**Level 5 & 6
Presentation and Viva Feedback Sheet**

**(Pathway students)**

|  |  |
| --- | --- |
| **Student Name** |  |
| **Assessor Name** |  | Line Manager |  |
| Practice Tutor |  |

## OVERALL MARK

|  |  |
| --- | --- |
| **Total Practice Grade for Assessment**(Please indicate fail / pass / merit / distinction) | (PT and LM) |
|  |
| **Academic Grade for presentation**(Please give a percentage mark) | (PT only) |
| **Academic Grade for Viva**  |  |
| **Total Academic Grade for Presentation and Viva**(PT Only: average of the above two marks) |  |

**Please return the completed form directly to** **robin.smith@cym.ac.uk**

**Notes for assessors**

1. Practice Tutors and Line Managers should give comments and a practice grade (Fail / Pass / Merit / Distinction) for each question and overall.
2. Practice Tutors should also give an academic grade as a percentage for the presentation, viva and an average overall grade.
3. Comments and grade relate *only* to the Portfolio Narrative / Presentation and *Viva*, not to the student’s general performance or other work.
4. Your role is to help the student give best account of themselves, not to examine them. Please feel free to ask follow up questions if you are aware they have missed something key or have misunderstood the question.
5. Once completed, please email the feedback sheet directly to robin.smith@cym.ac.uk

## VIVA FEEDBACK SHEET – LINE MANAGER AND PRACTICE TUTOR LM and PT to award practice grades (pass/merit etc)Only PT to award academic grades (percentage). All marks are provisional and subject to 2nd marking and verification by CYM.

|  |  |
| --- | --- |
| **Presentation Feedback** | LM and PT should write general feedback comments for the presentation element in this box. PTs should add any specific comments which explain the overall mark for the presentation |
| **No.** | ***Viva* Question** | **Comments** | **Mark Awarded**Fail / Pass / Merit / Distinction **(F/P/M/D)** |
| 1 | Which Pathway are you on – can you explain your understanding of what that pathway is all about. For example, what are the key purposes of Children and Family Ministry.  |  | P |
| 2 | How has your understanding of *yourself* as a practitioner on that pathway changed over the course of your studies? In other words, how have you grown and developed holistically as a practitioner?  |  | M etc |
| 3 | What key theoretical perspectives or models are integral to your practice and underpin your approach to ministry?  |  |  |
| 4 | Which of the six competencies do you feel is your strength – can you give examples to illustrate this? (2nd Years are not limited to Competencies 1-3 in your answer) |  |  |
| 5 | Which of the six competencies do you feel is an area you have most growing still to do? What can you do to develop in this area over the next 12 months and beyond.Lead on to discussion with LM & PT about opportunities, including Alternative Practice Agencies.  |  |  |
|  | Follow on discussion: Have a discussion with LM & PT about the student’s Alternative Practice Agencies. Discuss the experience end how they grew through that process – or how they hope to grow, if the placement has not yet taken place. |  |  |
| 6 | What has been the most challenging/rewarding experience in your practice over the last 2/3 years and what learning did you achieve through this experience'?  |  |  |

## MARKING CRITERIA Use this table as an aid to awarding marks.

|  |  |
| --- | --- |
| **Pass with Distinction** | Presented tasks are very well-written, demonstrating clear and insightful conclusions with evidence of independent and sophisticated thinking. The work shows strong analytical skills, critical understanding of competences and a high degree of reflective self-awareness. Evidence is very well presented and set in context. The portfolio demonstrates excellent practice skills and clearly demonstrates the student’s contextualized understanding of how evidence can help develop better practice. The student presents a broad variety of coherent, and well-developed ideas in relation to practice competences with an analytical, sophisticated and critically reflective understanding of their practice. Line Manager/Practice Tutor assessments show demonstrate excellent professional practice in different areas of competence and clearly reflect the core principles of (faith-based) practice. There is strong evidence of implementing this understanding and practice in a range of less predictable and less structured contexts. The strengths of practice evidenced far outweigh the areas for development and the standard of presentation is excellent. |
| **Pass with Merit** | Presented tasks demonstrate clear and accurate conclusions with evidence of some independent thinking. The work shows critical thinking and an understanding of competences, demonstrating some self-awareness. The work shows good evidence of reading. The writing demonstrates an ability to engage in appropriate and relevant theological reflection and the ideas and examples reflect a fairly good range. The evidence is well presented and set in context. It demonstrates competence in the practice skills required and shows clearly the student’s understanding of how evidence can help develop better practice. Line Manager/Practice Tutor assessments show good professional practice in different areas of competence and clearly reflect the core principles of (faith-based) practice. The student clearly identifies and addresses areas for development and growth as a professional. The student presents a variety of coherent and fairly well-developed ideas in competence areas. There is evidence of implementing understanding and practice in a range of less predictable and less structured contexts. The strengths of practice outweigh the areas for development and the work is well presented. |
| **Pass** | The presented tasks/portfolio demonstrate some understanding of the links between theory and practice with limited development in the student’s thinking. The work is largely descriptive with some critical awareness but limited perception.The work show evidence of some appropriate reading. The writing demonstrates some theological awareness, although ideas are not fully developed. The ideas and examples reflect a limited range. About half the evidence presented demonstrates the student’s understanding of how to develop better practice. It demonstrates basic competence in practice skills. Practice assessments show good understanding of professional practice. The student recognizes their practice strengths and has planned adequately to develop identified areas for improvement. The student presents a restricted range of ideas in relation to competences with some development of thinking about their practical application. There is evidence of implementing understanding and practice in a range of predictable and structured contexts. The strengths of practice are in equal measure to the areas for further development. The work is fairly well presented. |
| **Refer / Fail** | The presented work identifies some basic ideas and principles in relation to competences, but do not adequately demonstrate the required level of understanding and practice. There is muddled or poor expression and few conclusions are drawn. There is little engagement with theory and theology and little of the presented evidence demonstrates real understanding or skill. Assessments express concerns about understanding and professional practice at this level. The student does not engage well with identifying areas for their own development. The student has insufficient awareness of the ideas and principles within the competence. They do not demonstrate the skills to recognize and implement appropriate attitudes and responses.Presentation skills are poor. |

## For Practice Tutors Only – how to award an academic grade

The overall grade will be an average of the presentation, and the Viva marks combined.

As a *general rule*, academic grades follow this guide:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fail | Pass | ‘Good Pass’ | Merit | Distinction | Outstanding |
| -40 | 45 | 55 | 65 | 75 | 80+ |

(85% and above is generally considered to be at a publishable standard)

**Grading the presentation**

Give an overall mark for the presentation based on the above table, and add comments in the feedback table to explain why you have given this mark.

**Grading the Viva**

To award an overall academic grade, give each section the grade shown above then calculate the average overall.

Unless you have a good reason, stick to the middle grade within each boundary (45, 55, etc.) rather than estimating within each boundary (42, 59, etc.). This works well with average scores.

The only exception might be where you think a score *would have been* distinction if only they had / had not…

The other exception might be where they give outstanding examples from practice, but cannot back it up academically – so it’s possible to give a Distinction for practice at 45% academically.

In either of these cases, please make a comment in the feedback sheet to explain why you have done this. It can be helpful to use language from the marking criteria above to explain your mark.

So for example:

|  |  |  |
| --- | --- | --- |
| **Viva** |  |  |
| 1 | Pass | 45 |
| 2 | Pass | 45 |
| 3 | Merit | 65 |
| 4 | Good Pass | 55 |
| 5 | Distinction | 75 |
| 6 | Merit | 65 |
|  | Viva mark(total / 6) | **58%** |

Feedback Table on p1

|  |  |
| --- | --- |
| Academic Grade - presentation | **75%** |
| Academic Grade - Viva | **58%** |
| **Total Academic Grade**  | **67%** |

All grades will be 2nd marked and confirmed by CYM.