**A close up of a sign

Description generated with very high confidenceA close up of a sign

Description generated with high confidence**

**Programme of Study:**

**Foundation Degree in Applied Computing**

**Type of Assessment:**

**Presentation**

**Unit:**

**LP30483 Work-Based Research Project**

**ASSIGNMENT TITLE:**

**LP30483A4 Presentation for Research Project**

**WORD COUNT**

**(May not exceed +/- 10% of limit)**

Ensure that you have completed your work as specified by the deadline date and time (**Thursdays 4pm**)

You must submit one electronic copy of your work to the relevant location as detailed in the assignment brief (normally Turnitin via College Moodle).

You must keep an electronic copy of this assignment for your own records.

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| **Hand out date:** | | As per Assessment Plan | **Hand in date:** | | | As per Assessment Plan |
| **Lecturer:** | | Brian Bentham | **Contribution to Unit Marks: %** | | | 10% |
| **Unit Outcomes:** | * Present the outcomes of the research and make recommendations. | | | | | |
| **Moderated by:** | Lyall Clarey | | | **Date:** | 09/09/2019 | |

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| **Background/Scenario**  Aims  For this assignment, you will deliver a presentation on the project outcomes. | | |
| **Task:** | **Task Description:** | **Contribution (%)** |
| 1 | **Presentation**  Prepare and deliver a 15 minute presentation on your project. Marks will be awarded for a presentation that is evaluative and describes future work and lessons learned. Be prepared to answer questions on your project.  The assessor will inform you when you have reached 15 minutes. You will be stopped after 20 minutes. Marks will be deducted for presentations that go over the time limit. | 100% |
| **Guidance Notes:** | | |
| The presentation must be submitted electronically to the assessor before being presented. | | |

**Grading Criteria**

Analysis (A) Reading and Research (RR) Communication (C)

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| % mark |  | Description |
| 0-19%  (Bad Fail) | A  RR  C | ***No engagement*** with pertinent issues; assertions not supported by evidence; description is very weak and incomplete; ***disjointed*** with hardly any relevancy to the set problem: very ***superficial*,** no coherent argument.  No evidence of any ***relevant* or *appropriate*** readings undertaken.  Little evidence of any structure; ***poor organisation*** and expression; substantial number of grammatical and spelling errors; ***no signposting***; much ***irrelevant material***. |
| 20-29%  (Bad Fail) | A  RR  C | ***Minimum engagement*** with pertinent issues; assertions are not supported with ***appropriate*** evidence; ***disjointed at times***; ***superficial*** with ***little or no coherent argument***  Very little evidence of any ***relevant*** or ***appropriate*** readings undertaken  The use of ***English is seriously flawed***; ***poor evidence of structure*** to the answer; ***referencing*** is ***mostly inaccurate***; limited content relevant to the task; ***significant*** number of ***grammatical and spelling errors***; much ***irrelevant material*** although ***less than 0-19% category*** |
| 30-39%  (Fail) | A  RR  C | The focus of the question/ problem/ task is ***partly understood***; the ***analysis is unbalanced*** while some ***key elements are omitted***; limited ***conclusions*** are drawn or those that are drawn are ***not adequately linked to the argument***; there is very little analysis or evaluation.  There ***is limited evidence of reading***; reading has been misunderstood and ideas have not been explored; reading has not been used in support of the argument.  The use of ***English is flawed***; there is limited evidence of structure to the answer; ***referencing is partly accurate***; most of the content is relevant to the task; significant number of grammatical and spelling errors although ***less than the 20-29% category*** |
| 40-49% (Pass) | A  RR  C | The focus of the question/problem/task is only understood at a ***basic level***; ***mostly descriptive***, with ***analysis* and *reflection* being *limited***; weak argument, lacking ***coherenc****e*; not well ***substantiated*** with evidence.  Evidence of limited reading beyond class/lecture notes; ***limited evidence*** of research; some appropriate material used, but ***ideas not adequately developed*** or explored..  One or two elements of an ***appropriate structure*** are present; considerable grammatical and ***spelling errors*** are evident. |
| 50-59% | A  RR  C | the focus of the question/problem/task is ***understood****;* key issues  ***Identified***; one or two related issues identified; analytical techniques/concepts/theories are applied ***appropriately but limitedly****;* ***some evidence of engagement***, avoiding mere description.    Evidence of selection of material from a limited range of sources; some evidence of independent research, although a ***limited attempt* to synthesise** it.  The structure is ***broadly appropriate***, elements of development/progress are evident; appropriate language and concepts are used ***most*** of the time; moderate grammatical or spelling errors are evident. |
| 60-69% | A  RR  C  WL | Focus of the question/problem/task is understood although there is a ***limited attempt to synthesise***; key issues and one or two related issues identified; analytical techniques/methods are ***theoretically informed*** although a ***slightly limited analysis*** of these is undertaken; ***some awareness of competing*** alternative analyses/perspectives/solutions is apparent.  Evidence of reading from a ***number of recommended sources***; effective deployment of reading in support of analysis; ***evidence of independent research.***  ***Structure is clear***; the form of communication/medium selected is ***appropriate*** to the task; overall the ***argument is concise*** although ***lacks some coherenc****e* at times; an appropriate technical and/or conceptual language is used most of the time; some ***minor*** grammatical and/or spelling errors.  For an assignment to achieve this band it must be close to the word limit (within ±10%). |
| 70- 85% | A  RR  C  WL | The focus of the question/problem/task is ***clearly understood***; key issues are *understood* and significant related issues are identified; theory and concepts are deployed in a manner which is ***critically self-aware***; ample evidence of ***analysis* of *relevant theories***; ability to deploy competing/alternative analyses/ perspectives/solutions is apparent.  Evidence of selection of material from a wide range of sources; critical use of reading and its effective deployment to support analysis; strong evidence of independent research.  the argument is ***well organised***: the structure is *clear*; the form of communication/medium selected is appropriate; ***technical and/or conceptual language*** or set of skills is used with ***accuracy*** and ***confidence***, virtually no grammatical or spelling errors  For an assignment to achieve this band it must be close to the word limit (within ±10%). |
| 86 - 100% | A  RR  C  WL | the focus of the question/problem/task is understood; primary and secondary issues are ***very clearly identified*** and ***well distinguished***; theory and concepts are deployed in a ***very confident* and *precise*** manner which is ***critically self-aware***; evidence of ability to evaluate, select and deploy competing/alternative analyses/perspectives/solutions ***insightfully***  There is ***consistent*** evidence of the ability to read widely and with ***discrimination*** in the search for information; ***very effective*** deployment of reading to ***support*** arguments; capacity to use ***appropriate evidence*** from other disciplines.  The structure is ***clear, logical* and *professional***; the form of communication/medium selected is appropriate; technical and/or conceptual language or set of skills is used with ***confidence, accuracy* and *clarity****;* no grammatical or spelling errors; answer is well thought through and ***fluently written***.  **Word limit:** For an assignment to achieve this band it must be close to the word limit (within ±10%). |