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

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| LEVEL | MODULE CODE | MODULE TITLE |
| 3 | PE303 | Working with Others |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Individual Presentation | 50% |

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| DESCRIPTION OF TASK  This assignment will enable you to:   * develop subject leadership skills and consider the wider role of the teacher * undertake independent learning in an area of interest * be more prepared for job interviews * increase your awareness of the wider current issues in education   Individual students will present an in-service style talk related to a current issue in primary education. The emphasis is on the professional issue rather than a National Curriculum subject. The issue could be:   * an enterprise activity to be used within the classroom / school; for example Reflect on an experience of the development of an enterprising project. * address a national or global issue and consider its impact on primary education for example, the advantages and disadvantages of extended schools.  Whatever subject you choose you need to consider how this relates to the aims and values of the National Curriculum and to values generally. Each presentation will last 10 minutes and will be made to an audience of assessors drawn from the College staff, partnership schools and external examiners.  The presentation should make use of the following, as appropriate:   * ICT; * displays; * handout materials.   Two copies of the session plan and any handout materials should be given to the examiners at the beginning of the presentation. |

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| MODULE OUTCOMES TO BE TESTED   * demonstrate knowledge of a range of current issues in education * understand the role of external agencies in child welfare   07 QTS References  Q3a&b Q4, Q5,Q7a Q8 Q16,Q21. |

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| ASSESSMENT CRITERIA  Evidence for the grade will be drawn from the presentation itself including the period for questions and the quality of the planning, display and handout materials used.  Knowledge and Understanding 50%   * well-defined area of interest presented with clear learning objectives, structure and conclusions * ability to relate theory to practice * awareness of the relevance of values * ability to engage and challenge an adult audience * ability to answer questions coherently providing further insight into the subject   Use of Literary Sources 25%   * evidence of research into current thinking * able to interpret sources rather than just quote them   Presentation skills 25%   * clarity and pace of speech * eye contact and physical presentation * astute selection and use of materials to enhance the presentation |

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| DATE AND TIME OF SUBMISSION  Wednesday 14th or Thursday 15th January, 2009  There will be a sign-up list for times.  *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  23rd January 2009 |

PLAGIARISM

Note to students: Your attention is drawn to the 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.

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| **Mark Range** | **Knowledge and understanding of issues selected** | **Selection and analysis of Literary Sources** | **Presentation skills** |
| **A\***  **80+** | A confident understanding of a broad range of issues which raise questions through recognising conflicts and controversies, including the complex issue of values. 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. Able to enter into professional discussions while responding to questions. | A scholarly approach resulting in an analysis and evaluation of sources used. Extended reading and use of articles, including recent research. | Excellent use of voice with dynamics and pace chosen to enhance the presentation. Posture exudes confidence and professionalism. Eye contact maintained consistently. Superbly designed handouts, ICT and activities used with exceptional skill within the total design of the presentation. |
| **A**  **70-79** | A thorough understanding of relevant issues in the area. Theory and practice used to enrich each other. Evidence of some independent thinking in structuring a presentation, which challenges the audience to consider new ideas and interpretations with clear, appropriate learning objectives. Understands the relevance of different values to the topic. Answers questions fully and confidently, extending ideas. | Critical judgement in the selection, analysis and evaluation of sources. Evidence of broad and balanced reading, including current sources. | Expressive, dynamic use of voice with appropriate volume and pace for each part of the presentation. A confident stance without excessive pacing or wandering. Good eye contact with audience. Handouts and resources drawn upon to support and extend ideas. ICT used to give focus without being distracting. |
| **B**  **60-69** | Good understanding within a well-defined area of interest, presented with clear learning objectives, structure and conclusions. Theory and practice well integrated. Understands the relevance of values to the topic. Able to answer all questions competently, providing more detail to illustrate key points. | Able to select and interpret relevant sources, including some current thinking. | A clear, expressive voice and well-paced. Posture hides most nervousness. Appropriate eye contact made with audience. Good selection and use of ICT and handouts to enhance the presentation. Handouts and resources used to support and enhance ideas. |

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|  | **Knowledge and understanding of issues selected** | **Selection and analysis of Literary Sources** | **Presentation skills** |
| **C**  **50-59** | Some understanding of a defined area of interest presented with learning objectives and conclusions. Able to relate the issue of values to the topic. Some examples of theory and practice support the presentation. Able to answer questions demonstrating sound knowledge and understanding. | Competent description of sources with some interpretation. | Voice audible with some expression and appropriate pace. Posture hides some nervousness. Eye contact made with the audience. Appropriate selection and use of ICT and handouts to support the presentation. |
| **D**  **40-49** | A basic understanding of a broad area of interest is demonstrated, with some relevant examples of theory and practice described. Is able to answer questions with little expansion. | Some ability to select appropriate evidence. An account where the balance is towards the descriptive. | Voice mostly clear with some attempt to pace the delivery. There is evidence of attempts to overcome nervousness through consideration of posture. Some awareness of the audience. Presentation includes handouts and use of ICT but with limited purpose. |
| **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. Limited ability to respond to questions. Factual errors sometimes present. | Heavy reliance upon secondary sources with minimal interpretation and analysis. An account which is largely descriptive, derivative or uninformed | Speech rushed, hesitant or inaudible. No attention given to posture and position. Inappropriate use of ICT. Poorly designed handouts and ICT use. |
| **F**  **34 & below** | 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 given in response to questions or inability to answer. | Limited or no use of literary sources. | Poor use of voice and unprofessional use of vocabulary and grammar. Inappropriate delivery. Poorly presented and inappropriate handouts and ICT etc. |