

TLC Project Assessment Case Study

Assessment Strategy	Role Play Presentation and Interview – one- to- one presentation and questions with student role- playing representing a sporting organisation and tutor representing a government funding board
Subject and module	Sport Policy; Outdoor Leisure Issues
Useful for students who are:	Developing employability skills of making a presentation and defending an argument.
Keywords	Oral presentation, interview, role play, justification of an argument, employability skills.
Assessment activity	Known as 'The Windfall Assignment', this is a one-to-one 15 minute role-played presentation and interview. Half the time is for presentation and the remainder for questions. The student role-plays a representative from a sporting organisation making a bid for £40m of public funds. The tutor role-plays a member of a government funding board who will make a decision on whether the funding should be forthcoming. The role-play extends to dressing formally for the occasion. This assessment provides students with an opportunity to present a case and to justify that case, in the context of sport policy, in response to questioning. The interview process takes place over three weeks and feedback is provided to all students when all the interviews have been completed.
How does this assessment improve student learning?	Students orally present their argument and have to justify this in response to questions – a situation that they are likely to meet both at job interviews and when they are working. The student must be well prepared in order to be able to respond to probing questions, designed to enable them to demonstrate their knowledge and understanding of sport policy. Undertaking a formal role-play situates the assignment and encourages students to engage with a work scenario.
Underpinning theory links	Interviews; presentations; role-play; inter-personal skills; deep learning.
What went well	Student feedback Students were very willing to undertake a role play and were able to use this to behave differently from a normal student presentation. Students found this useful preparation for other formal interviews. Staff feedback Students did not appear to feel self-conscious undertaking the role-play. Sometimes it was difficult for the interviewer to believe the student was NOT from the organisation they were pretending to represent; successful students were sharp, enthusiastic and persuasive. Acting a part allowed the more able students

	to exhibit the depth of research they had undertaken.
What could be improved	There is a possibility that the students, having made their presentation and been interviewed, will discuss the experience with those yet to be assessed. From the perspective of learning and meeting the learning outcomes, this may be a good thing but students interviewed earlier in the process may be disadvantaged. Lecturers need to strive to keep their questions relevant to the context chosen by the student and probe for context-driven responses. Many students picked the same or similar contexts however; an improvement could be the earlier submission of the proposed organization and context to allow tutors to prepare context-specific questions.
What support for staff is needed to implement this method of assessment?	<p>This is a level three unit and the percentage of oral assessment was gradually increased over a three year period, allowing staff to become more experienced in this method of assessment. The external examiner was closely involved when the assignment was changed from written to oral assessment. Interviews are tape recorded for moderation purposes.</p> <p>The three weeks when interviews take place needs an intensive use of staff time, and therefore it is important that this is planned into staff commitments and timetables.</p> <p>In the four years that the role-play presentation and interview has been run, three staff, including a part-time lecturer have been involved. A detailed briefing for lecturers is given and a marking sheet is provided.</p>
What support for students is needed to implement this method of assessment?	<p>Even at level three, students can be quite unnerved by the prospect of a one-to-one interview with a lecturer. Notwithstanding a clear brief, which is essential, students need to feel that they can approach the relevant tutor to discuss ideas and procedure in advance of the assessment. This is provided through an optional informal tutorial. Most early support is to help students decide which organisation they are going to represent.</p> <p>All students also have the opportunity to undertake a mock assessment in a small group to gain formative feedback. Students also need support in interview techniques; the students are pitching for business and, in this context, enthusiasm, appearance and body language have roles to play in demonstrating their knowledge and</p>

	understanding of issues key to the unit.
What are the time implications?	From week 14 -17 lectures and tutorials are cancelled and the lecturers undertake individual assessments. This is an intensive use of staff time which needs to be planned and resourced.
Other resource implications?	Tape Recorder and tapes are needed to record interviews for moderating purposes. Appropriate rooms for one-to-one interviews to support the role-play scenario.
What are the risks?	1. Students need reassurance about the validity and reliability of a different assessment method. 2. That a student should be ill or miss their interview for some other reason outside of their control. A contingency plan should be in place to deal with this in a consistent way.
How can these be minimised?	1. A moderation process is in place: two members of staff attend the first five interviews. Generally only one will conduct the interview and ask the questions; the other is there to moderate the procedure. After the five interviews, marks are compared and discrepancies discussed. All interviews are taped allowing the opportunity for further discussion should the need arise. The internal moderator also attended two interviews towards the end of the three week assessment period. The tapes are made available to the external examiner. Lecturers felt students were reassured by the fact that all interviews were audio taped. 2. Clear procedures for registering for an interview slot with published information on procedures in the case of illness etc.
Implications for dyslexic students?	Many dyslexic students feel they can perform better in an oral rather than written examination. There is a high percentage of dyslexic students on this course and it is one of the key reasons this form of assessment has been developed.
Institution where this was trialed	Southampton Solent University
Lecturer	Jenny Anderson and Chris Edwards
CATS	20
Level	3
Compulsory/optional	Compulsory
Relationship to other modules	In year two, students undertake formative assessment where they are videoed doing a short presentation, the tape is analysed by lecturer and student.
Delivery pattern	This is a year- long module. The more intensive taught

	input takes place before January when there is a weekly lecture and a tutorial.
Student profile Year 2004/5	In 2004/5 there were 60 students on the unit, in 2005/6 there were 50. Typically 10% of students on outdoor recreation courses are dyslexic
Learning outcomes assessed	Critically reflect on those organisations and structures charged with a responsibility for the promotion of leisure. Use a range of techniques to present, justify and defend a standpoint about a particular issue. Communicate effectively in a role play situation
References	

Outdoor Recreation Issues

Assignment One

“The windfall”

Assessment value 50% of the unit

Context

Very unexpectedly and at short notice, the government has a windfall of £40m from an anonymous donor to invest in youth sport. Tony Blair has asked officials from the DCMS to set up a working party ‘SportYouth’ to ensure the windfall is spent wisely. The government has stipulated that the £40m can only be won by **one** of the following organisations.

British Olympic Association
 Central Council of Physical Recreation
 A governing body of sport (RYA/BCU/ARA/BWSF)
 A local Authority (any likely to qualify for a national award)
 A county council or Sport Partnership (any likely to qualify for a national award)
 Sport England (any section)
 SportsCoach UK

UK Sport
 Youth Sport Trust
 Voluntary Youth Organisation (e.g. Youth Clubs Federation, Scout & Uniform Groups)

Assignment Tasks

Defend your application in a one-to-one interview

Task details

You have been commissioned by one of the organisations above to apply for £40m of central government financial support in 2004 to promote youth sport. You are required to present and defend your application at a one-to-one 20 minute interview with the Chairwoman/man of the 'SportYouth' working party.

Application details

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Application format	Importance
1. Nature and effectiveness of work with young people	20%
2. Links with government objectives*	30%
3. Rational and justification of bid for £40m*	50%

Please produce a PowerPoint handout of the key points you wish to raise and be prepared to go through the handout for no more than ten minutes. Note you do not need to use projector etc, simply go through the hand out with the chairman. You should bring two copies of your PowerPoint presentation to the interview; it should be no more than 2 sides of A4. You may provide ONE additional side of A4 in word for references, and ONE additional side of A4 for anything else to support your case. In total you will present four sides of A4 at your interview.

There will be a maximum of ten minutes of question time focussing on the key issues raised in your presentation. Be prepared to defend and elaborate on your case in the limited time available to you.

Timing of Interviews

All interviews will take place in weeks 14, 15 and 16 (starting January 23rd). Normal lectures and seminar sessions will not take place during the three weeks and an additional two hours will be timetabled in all three weeks to ensure every one has an interview session. All interviews will take place with Chris Edwards and you will be notified of the room. Jenny Anderson, as internal moderator, will be present at some of the sessions. As a consultant you are advised to dress and present yourself accordingly. Professionalism of approach is important in this assignment.

You will be able to book your interview session after Christmas through the level three notice board. The signing up list will removed from the notice board at an agreed time and replaced with a master list. Your allotted time on the master list is your official deadline. If

you do not attend the interview at the agreed time you will fail the assignment. If you arrive late, the finish time will be kept to so your marks will be affected.

All interviews will be recorded on a tape recorder for moderation purposes.

Feedback after interviews

There will be no immediate individual feedback after each interview because the interviews take place over a three-week period and this would be to the advantage of students whose interviews take place at the start of the assessment period. However detailed feedback will be provided to the whole group through the notice board and in lectures straight after the final interview allowing all students to benefit prior to the submission of the second assignment (providing there are no students doing the task late).

PowerPoint presentations will be placed in short loan so all students can benefit. (again providing there are no students doing the task late).

Assessment criteria

The task will be assessed using the criteria below	Approximate %
Review of role of your organisations work with young people	10%
Justification of bid; analysis/evaluation of links with government objectives	60%
Strength and clarity of arguments; ability to defend bid	30%

Guidelines

Do

Assume that the current government will still be in power at the submission date.

Follow the guidelines on the application form

Be aware of 'PowerPoint' backgrounds when printed on handouts

Do not

Make the size of your printing on the A4 handout so small it is impossible to read.

Print your name on the handout using PowerPoint. Please hand write. A copy of all the handouts will be put in short loan to help everyone prepare for the next task.

Guidelines

Characteristics of Higher scoring students answer:

- Clear understanding of Game Plan (and subsequent documents) aims and links to the government agenda across other related policy areas. Consistent links between their organisations work with some of these key aims (no waste of words)
- Evidence provided to support claims- either statistical or from other literature

Characteristics of Lower scoring students answer:

- Limited understanding for the Game Plans (and subsequent documents) aims
- Too much time/space describing their organisation rather than linking with the Game Plan and government agenda
- Little evidence of literature to back arguments