MODULE CODE: DH3BAGA06H

MODULE TITLE: Capstone Project

Designation: Core

Level: 6
Credit Value: 30
Pre-Requisites: none

Module Description
This module allows students to engage in a substantial piece of project work in order to solve a problem that is set in agreement with either an external organization or someone acting as an industry consultant. The problem to be solved will be set in agreement with an academic tutor to ensure that it meets the requirements of the programme. The initial proposal will normally have been set and agreed as part of the Research Methods module.

The chosen topic will require the student to identify / formulate problems and issues, research literature, evaluate information, investigate and adopt suitable research methodologies, determine solutions, and critically appraise and present their findings. Regular meetings with the industry representative and the academic supervisor will take place, so that the project is closely monitored in order to meet the core learning outcomes.

Some flexibility is given in the nature of the project, but it will be assessed against the learning outcomes below. A sample grid is attached which shows indicative assessment criteria.

Learning Outcomes

On completion of this module, students will be able to:

1. Collect, organize, understand and interpret information from a variety of sources.
2. Demonstrate appropriate project management and monitoring practice.
3. Identify, select and use appropriate techniques in developing solutions, and plan and implement tasks effectively.
4. Exhibit a sound knowledge in the subject area relating to the project, and communicate effectively, in a professional manner, in writing and orally.
5. Critically evaluate solutions to form conclusions and present recommendations.

Assessment

Hand-in	Aggregate (Yes/No)	Semester Due
Interim individual presentation (20%) (20 mins including discussion) LO1, LO2, LO3, LO4, LO5	Yes	Sem 2 Mid
Final report (80%) (10,000 words), to include individual reflection and evaluation of 1000 words. LO1, LO2, LO3, LO4, LO5	Yes	Sem 2 End

Indicative Content

The subject material covered in this project will be based on a foundation of the subject content previously covered in the programme; students will choose the subject area according to their interest, and with the approval of their academic supervisor, who will be available for advice throughout the project. The research and project management skills required have been developed over a number of modules throughout levels four and five, and in the level six Research Methods module.

Learning & Teaching Strategies

On completion of level five, students will be briefed on the requirements for this project in order that they can start preparation work prior to the beginning of term. There will be three x three hour group sessions over the year to ensure all students have the same information and the ability to manage common issues. All other support will be given to students separately, with each student having access to an industry representative and an academic supervisor.

Early in semester 2, students will present an interim report for assessment and feedback. Final assessment will be made at the end of the year.

Specific Learning Resources

None

Bibliography

Highly Recommended

Bryman, A. and Bell, E. (2015). *Business Research Methods (4th Ed).* Oxford University Press.
Burke, R. (2013) *Project Management – Planning and Control Techniques (5th Ed)*. Chichester: John Wiley Publishing Ltd.
Cottrell, S. (2014) *Dissertations and Project Reports: a step by step guide.* Basingstoke: Palgrave Macmillan.
Newton, R. (2009) *The Project Manager: Mastering the Art of Delivery*. FT Prentice Hall

Recommended

Barker, M., Barker, D. and Pinard, K. (2011) *Internet Research (6th Ed).* USA: South-Western College Publishing.
Cottrell, S. (2011) *Critical thinking Skills: developing effective analysis and argument (2nd Ed).* Basingstoke: Palgrave Macmillan.
Denscombe, M. (2014) *The Good Research Guide: for small-scale social research projects (5th Ed).* Maidenhead: Open University Press.
Levin, P. (2005) *Excellent Dissertations!* London: Open University Press.

Lock, D. (2013) *Project Management (10th Ed)*. Farnham: Gower.
O'Dochartaigh, N. (2012) *Internet Research Skills.* London: Sage Publications Ltd.
Pears R. and Shields G. (2010) *Cite them Right (8th Ed).* Basingstoke: Palgrave Macmillan
Saunders, M., Lewis, P., and Thornhill, A. (2009) *Research Methods for Business Students (5th Ed).* Harlow: Prentice Hall
Winstanley, C. (2009) *Writing a Dissertation for Dummies*. Chichester: John Wiley and Sons Ltd.

Assessment Grading Criteria:

FIRST CLASS 70%+	• A most imaginative subject choice, showing originality and independence of thought in its treatment. A fluently expressed title which succinctly encapsulates both subject and thesis. An excellent application of research methodologies to facilitate breadth and depth of investigation. • A convincing thesis which is succinctly stated and carefully thought through. A cogent, focussed and logical argument which is fluently expressed, amply supported by musical and other evidence. • Complete and accurate academic apparatus. Excellent presentation skills. • A keen appreciation of the context within which the research is situated, including a perceptive interpretation and evaluation of source material.
UPPER SECOND CLASS 60%-69%	• An imaginative subject choice, showing some independence of thought in its treatment. A well expressed title which clearly encapsulates both subject and thesis. A confident choice and application of research methodologies. • A convincing thesis. A very well structured argument which is confidently expressed, well supported by musical and other evidence. • Thorough and largely accurate academic apparatus. Very good presentation skills. • A clear appreciation of the context within which the research is situated, evidenced by appropriate interpretation and evaluation of source material.
LOWER SECOND CLASS 50%-59%	• An interesting subject choice showing a broad-based understanding and awareness of the central issues in its treatment. A title which encompasses both subject and thesis. A sound choice and application of research methodologies. • An interesting thesis, which may not have been entirely thought through, or a somewhat derivative thesis which is generally well expressed and illustrated. An argument which is generally clear and well expressed, supported by appropriate musical and other evidence. • Some gaps and inaccuracies in the academic apparatus. Good presentation skills. • An appreciation of the context within which the research is situated, including an awareness of the existing body of research and knowledge.
THIRD CLASS 40%-49%	• A subject choice which, though broadly appropriate to the scale and context of the research, may lack sufficient focus. A poorly expressed title which may not encompass both subject and thesis. Some evidence of the application of research methodologies, which may or may not be entirely appropriate. • A valid, but basically derivative thesis. Some musical and other supporting material integrated into an, at times, unconvincing or inconsistent narrative. • Sketchy and/or inaccurate academic apparatus. Poor presentation skills. • Some awareness of the broad context within which the research is situated.
FAIL 0%-39%	• An inappropriate subject choice or one which demonstrates a simplistic approach and may lean heavily on general secondary source material. An inadequate title. • An unclear thesis leading to a diffuse discussion which may include irrelevant ideas and examples. The failure to utilize appropriate research methodologies, resulting in an argument based largely on personal opinion. • A lack of academic apparatus or inadequate treatment of same. Very poor presentation skills. • Limited awareness of the context within which the research is situated. Illogical structure and/or grammatical flaws which interfere with the communication of ideas.