**BISHOP GROSSETESTE UNIVERSITY COLLEGE LINCOLN**

**Assignment Brief**

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| **PROGRAMME** |
| BA (Hons) Primary Education with QTS |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 5 | PE202 | Subject Leadership |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Subject Leadership Group Presentation | 50% |

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| DESCRIPTION OF TASK  Group Presentation, 30 minutes (including time for questions)  This assignment will enable you to:   * develop presentation skills * develop group work and leadership skills * increase your knowledge and understanding of relevant issues in the foundation subject chosen or in RE   **Guidance Notes:**  Student groups will present an in-service training session on a foundation subject or RE, centred on a topical theme or issue e.g. citizenship, multiculturalism, able pupils etc. The emphasis should be on a professional issue rather than developing specific subject-related skills (e.g. self-assessment in art rather than colour mixing). It is important to challenge your audience, not just present them with material they are already familiar with from College sessions. Requirements for the presentation:  * Each group will comprise 4 to 5 students with related subject interests. * Each presentation will last 30 minutes and will be made to an audience of 5-10 students from other year groups in the role of the staff of a primary school. * Be prepared to answer questions from the audience and assessors. * The presentation should make use of: * contributions from each individual; * activities; * resources and display as appropriate; * ICT; * handout materials. * Two copies of the session plan and handout materials, including a list of references, should be given to the examiners at the beginning. * A logbook recording the process leading up to the presentation, noting meetings and tasks completed and the contributions of each group member to these. This logbook should be signed by all group members  Assessment Process Each member of the group will receive an individual grade and assessment report. Evidence for the grade will be drawn from:   * observations of the presentation itself, each individual’s part in it and the response of the audience; * evaluation of the session by the audience group; * the quality of the planning and handout materials submitted. |

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| MODULE OUTCOMES TO BE TESTED  By the end of the module students will be able to:   * Effectively communicate information, arguments and analysis, in a variety of forms, to specialist and non-specialist audiences * work effectively in a group, establishing and fulfilling roles and responsibilities |

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| ASSESSMENT CRITERIA **Criteria for Assessment** Knowledge and understanding (25%)   * well-defined area of interest presented with clear learning objectives, structure and conclusions; * ability to relate theory to practice; * ability to answer questions coherently.   Use of literary sources (25%)   * evidence of research in the presentation and booklet; * appropriate referencing and list of references.   Group work (25%)   * teamwork demonstrating responsiveness to the needs of the whole group & to individuals; * distribution of tasks as evidenced by the logbook.   Presentation skills (25%)   * use of voice, poise and interaction with the audience; * astute selection and use of ICT to enhance presentation and handout materials; * ability to engage and challenge an adult audience. |

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| Group Presentation   |  |  |  |  |  | | --- | --- | --- | --- | --- | | MARK SCHEME | Knowledge and Understanding | Use of Literary Sources | Group Work | Presentation Skills | | A\*  80+ | A confident understanding of a broad range of issues which raise questions through recognising conflicts and controversies. Theory and practice used to enrich each other leading to new ideas. Clear evidence of sustained and original thinking. Appropriate and achievable learning objectives clearly communicated to the audience. Able to offer new alternatives. | A scholarly approach resulting in an analysis and evaluation of sources used. Synthesis of published ideas. Extended reading and use of articles. | Provides a lead to other members while remaining a part of the group. Ensures that all group members participate. Seamless transitions with excellent pace. Responses to questions are coordinated and professional. | Excellent use of voice with dynamics and pace chosen to enhance the presentation. Posture exudes confidence and professionalism. Very strong rapport with the audience. Superbly designed handouts, displays, ICT or activities used with exceptional skill within the total design of the presentation. Practice ensures a polished but still fresh presentation. | | A  70 - 79 | A thorough understanding of relevant issues in the area. Theory and practice used to enrich each other. Evidence of independent and sustained thinking in structuring a presentation which challenges the audience to consider new ideas and interpretations with clear, appropriate learning objectives. | Critical judgement in the selection, analysis and evaluation of sources. Evidence of broad and balanced reading. | Provides support for other members of the group. Evidence of thorough preparation from the entire group. Smooth transitions and clear flow between sections. A well organised and coordinated approach to fielding questions. | Good use of voice with appropriate volume and pace for each part of the presentation. A confident stance without pacing or wandering. Good interaction with the audience. Handouts and resources skilfully drawn upon to extend ideas. ICT used to give focus. | | B  60 - 69 | Good understanding within a well-defined area of interest, presented with very clear learning objectives, structure and conclusions. Theory and practice well integrated. | Generally competent judgement in the selection, analysis and presentation of relevant sources. | Awareness of group ensures balance of contributions. A well prepared presentation. A sense of flow between sections. Questions fielded by a range of group members. | A clear voice without rushing. Posture hides most nervousness. Some interaction with the audience. Effective selection and use of ICT, display and handouts to enhance the presentation. Student provides substantially more detail than the OHTs, PowerPoint or handouts. | | C  50 - 59 | Some understanding of a defined area of interest presented with clear learning objectives, structure and conclusions. Theory and practice mainly support the presentation. | Sound description and analysis of relevant sources. | Has some awareness of the other members of the group. Evidence of sufficient preparation although all group members may not have contributed equally. Some coherence across the range of contributions. Some evidence of turn taking during questions. | Voice generally audible but rushed. Some nervousness evident through posture, pacing and gesture. Occasional interaction with the audience. Appropriate selection and use of ICT, display and handouts to enhance the presentation. Student provides more detail than the actual handouts. | | D  40 - 49 | Some limited understanding of the relevant issues. An imbalance of theory and practice is evident. Learning objectives evident but would have benefit from greater precision and focus. | Some ability to select appropriate evidence. An account where the balance is towards the descriptive and remains reliant on limited sources. | There is evidence of rehearsal, although there could have been greater awareness of the other members of the group. There was some group work, at least in the planning stage. There was some ability within the group to address questions. | Some interaction with the audience was evident despite nervousness. There was appropriate use of presentation conventions, although these might not be coordinated across the group. The presentation was audible, although greater consideration of pace, volume, posture and position would have made it easier to follow. Handouts, OHTs or PowerPoint used to support the presentation but would have benefited from a more consistent design. | | E  35 – 39 | A limited understanding of the relevant issues which seriously impairs the development of the presentation. Poor grasp of relevant theory and limited interpretation of practice. Factual errors present. | Heavy reliance upon secondary sources with minimal interpretation and analysis. An account which is largely descriptive, derivative or uninformed. | Is not aware of other members of the group. Inadequate preparation. Limited flow between sections. Significant imbalance of contribution when addressing questions. | Speech garbled or too quiet. No attention given to posture and position. Inappropriate use of ICT. Poorly designed handouts, OHTs or PowerPoint. | | F  below 35 | Little or no understanding of the issues. Little or no attempt to develop a structured presentation of ideas. Theory and/or practice minimal. Incorrect information. | Minimal or no use of secondary sources. No analysis and minimal personal interaction with sources. An account which is wholly descriptive, derivative or uninformed. | Has no awareness of the group. Appears unpractised. Difficulty taking turns when addressing questions. | Poor use of voice and misuse of grammar. Inappropriate dress and/or posture. Poorly presented and inappropriate handouts, OHTs or PowerPoint etc. | |

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| DATE AND TIME OF SUBMISSION:  Friday, 22nd May 2009  *Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Programme Leader for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence*. |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  A transcript of marks will be mailed during the summer vacation. Work will be available to collect in September. |

PLAGIARISM

Note to students: Your attention is drawn to the University College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.