**OENG1115, Assessment item 1:** Innovation and technology management questions (individual assessment)

**Weighting of final grade:** 30%

**Related course learning outcomes:** 1,2

**Due date:** Tuesday 18th August 2020 at 11.55pm

**Assessment description:**

Based on one of the project concepts identified for use in the Course you will submit answers to the questions proposed below. These questions have been designed to assist you in understanding key concepts associated with managing innovation and technology in a collaborative engineering project.

**Assessment detail:**

Please provide extended written answers to the following questions utilizing (i) the pre-reading and lecture materials AND (ii) most importantly your own individual research and insights / reflection thereon associated with the project option you have chosen. Write in full sentences, using dot points for clarity only where appropriate and do not forget to reference the points as appropriate.

The total word count for your answers for the three questions combined (excluding references and excluding rewrite of the questions) should be less than 1200 words. The assessment should include a front page clearly outlining (i) your name and student number (ii) assessment title (iii) date of submission (iv) word count.

Question 1.

*Outline a number of key areas that should be considered prior to introducing a new technology or innovation into an engineering project. Why is it important to consider these upfront?*

Question 2.

*Why might you choose a radical approach compared with an incremental approach to innovation? Explain your reasoning.*

Question 3.

*Briefly describe what is meant by ‘value proposition’. Provide a succinct overview of a new technology or innovation relevant to one of the project options. Outline the new technology or innovation’s ‘value proposition’*

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**Assessment Rubric:**

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| **Criterion** | Fail (NN) | Pass (PA) | Credit (CR) | Distinction (DI) | High Distinction (HD) |
| Insight  (25%) | No or limited interpretation, analysis or scholarly input | Minimal interpretation, analysis, and depth of thinking than what has been presented in lectures | Some interpretation, analysis and depth of thinking over and above lecture materials and readings | Significant interpretation, analysis and depth of thinking. Useful conclusions and approaches | Exceeds expectations in terms of interpretation, analysis and depth of thinking, novel and insightful conclusions and approaches |
| Content  (50%) | Nil or minimal attainment of requirement, off topic | Meets minimal requirements for content, on topic but gaps, basic input of information | Meets requirements for content, some original content | Meets requirements for content, significant original contributions | Exceed requirements, significant original content throughout |
| Structure and language  (15%) | Layout and logic is confusing, language is poor, spelling and grammar mistakes | Structure is sufficient to express content, ideas are often present in a disorganised manner. Grammar and spelling issues remain | Content is generally organised logically; some elements need attention generally, language is appropriate | Structure is sound and supports logical exposition. Easy and interesting to read and digest | Outstanding presentation of materials that supports all requirements. Interesting and insightful language |
| Evidence & Referencing  (10%) | No evidence to support content, copied materials with no citations | Minimal referencing and support provided, inconsistent citation style | Most points are supported by evidence with citation generally appropriate and consistent | Excellent integration of evidence into the work, often primary sources used, citations and referencing appropriate and consistent | Outstanding integration of significant research efforts to support arguments. Primary sources used appropriately and consistently |

**Recommended Referencing Style:**

