Learning Outcomes and Capstone Project Components (for non-dissertation options)

The following table is intended for students completing capstone projects other than the dissertation. All of these options have a separate academic critique as a component, with the Group Capstone and Business Startup Plan also including a presentation or pitch. Please use this table in deciding what each element should contain and how it should meet the learning outcomes for the module overall. Remember that judgements may vary slightly between different projects. Please also note that the learning outcomes themselves (column 1) are not 'sections' as such in the components, but capabilities you should be able to demonstrate at the end of the project process.

Learning Outcomes: On successful completion of this module, students will be able to	The Business Plan/Consultancy Report/Design Project outputs	The Academic Critique	Pitch/Client Presentation
1 Demonstrate critical, literature-informed research and problem-solving skills that incorporate relevant business and management knowledge in addressing a complex business issue or research question appropriate to the capstone project option selected.. (Academic Literacy; Critical Self-Awareness and Personal Literacy)	This component provides evidence of how the approach to the topic has been informed by relevant literature. The methods used for research and/or problem-solving, as well as engaging with relevant stakeholders, reflect the substance and complexity of the problem or opportunity at hand; this includes demonstrating the boundaries of the work, the driving purpose for it, and the objectives it was intended to achieve.	The critique provides a clear account of the context of the project and the nature of the phenomena under study (including social, cultural, legal, political and economic factors). This demonstrates critical self-awareness in terms of the learner's strengths and abilities in engaging with issues and people involved in the work.	The learner demonstrates a good understanding of the topic, the context they are working in and the sensitivities involved in engaging with relevant stakeholders.
2 Create an appropriate research design and/or problem-solving approach that incorporates critical understanding of relevant methodological assumptions and techniques in the management and research literature. (Research Literacy; Academic Literacy; Digital and Information Literacy)	The component shows how the design of the inquiry is appropriate to the business problem or opportunity at hand, with a clear explanation of how the data was collected and analysed. The rationale for the design, in relation to the project aims and objectives, is logically expressed, detailing any relevant limitations.	A detailed appraisal is provided about the choice of methods, demonstrating a strong awareness of philosophical and paradigmatic issues. The judgements made in assembling the design of the inquiry are transparent and include an evaluation of its strengths and weaknesses.	The design of the inquiry is clearly explained and defended, including how the data was collected and analysed.

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3 Conduct research and/or business problem-solving in a systematic, rigorous, and critically reflective manner. (Research Literacy; Critical Self-Awareness and Personal Literacy Digital and Information Literacy)	There is evidence here that the methods of inquiry were appropriately applied, with a clear account of how data was collected and analysed.	There is a transparent and coherent approach to data collection and analysis, with critical reflections on the process in the pursuit of rigour and data reliability.	There is a clear story about how the research was conducted and how this led to the data analysis.
4 Synthesise data from a wide variety of sources, having due regard to appropriate standards of data quality (such as generalizability, validity and reliability or other criteria for quality). (Academic Literacy; Digital and Information Literacy)	The component shows how data and literature were brought together to provide insights that address the full range of project aims and objectives. The theories, models, frameworks and concepts used are appropriate to the problem at hand and their implications enumerated and explained. Relevant generalisations from the findings are drawn and their limitations explained.	There is critical reflection on the choice of literature, setting out the rationales for inclusion of particular theories, models, frameworks and concepts and assessing their strengths and weaknesses. There is transparency on insights produced from data analysis and a clear account of why the findings should be seen as valid and robust. The basis on which generalisations have been made are also discussed.	There is a clear account of the analyses undertaken, explaining the respective roles of and insights from the literature and data involved. The validity of the findings is defended, with limitations and scope for generalisation also set out.
5 Prepare and present the project, in particular findings, conclusions and recommendations in formats and styles appropriate to the audience. (Academic Literacy; Active Citizenship)	The business plan, report or other outputs are written in a format and suitable style for the intended audience. There is a clear, meaningful and comprehensive structure that reflects the context and content involved in the work. Evidence is provided to support and illustrate arguments, together with references to appropriate literature.	There is a clear structure that convincingly supports the findings and the conclusions and recommendations that flow from them. There is a discursive, scholarly style to the account that reflects critically on the literature and methods employed - as well as the process of research and	There is a clear and logical structure to the presentation that is geared to the professional expectations of the audience in question. The findings, conclusions and recommendations are well defended. These are supported by visual aids and, whether relevant, engagement in a question and answer session.

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	The key findings, conclusions and recommendations are coherent and flow logically from the data collection and analysis. Detailed workings and evidence – that would otherwise disrupt the flow of the plan/report – are cited in appendices.	problem-solving involved. The student also reflects on their own learning journey and how this has influenced the project and its outcomes.	
6 Demonstrate a professional approach to work through effective problem-solving, communication, networking, and project and time management. (Critical Self-Awareness and Personal Literacy)	The approach to the work respects the professional conventions and codes of behaviour of both the academic setting and the communities in which the research and problem-solving has been conducted. The project is planned and executed within the required time constraints and meets the needs of its various constituencies (both academic and practical).	The learner shows critical awareness of the communities they are engaged with, the tensions between these and their own strengths and weaknesses in working with and moving between them. There is also an awareness of the time demanded in different parts of the research and problem-solving process, and transparency on how this was factored into project planning and execution.	The pitch/client presentations demonstrate good awareness of the audience in question, and the behaviour and communications styles expected.
7 Demonstrate a capacity and competence in critical and ethical decision-making (Personal Literacy Critical Self-Awareness and Active Citizenship)	There is a clear account of the ethical considerations that governed the choice of topic, the approach adopted in addressing it and the treatment of participants and data.	There is good awareness of ethical issues across the capstone effort, making use of theories and concepts related to research and business ethics. There is transparency about the decision-making process and where ethical considerations influenced the way the project was designed and executed.	Any relevant ethical considerations are clearly set out, explaining how they influenced the conduct of the project.