts discussed in class. Demonstrates sophisticated content coverage and good use of evidence to back up claims.	Adequately illustrates problem statement that addresses the challenge, but missing some specificity. Demonstrates good application of concepts discussed in class. Adequate attempts to demonstrate good content coverage and some use of evidence to back up claims.	Some attempts to illustrate a problem statement that somewhat addresses the challenge, but lacks specificity. Demonstrates some application of concepts discussed in class. Some attempts to demonstrate content coverage and little use of evidence to back up claims.	Weak attempts to illustrate a problem statement and does not address the challenge. Vague application of concepts discussed in class. Sparse content coverage and no evidence to back up claims.	Does not define a problem statement and does not demonstrate analysis of problem. Does not apply concepts discussed in class and poor content coverage.

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Feasibility and Effectiveness (25 marks)</b>	Clearly details achievable project activities and components. Provides well- thought-out strategies to achieve clear and measurable intended project outcomes.	Adequately outlines achievable project activities and components. Provides reasonable strategies to achieve somewhat clear and measurable intended project outcomes.	Provides project activities and components but lacks consideration for how they can be achieved. Provides some strategies to achieve intended project outcomes but remains vague.	Weak attempts to outline project tasks and activities that are sparse and unrealistic. Shows weak consideration of strategies to achieve intended project outcomes.	Does not outline project tasks, activities and intended project outcomes.
<b>Creativity and Innovation (25 marks)</b>	Exceptional attempts to synthesise project idea in ways that are relevant and creative. Prototype clearly communicates project ideas/project design in insightful and innovative ways.	Good attempts to synthesise project idea in ways that are relevant and creative. Prototype communicates project ideas/project design in somewhat insightful and innovative ways.	Some attempts to synthesise project idea in ways that are relevant and creative. Prototype communicates project ideas/project design in conventional ways.	Weak attempts to synthesise project idea in ways that are relevant and creative. Little to no effort to develop prototype.	Does not attempt to synthesise or communicate relevant project idea.



## **Appendix 5: Healthy Living Group Project Proposal Form**

(Available in Word Doc version on NTULearn Lecture Site Assessment Folder)

Your group is encouraged to use this **Project Proposal Form** to help you develop your project. You do NOT need to submit this proposal form.

<b>Project Title</b>
<b>Project Type</b> <i>Check the box that best describes your project type.</i> <i>Your group is recommended to focus on <u>1</u> primary prototype.</i> <i>Your group may include additional built-in elements into your primary prototype if you wish to do so.</i>
<input type="checkbox"/> Programme <input type="checkbox"/> Product
<b>Challenge</b> <i>Fill out your group's problem and persona</i>
<b>Evidence and relevance of the Problem</b> <i>(1) Provide data or statistics in the current literature that support the importance of the problem your group has identified and back up claims that your group will make in this project.</i> <i>(2) Briefly describe the gaps between the current situation affecting your user segment and the relevance of this problem. How the problem is affecting the user segment.</i>
<b>Define Problem Statement</b> <i>Define a problem statement, which clearly describes the scope of the problem that your group has identified e.g. What is the main problem, Why is it a problem, Who is the problem affecting, and How the problem is affecting the user segment. You may integrate key aspects of the evidence of the problem to support your problem statement.</i>
<b>Key Activities or Features of Proposed Solution</b> <i>Describe your proposed solution, including key activities, features or components.</i> <i>Describe elements of your proposed solution that are relevant, insightful, creative and innovative.</i> <i>Describe elements of content knowledge from this course that were incorporated (they may be from lectures, tutorials or supplementary materials referred to in the course)</i>
<b>Feasibility and Effectiveness of Proposed Solution</b> <i>Briefly describe clear and measurable short-term and long-term intended outcomes of your project.</i> <i>Outline strategies that will be feasible and effective in addressing the problem statement.</i> <i>You may do a SWOT (Strengths, Weakness, Opportunities, Threats) analysis to summarise your considerations regarding your solution.</i>