



ASSESSMENT COVER SHEET

Unit title:	6G5Z0023: Thematic Project
Assignment set by:	Kate MacFarlane
Assignment ID:	1CWK100
Assignment title:	Reflective Account
Assessment weighting:	100%
Type: (Group/Individual)	Demonstration: Group Reflection: Individual
Hand-in deadline:	Demonstration: 9pm, 2nd May 2025 Reflection: 9pm, 9 th May 2025
Hand-in format and mechanism:	Demonstration: You must upload your demonstration video to Moodle. Reflection: You must upload your reflection using the provided template to Moodle (as a DOCX or PDF).

Learning outcomes being assessed:

- LO1:** Interpret a brief to produce a plan for a project using an established project management methodology.
- LO2:** Execute a plan to produce a minimum viable product, meeting the requirements of a brief.
- LO3:** Reflect on the process of undertaking a group project to identify strengths and weaknesses of a chosen project management methodology, and collaborative teamworking approaches.

Note: it is your responsibility to make sure that your work is complete and available for marking by the deadline. Make sure that you have followed the submission instructions carefully, and your work is submitted in the correct format, using the correct hand-in mechanism (e.g., Moodle upload). If submitting via Moodle, you are advised to check your work after upload, to make sure it has uploaded properly. Do not alter your work after the deadline. You should make at least one full backup copy of your work.

Penalties for late submission

The timeliness of submissions is strictly monitored and enforced.

All coursework has a late submission window of 7 calendar days, but any work submitted within the late window will be capped at 50%, unless you have an agreed extension. Work submitted after the 7-day late window will be capped at zero unless you have an agreed extension. See 'Assessment Mitigation' below for further information on extensions.

Please note that individual tutors are unable to grant extensions to assessments.

Assessment Mitigation

If there is a valid reason why you are unable to submit your assessment by the deadline you may apply for assessment mitigation. There are two types of mitigation you can apply for via the unit area on

Moodle (in the 'Assessments' block on the right-hand side of the page):

- **Self-certification:** does **not** require you to submit evidence. It allows you to add a short extension to a deadline. This is not available for event-based assessments such as in-class tests, presentations, interviews, etc. You can apply for this extension during the assessment weeks, and the request must be made **before** the submission deadline.
- **Evidenced extensions:** requires you to provide independent evidence of a situation which has impacted you. Allows you to apply for a longer extension and is available for event-based assessment such as in-class test, presentations, interviews, etc. For event-based assessments, the normal outcome is that the assessment will be deferred to the Summer resit period.

Further information about Assessment Mitigation is available on the dedicated Assessments page:

<https://www.mmu.ac.uk/student-life/course/assessments#ai-69991-0>

Plagiarism

Plagiarism is the unacknowledged representation of another person's work, or use of their ideas, as one's own. Manchester Metropolitan University takes care to detect plagiarism, employs plagiarism detection software, and imposes severe penalties, as outlined in the [Student Code of Conduct](https://www.mmu.ac.uk/student-life/course/assessments) and [Taught Postgraduate Assessment Regulations](https://www.mmu.ac.uk/student-life/course/assessments)<https://www.mmu.ac.uk/student-life/course/assessments>. Poor referencing or submitting the wrong assignment may still be treated as plagiarism. If in doubt, seek advice from your tutor.

As part of a plagiarism check, you may be asked to attend a meeting with the Unit Leader, or another member of the unit delivery team, where you will be asked to explain your work (e.g. explain the code in a programming assignment). If you are called to one of these meetings, it is very important that you attend.

If you are unable to upload your work to Moodle

If you have problems submitting your work through Moodle, there is a Contingency Submission Form on the university's [Assist ticketing system](#), where you can upload your work. If you use this submission method, your work must be uploaded **by the published deadline**, or it will be logged as a late submission. Alternatively, you can save your work into a single zip folder then upload the zip folder to your university OneDrive and submit a Word document to Moodle which includes a link to the folder. **It is your responsibility to make sure you share the OneDrive folder with the Unit Leader, or it will not be possible to mark your work.**

Assessment Regulations

For further information see [Assessment Regulations for Undergraduate/Postgraduate Programmes of Study](#) on the [Student Life web pages](#).

Assessment Criteria:	See the attached assessment specification.
Formative Feedback:	Verbal formative feedback is ongoing throughout the block through regularly scheduled meetings with your lab tutor, in your timetabled sessions.
Summative Feedback Format:	You will receive completed mark grids for each element of this assessment, along with a short comment on the work you have submitted.

1. Introduction

The unit is assessed 100% based upon one piece of coursework, with two components, weighted at 100% of the unit marks.

In summary, you will be required to complete a group project suitable for your chosen degree programme in a small team. You will be assessed first and foremost on your individual contribution to the project through a written reflection, examining your skills in project management, independent learning, and critical self-reflection, and secondly on your group's project outcome demonstrated through a showcase presentation.

2. Aim

With Thematic Project, we will give you the opportunity to start to feel like a professional. Your Thematic Project is your next step into that world, and we try to emulate as much of the professional world as possible through this assessment.

We hope that you appreciate that some elements of the 'real world' are quite easy to emulate, and some much trickier, but every aspect of this assessment has been designed with this in mind. For example, you will complete your projects in groups, to simulate the sort of difficulties you might expect to encounter when team working with others in the workplace.

We sincerely hope that you will find yourself working on a project that you are genuinely interested in, and which you are committed to, and which you can use as an example of a large piece of work you have contributed to, when applying for placements, or graduate opportunities, in the future.

To be successful in the Thematic Project, you will particularly need the following skills:

- **Project Planning:** From the word go, you will be required to think about what it is you need to do, and how long you have to do it. You will be answering questions such as: 'How much work can we complete in a set period of time?' and reactively responding when you find out that you can't complete as much work as you think. All of this will contribute to the development of your project planning skills, crucial not only to your final year projects, but also in the wider scope of your time management.
- **Problem Solving:** Each of the Thematic Projects will push you to the edge, or beyond, your comfort zone in terms of your technical skills and abilities. You will need to learn things beyond your first-year units, and which may be different to what you have been learning in your second-year units. You will need to find ways to complete work that may be held up by someone else, and all of this will contribute to your ability to solve real-world problems as they present themselves.
- **Team Working and Communication:** Working as a team of four or five students gives you the opportunity to demonstrate your ability to work with others, as well as individually in your other units. You will need to communicate clearly amongst yourselves, with your tutor, and in the various assessed elements. You will need to manage your team effectively – ensuring that you all work to the best of your abilities – and this is no mean feat.

3. Assessment Overview (1CWK100)

To complete this assessment, you are required to undertake a thematic project in a small team of four to five students. The exact nature of your project will vary depending on your specific brief, but generally will involve the development of a **product** of some kind (e.g., a prototype piece of software, a digital artefact such as a game or animation, or an event or activity that you are required to organise). You will **also** need to produce a **demonstration** that showcases and demonstrates the project process you have been through and illustrates how the project may be sustained into the future.

You are required to engage with **two** submission points for the professional project, specifically:

Element	Description	Mark	Weighting
Demonstration	You must demonstrate the process and outcome of your project, in a video recording submitted at the end of the unit.	Group	25%
Reflection	You are required to reflect upon your own, individual contribution to your group's project, in a brief written reflection. This element is the final submission for the Thematic Project.	Individual	75%

Although we will help and guide you through the process of your project, **you** are required to take ownership of your project, and this may require you to arrange and schedule meetings with your group, to develop your own week-by-week project plan, and to make critical decisions about how your project will progress. Your tutor will support you through the project process, **but** is not in the role of technical consultant, and is not expected to provide technical support with your team's specific project.

Your Thematic Project is a major undertaking, contributing 100% of the weighting to your Thematic Project mark. As 100% of a 15-credit unit, we anticipate each member of your team should aim to spend **approximately 150 hours** working towards your project. This includes attending your timetabled sessions, engaging in project meetings, and planning your project, as well as contributing towards the development of your product and report, preparing your demonstration and writing up your reflection during the assessment weeks.

Project Allocation

At the start of the unit's block, each course will be presented with a list of eligible project topics. These project topics have been carefully chosen to match the skills and abilities of a potential graduate in that field of study.

Students will be required to engage with a **Project Preferences Process** to establish which of the projects they will be undertaking for the duration of the unit. This process will ask students to 'rank' several favourable projects, produce a short, written statement, and will require the upload of a CV that illustrates the students' skills, abilities, and interests. **Submission closes on Friday 31st January 2025 at 9pm.**

The Thematic Project teaching team will then use the students' expressed preferences to form teams, considering written statements and CVs, to help ensure that teams contain a mixture of students with different backgrounds, and skillsets, and allocate these teams to projects.

Failure to submit to the Project Preferences Process will mean that you are unable to express your preferences, and you will be allocated to a default team.

4. The Demonstration (25%)

Although each project is unique in nature, principally, you will be working on a **product** – this is typically a digital artefact, for example, a website, a software solution, a computer game, animation, or video. It is **your team's responsibility** to identify the requirements of your product based on your project's brief.

Each team is required to demonstrate the deliverables of their project through a **video demonstration** which must be submitted to Moodle before the end of the unit. You are also required to upload your demonstration video to Moodle by **Friday 2nd May 2025, 21:00**. Only one person from each team needs to upload the demonstration video.

The demonstration gives your team the opportunity to talk your tutor through the process you have undertaken to complete your project. It also offers an opportunity to demonstrate your product in action and show us the technical skills that you have developed.

Demonstrations should be **no longer than fifteen minutes long** and can be prepared by either one member of the team, or a mix of members of the team. Whether one person prepares the demonstration, or all members of the team present, will not impact your group mark or your individual marks. You may want to think about shared responsibility to ensure that the demonstration is completed and uploaded before the deadline.

You will need to identify the **requirements** of your product through a process of **requirements analysis** and **design**, and you will need to talk us through this process and your findings in your demonstration.

While you are free to structure your demonstration as you see fit – and the exact things you want to include will vary in nature depending on the type of project you are doing - generally you should aim to answer the following questions:

- What were the **requirements** of your project?
- What **design** did you do to address those requirements?
- What did you **make** in your project? (i.e., what is the product)
- How do you **use** the product?
- What would a team looking to 'pick up' your project and continue it need to know to **continue development**?

It is recommended that you discuss your plans for both your product **and** your demonstration with your personal tutor early, so that they can make suggestions as to whether you are meeting the objectives of your project.

Your demonstration should also briefly tour your product in the form of a hands-off demo, which showcases all the features that you have implemented, with a short discussion of how (and why) these features were implemented. You should also include details of who on the team was responsible for each of the features.

Note that we are not assessing your video production skills through this submission, and so there are no specific marks for video production quality. You are welcome to use whatever tools to record your demonstration as you see fit, though it is recommended that you use open-source screen capture software, such as OBS (<https://obsproject.com/>).

How will The Demonstration be marked?

The demonstration will be marked using the following two, equally weighted, criteria:

Grade Band	Find, evaluate, synthesise, and use information from a variety of sources to conduct a professional project	Demonstrate a high degree of professionalism e.g., initiative, creativity, motivation, professional practice, and self-management.
86%-100%	An innovative project is thoroughly designed and carried out, with a working minimum viable product demonstrated and presented and comprehensive discussion illustrating a detailed project lifecycle, including plans for risk and security management and mitigation uploaded to Moodle.	Both the project and product are insightfully evaluated and discussed in the presentation with respect to the characteristics of a professional in the students' field.
70%-85%	An original project is designed and carried out, with a working minimum viable product demonstrated and presented and complete discussion illustrating a project lifecycle, including plans for risk and security management and mitigation uploaded to Moodle.	Both the project and product are meticulously evaluated and discussed in the presentation with respect to the characteristics of a professional in the students' field.
60%-69%	A project is thoroughly designed and carried out, with something approaching a working minimum viable product demonstrated and complete discussion illustrating a project lifecycle, including plans for risk and security management and mitigation uploaded to Moodle.	Both the project and product are rigorously evaluated and discussed in the presentation with respect to the characteristics of a professional in the students' field.
50%-59%	A project is carefully designed and carried out. Although the team may have fallen significantly short in their original aims and objectives, there is a product demonstrated and an attempt at discussion illustrating a project lifecycle, including plans for risk and security management and mitigation uploaded to Moodle.	Both the project and product are thoroughly evaluated and discussed in the presentation with respect to the characteristics of a professional in the students' field.
40%-49%	A project is designed and carried out. Although the team may have fallen significantly short in their original aims and objectives, the team have managed to demonstrate a product and have discussion that loosely resembles the project lifecycle, including plans for risk and security management and mitigation to Moodle.	Both the project and product are evaluated and discussed in the presentation with respect to the characteristics of a professional in the students' field.
35%-39%	There is a partial attempt to design and carry out a project, but the team have failed to demonstrate anything meaningful in terms of a project via their demonstration. The team have presented discussion of what went wrong, and how they could salvage the project given more time.	There is evidence of partial identification of strengths and weaknesses of team performance in relation to the characteristics of a professional in the students' field in the presentation. Either the project or product are evaluated.
20%-34%	There is a partial attempt to design and carry out a project, but the team have failed to deliver anything meaningful in terms of a project via their demonstration. The team have presented discussion of what went wrong, but do not have concrete suggestions for how the project might be salvaged.	There is evidence of a limited attempt to identify strengths and weaknesses of team performance in relation to the characteristics of a professional in the students' field in the presentation. Either the project or product are evaluated.
0%-19%	Little or no attempt to design and carry out a project, no demonstration or discussion was delivered, and the team have not presented any discussion of what went wrong during the project, or how the project might be salvaged.	There is little or no evidence of an attempt to identify strengths and weaknesses of team performance in relation to the characteristics of a professional in the students' field in the presentation. Neither the project nor the product is evaluated.

Marks awarded for the demonstration element are **group marks**, and as such, will be shared equally amongst all team members **who have made a demonstrable, evidenced contribution to the development of the project**.

5. The Reflection (75%)

Each student is also required to complete an **individual** reflection on the process of completing their Thematic Project. This reflection encourages you to think about what **your** contribution to your group's success (or otherwise) has been. The intention of the reflection is for you to **be honest**. We are not looking for you to declare that you were the most important member of the team who contributed the most time, effort and/or knowledge. We are looking for you to honestly reflect on the work you have contributed, think about what you have learnt, and how you might use the professional development that has taken place during your project in the future.

The reflection will be guided through a template (provided on Moodle), which will encourage you to think about how you have contributed – and how you can evidence this contribution – in several areas related to your professional development.

Upon completion of your reflection, you will be asked to provide a self-evaluated mark for your individual performance in the professional project. **Your tutor, based on the evidence you have provided throughout the year, will then have to agree this mark.** Your tutor can raise or lower the mark you have chosen, based on the provided evidence, and whether, based on their experience of working with you through the year, they feel you have appropriately contributed to your team's professional project.

WARNING: All students **must** complete the reflection element of this assessment. Failure to submit the reflection, or submitting the reflection late, will incur the appropriate penalty for **the entire Thematic Project** assessment, regardless of your engagement with any other elements. For details of the penalties for non-submission, or late submission, please see the university's [Assessment Regulations](#).

Please ensure that you prepare your Reflection with sufficient time and ensure that you upload your work to Moodle in advance of the 9pm deadline.

You are also required to upload your individual reflection to Moodle by **Friday 9th May 2025, 21:00**.

How will The Reflection be marked?

The reflection will be marked using the following two, equally weighted, criteria:

Grade Band	Manage their professional development reflecting on progress and taking appropriate action	Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives
86%-100%	Professional aspirations and action plans are thorough and creatively articulated.	Evidence is shown of ability to exercise leadership skills in a team, making a significant contribution, as either leader or member, which goes beyond the activities defined and to reflect critically on strengths and weaknesses of team performance.
70%-85%	Professional aspirations and action plans are thorough and confidently articulated.	Evidence is shown of ability to exercise leadership skills in a team as either leader or member as needed to complete a project and to reflect on strengths and weaknesses of performance.
60%-69%	Professional aspirations and action plans are sensible and confidently articulated.	Evidence is shown of ability to exercise leadership skills in a team as needed to complete a project and identify strengths and weaknesses of performance.
50%-59%	Professional aspirations and action plans are clearly articulated.	Evidence is shown of ability to work effectively in a team as either leader or member as needed to complete a project and identify strengths and weaknesses of performance.
40%-49%	Professional aspirations and action plans are articulated.	Evidence is shown of ability to work in a team as either leader or member as needed to complete projects and identify strengths and weaknesses of performance.
35%-39%	A limited range of, or inappropriate, opportunities for own professional development are identified.	Evidence is shown of a partial contribution to a team to complete a project.
20%-34%	Limited or flawed professional aspirations and action plans are articulated.	Evidence is shown of an inadequate or limited contribution to a team to complete a defined project.
0%-19%	Unfeasible or no professional aspirations and action plans are articulated.	Little or no evidence of contribution to a team to complete a defined project.

Marks awarded for the reflection element are **individual marks**. The work of your team, or any other student, has no impact on the mark you are given for your reflection.

The outcome of your project, whether successful or otherwise, has no bearing on your reflection. **It is entirely possible to produce an excellent project, but achieve a failing grade in the reflection, and vice-versa.**

6. Help and Support

Help! I don't know where to begin or what to do!

Don't panic!

You are not alone in completing your thematic project, and your team members – and your personal tutor – are with you throughout the unit. The very first step is to ensure that you know (a) who your team members are, and (b) what your project brief is. As long as you know at least these two things, you can't go too far wrong! If you don't, arrange to speak to your personal tutor as a matter of urgency.

It's important to ensure that you **plan** your project carefully, and that you **amend this plan** as you work on the project. You may find that you don't get as much work done as you think – or that you actually get much more done – and as a team, you should update your plan to reflect this. **Being organised will help you far more than anything else.**

You should also ensure that, as far as possible, you stay together as a team throughout the block. Having a strong bond and keeping strong communication links through the unit will help you through the project. We'd recommend that you engage in **some sort of bonding activity** at the start of the unit (this might be something social – try an online virtual quiz or play some online games together) to get to know each other better. Make sure that you have each other's contact details (that you're willing to share – this might only be through Teams for example) and that you've agreed how, and when, you can get hold of each other.

Your project **will** take you outside of your comfort zone. You **will** need to learn new skills to complete the project. It might be tough at times, but everything you do will ultimately make you feel stronger, and more able to tackle the other problems you face as you complete your degree, ready to go into the world of work.

I have a problem with my team, or a member of my team, what should I do?

We recognise that there can always be problems that arise where group work is involved, and we will aim to minimise difficulties where possible. Please remember that a significant weighting of the assessment is down to **your individual contribution**, and that your other team members **cannot affect this in any way**.

We know that in extremely rare circumstances, teams may have significant difficulties. If you're ever uncomfortable, or someone in your team is behaving in a way that is unacceptable, please contact your lab tutor **as soon as possible** explaining the situation as thoroughly as you can. We will **never** tolerate student behaviour that is outside of the Student Code of Conduct¹.

Opportunities for Formative Feedback

Formative feedback for the Thematic Project is ongoing throughout the unit. Your personal tutor is also your main contact for support for the project, **although their role is to provide guidance on the shape and direction of the project, not technical help**.

In each week, you will report to your personal tutor to discuss progress, and your personal tutor will offer verbal feedback on the progress you have made so far. This feedback should encourage you to think about how you can further the development of your project, and to think about the areas that need the most development at that point in time.

¹ <https://www2.mmu.ac.uk/student-case-management/guidance-for-students/student-code-of-conduct/>

When, where and how can I get support from the unit tutors?

Your one-hour PC Lab sessions are the main conduit for support, and formative feedback, from your personal tutor. Many of the sessions will be dedicated to a progress update and check-in with your tutor over your project, and your progress so far. You should arrive to each session ready to discuss your progress. We also recommend that you use this time to arrange a team meeting, and reflect on your progress from the previous week, and plan your work for the upcoming week.

If you need to contact your tutor directly, please use the contact details provided in the Unit Handbook. If you have greater concerns, or are in a real panic, please contact the Thematic Project unit leader, with the following contact details:

Dr Kate MacFarlane

John Dalton, 3.31

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