MXB334: Assessment 2 Criteria

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| Task | | Credit Risk Model Presentation | | | | | |
| Unit Learning Outcomes Addressed | | 1. Expertly and critically carry out statistical analysis using statistical models in the analysis of various data sets and examples. 3. Communicate statistical conclusions clearly and concisely both in written form and orally. | | | | | |
| Due date | | 20/10/2016 | | | | | |
| Weighting | | 20% | | | | | |
| Specifications | | Groups of 3 or 4 (smaller sizes may be allowed by application) | | | | | |
| Overview | | | | | | | |
| This boardroom-style presentation will give you the opportunity to experience presenting your results to a panel of senior analysts and project stakeholders. The panel will be made up of a representative from Bank of Queensland and QUT faculty members.  Unlike many presentations you have given during your time at university, this one will be highly interactive, and you can expect questions and interjections. Rather than exclusively present, it will be your role to facilitate a meeting where you aim to summarise your work and argue for a particular credit risk model to be adopted. You will have to keep track of time to make sure the work you want to showcase is seen by the panel.  Your time allotted with the panel is 40 minutes, it is suggested you create a deck of slides with enough discussion points for 15 minutes. | | | | | | | |
| What you will do | | | | | | | |
| The panel is interested in evaluating your proposed model to decided if it could be adopted. To do this they will need understand the data you used and the process you went through to arrive at it. They will also need to see measures of the model’s performance and be satisfied they will reflect its performance on future loan application data.  You will create a presentation that gives the panel the information they need in a concise manner with logical flow. You may share the presenting role as much or as little as you deem appropriate, but all team members must be present and respond to questions directed at them.  You will present a united front as a team of analysts. You will work together to respond to questions and ensure the panel gets the best answers possible. You may wish to assign duties to each team member: timekeeper, note-taker, presenter… etc, to ensure the best possible outcome.  During the course of the presentation the panel may offer suggestions to improve your model or make your analysis more robust. You will make note of these suggestions and address them in your final report. | | | | | | | |
| What you will submit | | | | | | | |
| For this assessment you need to attend your Panel interview at your allotted time on **Thursday 20th of October in Week 12**. You are free to use any software to create your presentation. | | | | | | | |
| Resources and Useful References | | | | | | | |
| 1. “Story telling with data”, presentation at Google: <https://www.youtube.com/watch?v=8EMW7io4rSI> 2. Making presentations with Rmarkdown: <http://rmarkdown.rstudio.com/ioslides_presentation_format.html> | | | | | | | |
| Task / Grade | 7 | | 6 | 5 | 4 | 3 | 2-1 |
| Slide Deck Visual Presentation | Slides are visually attractive and employ graphics that clearly communicate insights into loan default from data with minimal explanation. Text content summarises findings and methods in brief dot points at level appropriate for management. Slides match logical flow of presentation. | | Slides are visually attractive and employ graphics that clearly communicate insights into loan default from data with some explanation. Text content summarises findings and methods in brief dot points at level that is mostly appropriate for management. Slides match logical flow of presentation. | Slides use a tried and true template that looks nice but is potentially a bit dated. Slides employ graphics that communicate insights into loan default from data with significant explanation. Text content summarises findings and methods in brief dot points at level that is mostly appropriate for management. Slides occasionally distract from logical flow of presentation. | Slides look plain and dated. Slides employ graphics that attempt to communicate insights into loan default from data with significant explanation. Text content summarises findings, occasionally being too verbose. The text content level is mostly appropriate for management. Slides distract from logical flow of presentation. | Slides look plain and dated. Slides do not employ graphics to communicate insights into loan default from data. Text content summarises findings,but are in the main too verbose. The text content level is inappropriate for management. Slides clash with the flow of presentation, skipping back and forth is frequent. | Slides look plain and dated. Slides do not employ graphics to communicate insights into loan default from data. Text content does not summarise findings. The text content level is inappropriate for management. Slides clash with the flow of presentation, skipping back and forth is frequent. |
| Presentation Content | The team’s modelling process is covered at a high level, presented in logical order, and is statistically sound. The effects of important variables and historically important variables are presented with clear indications of the surrounding uncertainty. The performance of the model relative the benchmark and its expected performance in application are explained and justified. | | The team’s modelling process is covered at a high level with some tangental details, presented in mostly logical order, and is in the main statistically sound. The effects of important variables and historically important variables are presented with some indications of the surrounding uncertainty. The performance of the model relative the benchmark and its expected performance in application are communicated but omit details in the explanation and justification. | The team’s modelling process is partially covered at a high level, presented in mostly logical order, and is in the main statistically sound. The effects of important variables and some historically important variables are presented with some indications of the surrounding uncertainty. Analysis of some historically import variables is absent. The performance of the model relative the benchmark and its expected performance in application are communicated but lack justification. | The team’s modelling process is partially covered but lack, and is in the main statistically sound. The effects of important variables and some historically important variables are presented with some indications of the surrounding uncertainty. Analysis of some historically import variables is absent. The performance of the model relative the benchmark and its expected performance in application are communicated but lack justification. | The team’s modelling process is unclear and contains much that is not statistically sound. The important variables from the dataset are not discussed. Analysis of historically import variables is absent. The performance of the model relative the benchmark and its expected performance in application are communicated but lack justification. | The team’s analyses as presented is not statistically sound or does not relate a credit risk model. |
| Presentation Facilitation | The presentation fits comfortably within the 40 minute time limit. The pacing of the presentation is even with no rush as the end of allotted time draws near. The team politely cuts off of tangental discussions and keeps the presentation focussed on the modelling process and the model performance. Questions are noted and either addressed directly or returned to at an appropriate moment. | | The presentation fits within the 40 minute time limit. The pacing of the presentation is relatively even over the allotted time. The team lets tangental discussion run a little too long. In the main, the is presentation focussed on the modelling process and the model performance. Questions are noted and either addressed directly or returned to at an appropriate moment. | The presentation fits within the 40 minute time limit. The pacing of the presentation is uneven with some rushing as allotted time draws near. The team lets tangental discussion run too long. The is presentation is focussed on the modelling process and the model performance but introduces some irrelevant topics. Questions are noted and addressed though the choice of moment to address them may be questionable due to effect on presentation flow. | The presentation goes significantly overtime. The pacing of the presentation is uneven with some rushing as allotted time draws near. The team lets tangental discussion run too long. The is presentation is focussed on the modelling process and the model performance but introduces some irrelevant topics. Questions are noted and addressed though the choice of moment to address them may be questionable due to effect on presentation flow. Some questions are left unanswered. | The presentation goes significantly overtime. The pacing of the presentation is very uneven with some rushing as allotted time draws near. The team lets tangental discussion run too long. The is presentation lacks focus on the modelling process and the model performance. Questions are hand-balled or dodged leading to unsatisfactory answers. | The presentation goes significantly overtime. The pacing of the presentation is very uneven with rushing as allotted time draws near. The team lets tangental discussion run far too long. The presentation lacks focus on the modelling process and the model performance. Questions are ignored, hand-balled or dodged leading to unsatisfactory answers. |
| Teamwork | The team work together to create an effective presentation, sharing roles and responsibilities, e.g. speakers, time keeper, scribe etc. The team present a united front in the face of questions and criticism. Credit for the work is shared, as is responsibility for any failings. | | The team work together to create an effective presentation, sharing roles and responsibilities, e.g. speakers, time keeper, scribe etc. Some roles overlap with minor stumbles. The team present a united front in the face of questions and criticism. Credit for the work is shared, as is responsibility for any failings. | The team work together to create an effective presentation, sharing roles and responsibilities, e.g. speakers, time keeper, scribe etc. Some roles overlap with minor stumbles. The team present a united front in the face of questions and criticism. Credit for the work is shared, as is responsibility for any failings. | The team create an effective presentation though this is mainly due to the effort of a couple of individuals. The team present a united front in the face of questions and criticism. Credit for the work is shared, as is responsibility for any failings. | The team create an effective presentation though this is mainly due to the effort of a couple of individuals. The team apportion blame in the face of questions and criticism. Credit for the work is directly attributed. | The team fail to create an effective presentation and do not appear to have a common understanding or how the presentation should run. The team apportion blame in the face of questions and criticism. Credit for the work is directly attributed. |

# Assessment supplementary information

## Extensions

Requests for extensions need to be submitted before the assessment item due date to SEF Student Services.  If you can't apply by this date due to circumstances beyond your control, contact  [SEF Student Services](https://www.student.qut.edu.au/about/contact/groups/faculty-student-offices)  to discuss your options. You need to provide supporting documentation to verify your special circumstances claim and to show how the circumstances impact your ability to submit the assignment by the due date. Examples of special circumstances that warrant an extension, and those that do not, can be found on Student Gateway: <https://www.student.qut.edu.au/studying/special-circumstances>

## Late submission of assessment item

If you submit an assessment item after the due date without an approved extension (or after the extended date where an extension has been granted) your work will not be marked and will be awarded a grade of 1, or 0%.

If special circumstances prevent you from meeting the assessment due date, you can apply for an extension (see above). If you don’t have an approved extension you should submit the work you have completed by the due date and it will be marked against the assessment criteria.

QUT’s assessment submission requirements reflect the expectations of professional practice where you will need to meet deadlines. Further information is available on Student Gateway <https://www.student.qut.edu.au/studying/assessment/late-assignments-and-extensions>

## Remarking of your assessment item(s)

QUT has mechanisms in place to ensure that all assessment pieces are marked consistently and fairly. During the semester or teaching period you should discuss your progress in all course work with teaching staff. You can expect a clear indication of whether you have achieved the objectives set for each assessment item. Accordingly, no individual piece of assessment will be remarked during the semester.

At the end of semester, please check your overall mark and if you are not satisfied with your final grade, you can contact relevant teaching staff to clarify the reason for your grade and if you remain dissatisfied after discussion with teaching staff, you can apply for a formal review of grade within ten working days. Further information is available on Student Gateway: <https://www.student.qut.edu.au/studying/assessment/reviews-and-appeals/review-of-grade-or-academic-ruling>