



Two-Part Group Consultancy Project

Faculty: Business School

Department: N/A

Module name: Managing Innovation

Degree: BPES

Level: Undergraduate (Level 6)

Approximate number of students: 60

Weighting: The group project weights 50% of the final grade. The group project grade is calculated as follows: the Part A comprising the Tech Scenario (20%), the Part B comprising the Advice (50%), and Final Oral Presentation and Q&As (30%)

Module ECTS: 5

Module type: Varies (elective for some departments, more embedded into the programme for others)

Assessment overview

This is a two-part assessment, where teams work in groups. Part A is a creative task, where students develop a scenario describing a small company that developed an invention in an emerging technology area. Students deliver their scenario in the format of a 4-slide presentation, following a provided template. These scenarios are then distributed to another group which will work on said scenario in Part B, the consultancy task. The task is to advise the company in the scenario on how to successfully launch the innovation. All groups receive another group's scenario. The groups submit their advice as a 4-slide presentation which they present (and defend) to their 'client' (i.e. another group).

Design decisions

Rationale for the assessment

The assessment was selected as it is an especially unique way to test students' engagement with the taught material. In addition, students are able to highlight their own personal interests and preferences and self-select into technology domains of interest, from which to come up with hypothetical yet realistic inventions. This is considered when they are allocated to groups. This enables the students to translate their personal scientific curiosity into a basic product or service concept, i.e., invention.

Fit with other assessments and the programme/ module

This is a standalone course and assessment. Given the students' background in engineering or science, a learning objective of this project is to teach students to translate scientific curiosity into an innovation concept. Additionally, to learn to analyse the market potential (challenges and opportunities) of these new products or services (Part A of the assessment), and develop strategies to help maximise their adoption, profitability and impact are key analytical skills the students will be learning (Part B of the assessment).

Practicalities

Preparing students for assessment

Discussing the assessment early in the course is paramount so the assessment does not fall behind after Part A, leaving not enough time to complete Part B. Thus, this includes making sure students are where they should be at set week milestones. Examples are provided only if students ask, as projects are meant to be creative, and not a carbon copy of one shown as an example, replicated on a different topic.

Marking arrangements

Marking is done with the help of a rubric. Group Project weights 50% of the total grade for the Module. The specific marking components for this Group Project includes the Tech Scenario of Part A (20%), the Advice of Part B



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(50%), and Final Oral Presentation during the last session (30%).

There is a co-marker involved from outside of the class (usually the TA), in addition to the lecturer. Both co-markers sit in for the oral presentation, where the students highlight the most important elements of advice (Part B), marking on a group basis where the markers only have a group number, not any particular student names. Both markers mark the presentations, and afterwards exchange notes and discuss any situations where they are completely divergent, and why. If there are any adjustments to be made they re-adjust. The average of both marks is taken as the final mark for this Group Project.

Feedback arrangements

Markers mark on paper/ on their own laptop in the presentation, and then the feedback is uploaded to the Business School Marking System and shared with students by the Programme Team via Insendi. Besides the mark, there is written feedback for each Group.

Online adaptations

During Covid the assessment was run remotely, so there is no issue in running the assessment online or in person.