



## Assessment 1 Information

<b>Subject Code:</b>	MBA672
<b>Subject Name:</b>	Data-driven Design Thinking
<b>Assessment Title:</b>	Business Case Study: Applying the data analytics innovation toolkit
<b>Assessment Type:</b>	Individual report
<b>Word Count:</b>	2,000 Words (+/-10%)
<b>Weighting:</b>	30 %
<b>Total Marks:</b>	30
<b>Submission:</b>	via TurnItIn
<b>Due Date:</b>	Tuesday 23:55pm (AEST) Week 6

### Your Task

- This assessment is to be done individually.
- Students are to write a 2,000 word report in response to a Design Thinking brief, listing each of the steps in their development of the final output. The report is to be supported by references (scholarly journals and “grey” material). You are to submit your report as a Microsoft word file via the TurnItIn portal by Tuesday of week 6.
- You will receive marks for content, appropriate structure and referencing.

### Assessment Description

In this assessment, you will write an individual report by applying a Design Thinking approach to the development of a sexual education program for your nominated personas.

The personas will be of young people. The exact nature of the personas is to be defined by you. Build your nominated personas both demographically and psychographically, for example, 9 to 10 year olds who are not studious and do not like to read. The resources provided with this assessment are to assist with building insight for your nominated personas

For this Design Thinking exercise, you are required to develop a sexual education program for your nominated personas, using Design Thinking principles. In so doing, you can choose to either apply the Stanford Design Thinking model or the Double Diamond model.

Once you have built your persona(s), define a sexual educational problem/ opportunity and ideate/ develop a program that delivers against this problem/ opportunity. The prototyping/ testing stage can be limited to a low-fi wireframe. There is no need to test the wireframe with respondents.

The report is to capture each of the steps in your Design Thinking process and academically critique the merit of the Design Thinking model you have selected in delivering your output.



## Assessment steps

In this assessment, you will be given a set of resources as input for the Design Thinking process. There is no need for primary data collection.

The course content that is relevant to this assessment is included in weeks 1 to 5 of class material.

To answer this assessment, you will need to:

1. Select a Design Thinking model
2. Nominate your personas
3. Empathize with your personas based on the supporting literature provided to this assessment.
4. Define/ reframe the problem/ opportunity
5. Ideate/ conceptualize the sexual education program
6. Prepare a low-fi wireframe of the sexual education program
7. Deliver your output in report format, supported by references.
8. In your report, academically critique the merit of the Design Thinking model you have selected in the development of the sexual education program

## Report headings

Present your answer in report format. A guide for headings to include in the report is as follows:

### **Background (100 words)**

The development of a sexual education program for young people

### **Objective (50 words)**

What your sexual education program aims to achieve for your nominated personas

### **Process (1200 words)**

Outline the steps followed based on the Design Thinking model selected.

### **Low-fi wireframe (50 words)**

Provide the output of your sexual education program as a low-fi wireframe

### **Academic review (600 words)**

Based on academic literature and industry journals ("grey material") discuss the merits of the design thinking model selected.

### **References**

Include a reference list (supported by in-text citations) using Harvard referencing



## Resources provided

The following resources are provided to assist with the completion of this assessment, namely:

1. Spanish article in 2020 on “Design Thinking in sex education”
2. Report by La Trobe University in 2020 on “National survey of Australian secondary students and sexual health 1992-2018: trends over time”
3. Report by La Trobe University in 2019 on “Young people, sexual literacy, and sources of knowledge”
4. Victorian Government resource in 2013 on “Catching On Early– Sexuality Education for Victorian Secondary Schools”
5. Victorian Government resource in 2013 on “Catching On Later – Sexuality Education for Victorian Secondary Schools”
6. Victorian Government resource in 2013 on “AUSVEL level 9 & 10 Sexuality Education Activities”
7. USA guidelines in 2004 for “comprehensive sexuality education (kindergarten to 12<sup>th</sup> grade)”

## Specific Warning relating to this assessment!

Sexual images are not to be included in the assessment submission. The final deliverable is a lo-fi wireframe that does not require rendered images.

Note that the inclusion of sexually provocative, exploitive, indecent or pornographic images are unacceptable and can result in zero marks being awarded, as a violation of Kaplan values.

Resources have been provided for this assessment to assist with the development of a sexual education program, without the need for researching material that may inadvertently produce images contrary to Kaplan values.



## Important Study Information

### Academic Integrity Policy

KBS values **academic integrity**. All students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Academic Integrity and Conduct Policy.

*What is academic integrity and misconduct?*

*What are the penalties for academic misconduct?*

*What are the late penalties?*

*How can I appeal my grade?*

Click here for answers to these questions:

<http://www.kbs.edu.au/current-students/student-policies/>.

### Word Limits for Written Assessments

Submissions that exceed the word limit by more than 10% will cease to be marked from the point at which that limit is exceeded.

### Study Assistance

Students may seek study assistance from their local Academic Learning Advisor or refer to the resources on the MyKBS Academic Success Centre page. Click [here](#) for this information.



## Assessment Marking Guide

MBA672 Assessment 1		Rubric /30
<b>Part A: Delivering a Design Thinking outcome following a well-defined design thinking approach, <u>supported by references</u></b>		
0-5	6-10	/10
<b>Has demonstrated limited achievement:</b>  Little or basic outcome using a Design Thinking approach	<b>Has achieved all or most of:</b>  Produced a well-articulated outcome using a Design Thinking approach	
<b>Part B: Application of Design Thinking tools, <u>supported by references</u></b>		
0-4	6-10	/10
<b>Has demonstrated limited achievement:</b>  Produced little or a basic solution only without applying design thinking tools in detail	<b>Has achieved all or most of:</b>  Good or high degree of proficiency in utilising design thinking skills for a meaningful outcome	
<b>Part C: Critique of Design Thinking model selected, <u>supported by references</u>.</b>		
0-3	4-6	/6
<b>Has demonstrated limited achievement:</b>  Briefly critiqued their chosen Design Thinking model and have done so with industry journals only ("grey" material)	<b>Has achieved all or most of:</b>  Reviewing selected Design Thinking model with both scholarly journals and industry journals, in detail with 5 or more resources	
<b>Part D: References and Structure</b>		
0-2	3-4	/4
<b>Has demonstrated limited achievement:</b>  Basic Harvard referencing with a few errors  Poor structure	<b>Has achieved all or most of:</b>  Harvard referencing with no errors  Report structure logical, integrated and flows well	



## Assignment Submission

Students must submit their individual document via TurnItIn on Tuesday of Week 6 at 23:55pm AEST.

This file must be submitted as a Microsoft Word document. Uploaded files with a virus will not be considered as a legitimate submission. TurnItIn will notify you if there is any issue with the submitted file. In this case, you must contact your lecturer via email and provide a brief description of the issue and a screen shot of the TurnItIn error message.

Students are also encouraged to submit their work well in advance of the time deadline to avoid any possible delay with TurnItIn similarity report generation or any other technical difficulties.

## Late assignment submission penalties

Penalties will be imposed on late assignment submissions in accordance with Kaplan Business School's Assessment Policy.

Number of days	Penalty
1* - 9 days	5% per day for each calendar day late deducted from the student's total Marks.
10 - 14 days	50% deducted from the student's total marks.
After 14 days	Assignments that are submitted more than 14 calendar days after the due date will not be accepted and the student will receive a mark of zero for the assignment(s).
Note	Notwithstanding the above penalty rules, assignments will also be given a mark of zero if they are submitted after assignments have been returned to students.

\*Assignments submitted at any stage within the first 24 hours after deadline will be considered to be one day late and therefore subject to the associated penalty.

If you are unable to complete this assessment by the due date/time, please refer to the Special Consideration Application Form, which is available at the end of the KBS Assessment Policy:

[https://www.kbs.edu.au/wp-content/uploads/2016/07/KBS\\_FORM\\_Assessment-Policy\\_MAR2018\\_FA.pdf](https://www.kbs.edu.au/wp-content/uploads/2016/07/KBS_FORM_Assessment-Policy_MAR2018_FA.pdf)