Module code / title: UTS2500 / CAPSTONE EXPERIENCE

A. Brief description

The Capstone Experience is open to undergraduate members of the College of Alice and Peter Tan (Year 2 and above) and will build on the first and second year modules of the University Town College Program (UTCP). Students will work in a multi-disciplinary group consisting of **three to five students**. Together with an external partner, and under the guidance of an advisor, they apply disciplinary knowledge and skills to address an issue or question which is authentic and of practical relevance to the community. In the process, students engage communities and organizations either locally or abroad in planning, implementing and communicating their ideas and concepts, develop collaborative and leadership skills, cultural competency and an awareness of civic values. The learning experience is reflected in well-researched and thoughtful situational analyses, reflective journals, and final reports or presentations. Capstone experiences will be supervised by College faculty with expertise in the chosen area, with the participation of a qualified preceptor from the external partner.

Students are encouraged to start early and to consult with potential partners and advisors the semester before the planned capstone project. Proposals should be submitted on the form in Appendix 1 of this document. The partner, advisor and team members should be confirmed three weeks before Week 1 of the semester in which the capstone project is to be carried out.

All team members must also fill in the Student Information Form (see Appendix 2), attach their CVs with the form and email the documents to their advisor. This is to assess and ensure the fit of the student for the project, and for module registration.

B. Learning objectives

By the end of the module, the student will have learnt to:

1. Demonstrate an understanding of the social, economic, cultural, historical and political context of the issue or question to be addressed within a defined community in Singapore or the region.

2. Analyze needs and root causes pertinent to the issue or question, within an interdisciplinary framework

3. Apply sound and appropriate methods towards creating effective strategies to address the issue or question

4. Engage and communicate effectively with stakeholders in the process

5. Reflect on the impact of individuals, government, civic and private organizations on society, and the implications for policy making at the national level

6. Demonstrate an understanding of the need to consider ethics, justice and equity in decision-making

7. Function effectively as a member of a team, accommodate differing points of view and build cooperative relationships.

C. Workload

As the course is worth 4 credits, students are expected to spend at least 3 contact hours per week on their capstone projects adding up to a total of 39 hours a semester. However, the hours could exceed this number depending on the schedule of meetings and activities between the external organization and the Capstone team.

Most capstone projects can be completed over one semester; in exceptional cases, a capstone project may stretch over 2 semesters.

D. Assessment

(i) Situational analysis (individual)	15%
(ii) Final report (group)	25%
(iii) Final presentation (individual)	15%
(iv) Reflective journal (individual)	20%
(v) Tutor's appraisal (individual)	15%
(vi) Peer appraisal (individual)	10%
Total	100%

From Semester I AY2015-2016, students can take the module for a letter grade, with a S/U option. In addition to the formal assessment, students are expected to maintain satisfactory attendance at Capstone-related events, meetings with advisors and external partners and participation in group work. Excessive and unexplained absences may lead to a student being excluded from the course without credit.

Details of the various assessment components are outlined below. Submission deadlines will be determined by and communicated to you by your advisor.

1. Situational Analysis (individual assignment – 15%)

The 'situational analysis' is a report which demonstrates your understanding of the background to the issue that your group choose to address. It would usually comprise descriptive data that can be obtained from published sources, and a commentary on this data. In the case of smoking among youth, for example, the situational analysis would define the scope of the problem in terms of trends over time and the prevalence in various

socio-demographic groups or communities, as well as a brief review of the known determinants, gaps in knowledge and opportunities for intervention.

Each of you will take charge of <u>one aspect</u> of the situational analysis; it is up to your team to decide and divide the work. You will be graded individually on the aspect that you have researched and written up (**1000-1200 words for individual write-ups**, excluding tables, figures and references). However, when submitting the situational analysis, all aspects should be collated as <u>one report</u>. Please ensure that the report is coherent although the different aspects are written by different individuals. Your advisor will give you further guidance after reading your situational analysis.

2. <u>Final Report (group assignment – 25%)</u>

This grade component will be based on a holistic appraisal of the content and quality of your final report (**5000-6000 words for the group write-up**, excluding tables, graphs, figures and references). Your team will be evaluated by (a) how well you have used the concepts and theories that are relevant to the question or issue you are dealing with to gain insights into how this question or issue can be resolved, (b) the theoretical and/or practical implications of your study, and (c) any initiatives and/or programs that have helped to address this question or issue.

3. <u>Final Presentation (individual assignment – 15%)</u>

Every team member must present and the presentation should be professional, creative and coherently structured. This is a formal presentation that will be graded. The length of the presentation is usually at least an hour -- each team member presents for about five to ten minutes and there is also time set aside for Q&A and clarifications. The evaluation criteria for each presenter are listed on the presentation evaluation form (see attached). Representatives from the external partner may be invited to participate in this evaluation.

4. <u>Reflective journal (individual assignment – 20%)</u>

This reflective journal should cover your personal learning journey as part of the capstone experience (**1200 to 1500 words**). It should <u>not</u> be a rehash of the Final Report.

5. <u>Tutor's appraisal (individual assignment – 15%)</u>

Your overall performance will be evaluated by your tutors.

6. <u>Peer appraisal (individual assignment – 10%)</u>

Your contribution to your team's effort will be evaluated by your peers. Please fill in the peer evaluation form (see attached) in a fair and responsible manner.

<u>Important Notes</u>:

All written assignments (reports and the learning journal) should be done using a 12 point Times Roman Font (or equivalent), with double spacing, one-inch margins and page numbers. Please ensure that there are no spelling or grammatical errors.

Your team may be asked to make an informal presentation to other students in the College to share your Capstone experience; this informal presentation is not graded and is usually around 20 minutes.

Presentation Evaluation Form

Overall, how would you grade the **presentation** by **each individual student** based on the following criteria using a 5-point scale, with 1 being the lowest and 5 being the highest? Please circle the appropriate numerical score.

Name of Student	Presentation skills	Knowledge of subject matter	Performance during Q&A
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Name: _____ (Advisor or Representative)

Date: _____

Peer Evaluation Form

Please evaluate your own and your team members' contribution using a one-to-five point scale where:

5 = superior | 4 = above average | 3 = average | 2 = below average | 1 = weak

For example, if you feel your team worked well together and everyone gave of their best and contributed equally, please indicate "5" for everyone. If you feel otherwise, please indicate the number that comes closest to your perception.

a.	(Your name here)	1	2	3	4	5
b.		1	2	3	4	5
c.		1	2	3	4	5
d.		1	2	3	4	5
e.		1	2	3	4	5
f.		1	2	3	4	5

1. **How did you contribute to the group project?**

2. **Was there someone in your team who has gone beyond her/his call of duty and who is a model team mate in every way?**

3. **Any other comments and feedback**

Appendix 1: UTS2500 Capstone Proposal

Title of project		
Advisor		Advisor's email:
Duration of project		
Partner(s)		
Key objective(s)		
Scope/proposed activities		
Any other information		
	Full name	**Matric number**
Team members		

Appendix 2: UTS2500 Student information Form

Please fill in this form, attach your CV and email to your advisor. Thank you.

Name		Faculty/Year	
HP		email contacts	
Capstone project title			
Why are you interested in this project?			
Relevant experience and skills for this project			
State the number of courses that you will be taking (*excluding* the Capstone)			
Will you be doing the equivalent of a final year project or thesis?			
Are there any other major commitments that you have taken on? (e.g., case competitions, training for a marathon, etc)			
UTCP Module History (please tick if you have read the module)	☐Junior Seminar ☐Senior Seminar (UTC-coded) ☐Senior Seminar (UTS-coded) ☐IEM1 ☐IEM2		
Senior Seminar(s) taken in past semester/concurrently taking in present semester			
Any other information			