

### G03 PRESENTATION GRADING GUIDELINES

Overseer: PBC Dean of Studies  
 Approval Authority: PBC Teaching and Learning Committee  
 Review Schedule: 3 yearly Next Review Due: Apr 2018

Review Table			
Date	Review Type <ul style="list-style-type: none"> <li>Scheduled</li> <li>Policy amendment</li> <li>Admin update</li> </ul>	Summary of Changes	Review person/group
09/09/10	Admin Update	Conversion from Policy Manual to new format.	Adam Niven
09/12/12	Scheduled Review	Minor corrections. Study level coding updated. Level 800 added.	Adam Niven

#### 1. Assessment Criteria

- 1.1. For each assessment item students should be given an indication of the criteria against which they will assessed. In the case of Presentations this is provided via the *Presentation Cover Sheet*.
- 1.2. For other practical or oral items which do not match the format of a Presentation students should be given a list of the criteria either within the Unit Plan or distributed in the class at least 1 month before the assessment item is due.
- 1.3. The *Presentation Cover Sheet* includes eleven areas on which a lecturer would consider in grading a Presentation.
- 1.4. As assessment items are part of the learning process, lecturers should be grading presentations to provide direction and comment to allow students to improve their work. Lecturers should provide comment for each of the eleven areas to encourage and reinforce good practices and identify areas for improvement. Lecturers should also provide some general comments indicating the reasons for the grade of the presentation. Lecturers should also give an indication of key areas (those they would see as most important to attend to) that could be improved for future presentations.

## Items relating to content

- (a) "Topic interaction and logical argument "
  - Is there clear evidence that the topic was understood?
  - Was the set question answered directly rather than rambling around the topic?
  - Did the student demonstrate an understanding of the requirements of 'key terms' used in the set question?
  - Did the presentation show careful organisation in the way material was presented?
  - Was there a coherent, systematic, logical flow of argument?
  - Was irrelevant material avoided?
  - Was the relevance of the material presented clearly demonstrated?
- (b) "Identification of the major issues"
  - Have most of the major issues been identified and separated from other minor issues?
  - Were the major issues clearly presented?
  - Have the major issues been dealt with in a substantial, rather than superficial way?
- (c) "Critical analysis of major issues"
  - Did the presentation critically engage with other positions related to the salient issues or were conflicting ideas on these issues either not raised or not substantially engaged with?
  - Were past or current areas of dispute identified and critically evaluated?
- (d) "Argument for position taken"
  - Did the presentation provide a sound argument for any position taken by the presenter?
  - Did the argument for the position taken demonstrate original thinking and critical engagement by the presenter?
  - Was the presenter able to engage with any class questions raised in relation to key topics; especially if the questions challenged the presenter's position?
- (e) "Implications raised"
  - Did the presentation identify any implications raised by the position taken?
  - Did the presentation demonstrate that the presenter had critically engaged with any raised implications?
  - Did the presentation provide clear connection between the position taken and the implications raised?

- (f) "Handout"
- Was the material presented well represented by the class handout?
  - Did the class handout clearly identify the main points from the presentation?
  - Did the class handout have clear connection to the presentation?

#### **Items relating to presentation delivery**

- (a) "Communication Skills"
- Did the presenter communicate with clear, expressive verbal communication?
  - Did the presenter use appropriate non-verbal communication such as eye contact, hand gestures, body language?
  - If the presentation also required a submitted paper, did the presenter simply read from the submitted paper?
- (b) "Learning Climate"
- Did the presenter create a presentation which engaged the interest of the audience?
  - Did the presenter appropriately create audience involvement in the presentation?
  - Did the presenter create an environment for discussion through the use of questions for the audience?
- (c) "Presentation Aids"
- Did the presenter make use of appropriate presentation aids (such as PowerPoint, video, music, etc)?
  - Did the presentation aids distract from the content of the presentation?
- (d) "Length requirements"
- Was the presentation kept within the time requested?
  - Did the presenter 'drag' out the presentation in an attempt to meet the required time?
  - If the presentation went over the set time was this because of the audience interaction and interest in the presentation?
- (e) "Professionalism"
- Did the presenter appear organised and in control during the presentation?
  - Was the presenter's personal appearance suitable?
  - Was the presenter able to redirect the presentation if the audience participation took it 'off track'?
  - Did the presenter competently operate any presentation aids?

## 2. Guideline for awarding grades

- 2.1. Assessment items are marked holistically and not simply as a collation of the grade level for each area. Poor performance in any one area may significantly reduce the grade awarded, or may require the presentation to be re-presented and therefore have a penalty applied (See P12 Grading Assessment Items). E.g. a highly critical argument that exceeds the time requirements significantly; an excellently communicated and delivered presentation which has focussed on minor issues of the topic.
- 2.2. Assessment items are marked progressively to encourage students to use returned assessment items to improve their future submissions. After returning graded presentations to students, lecturers may grade subsequent presentations with the expectation that their comments from previous presentations have provided the students with direction for improvement. Continued presentation of assessment with disregard for previous lecturer's comments may result in a lower grade.
- 2.3. In the case where the assessment item requires both a written submission and a presentation on the topic each should contribute equally to the final grade (e.g. 50%) and each should require a minimum of 20% of that 50% for a student to pass the item (i.e. matching the 40% minimum required for passing an item). It is important that students are demonstrating the appropriate levels of competence in the different areas of assessment set and are not passing one format (e.g. presentation) based on another format (e.g. written submission).
- 2.4. The following provides a guide for both lecturers and students on the expectations for the grade levels of "Pass", "Credit", "Distinction" for level 500, 600, 700 and 800 units.

### Level 500 & 600 studies:

#### *To obtain a 'Pass'*

#### Items relating to content

- (a) "Topic interaction and logical argument "
  - The topic has been elaborated adequately with some of the argument reasonably presented
  - Key terms used in set question have mostly been applied correctly and engaged with adequately

- (b) "Identification of the major issues"
  - Some of the major issues have been identified.
  - Many of the major issues identified have been clearly presented.
  - Major issues were mostly dealt with substantially.
- (c) "Critical analysis of major issues"
  - Where appropriate, some of the major issues have been presented including the students critical voice.
  - Where appropriate, major issues which are or have been disputed were mostly identified as such.
- (d) "Argument for position taken"
  - Some positions of the presenter were presented with a sound argument.
  - Many arguments demonstrated a thoughtful evaluation of the evidence.
  - Most questions from the class on the presenter's position were answered adequately.
- (e) "Implications raised"
  - Some of the implications of the positions taken were identified.
  - Many of the implications presented included the presenter's response to those implications
  - Implications raised could mostly be connected to the position taken.
- (f) "Handout"
  - The class handout contained an adequate summary of the presentation.
  - Most of the main points were included in the handout.
  - The handout could be used to prepare for an exam question related to the topic.

#### **Items relating to presentation delivery**

- (a) "Communication Skills"
  - The presenter mostly communicated with clear, expressive verbal communication.
  - The non-verbal communication (eye-contact, hand gestures, etc) did not distract from the presentation.
  - An attempt was made to maintain eye-contact if the student 'read out' their presentation
- (b) "Learning Climate"
  - An attempt was made to engage the interest of the audience, even if not completely effective.
  - An attempt was made to involve the audience, such as in discussion or exercises, where appropriate.
  - Some inter personal skills were demonstrated

- (c) "Presentation Aids"
  - Presentation aids, if used, were mostly appropriate to the presentation.
  - The presentation aids, if used, created little distraction from the presentation.
- (d) "Length requirements"
  - Presentation was within 75%-125% of the time requested.
  - Presentation had a minimal amount of 'dragging out' to meet time requirements
  - If presentation was over time, this was due minimally to presenter repeating themselves or labouring points excessively.
- (e) "Professionalism"
  - The presenter mostly appeared organised and in control.
  - The presenter's appearance was appropriate for the presentation environment
  - The presenter was able to operate presentation aids, even if not competently
  - The presenter could return to their presentation if it was taken off track, even if the redirection to the topic came from the lecturer.

***To obtain a 'Credit'***

**Items relating to content:**

- (a) "Topic interaction and logical argument "
  - The topic has been elaborated firmly with the argument reasonably presented
  - Key terms used in set question have generally been applied correctly and engaged with competently
- (b) "Identification of the major issues"
  - Most of the major issues have been identified.
  - Most of the major issues identified have been clearly presented.
  - Major issues were dealt with substantially.
- (c) "Critical analysis of major issues"
  - Where appropriate, many of the major issues have been presented including the students critical voice.
  - Where appropriate, major issues which are or have been disputed were identified as such.
- (d) "Argument for position taken"
  - Most positions of the presenter were presented with a sound argument.
  - Most arguments demonstrated a thoughtful evaluation of the evidence.
  - Questions from the class on the presenter's position were answered adequately.

- (e) "Implications raised"
  - Most of the implications of the positions taken were identified.
  - Most of the implications presented included the presenter's response to those implications
  - Implications raised could be connected to the position taken.
- (f) "Handout"
  - The class handout contained an effective summary of the presentation.
  - The main points were included in the handout.
  - The handout would be useful in preparing for an exam question related to the topic.

### Items relating to presentation delivery

- (a) "Communication Skills"
  - The presenter communicated with clear, expressive verbal communication.
  - The non-verbal communication (eye-contact, hand gestures, etc) were appropriate.
  - Good eye-contact was maintained if the student 'read out' their presentation.
- (b) "Learning Climate"
  - An attempt was made to engage the interest of the audience, even if not completely effective.
  - An attempt was made to involve the audience, such as in discussion or exercises, where appropriate, with some success.
  - Adequate inter personal skills were demonstrated.
- (c) "Presentation Aids"
  - Presentation aids, if used, were appropriate to the presentation.
  - The presentation aids, if used, enhanced the overall presentation.
- (d) "Length requirements"
  - Presentation was within 80%-120% of the time requested.
  - Presentation had a no 'dragging out' to meet time requirements
  - If presentation was over time, this was not due to the presenter repeating themselves or labouring points excessively.
- (e) "Professionalism"
  - The presenter appeared organised and in control.
  - The presenter's appearance was appropriate for someone presenting in the presentation environment
  - The presenter was able to operate presentation aids competently
  - The presenter could mostly redirect the presentation if it was taken off track.

*To obtain a 'Distinction'*

Items relating to content:

- (a) "Topic interaction and logical argument "
  - The topic has been elaborated clearly with the argument carefully presented
  - Key terms used in set question have been applied correctly and engaged with effectively
- (b) "Identification of the major issues"
  - The major issues have been identified.
  - The major issues identified have been clearly presented.
  - Major issues were dealt with substantially.
- (c) "Critical analysis of major issues"
  - Many of the major issues have been presented including the students critical voice.
  - Major issues which are or have been disputed were identified as such.
- (d) "Argument for position taken"
  - The positions of the presenter were presented with a sound argument.
  - Arguments demonstrated a thoughtful evaluation of the evidence.
  - Questions from the class on the presenter's position were answered competently.
- (e) "Implications raised"
  - Implications of the positions taken were identified.
  - The implications presented included the presenter's response to those implications
  - Implications raised were clearly related to the position taken.
- (f) "Handout"
  - The class handout contained an effective and succinct summary of the presentation.
  - The main points were included in the handout.
  - The handout would be an effective aid in preparing for an exam question related to the topic.



## Items relating to presentation delivery

- (a) "Communication Skills"
  - The presenter communicated with clear, expressive verbal communication which engaged the audience.
  - The non-verbal communication (eye-contact, hand gestures, etc) were effective.
  - The student did not 'read out' their presentation, even if they did use guiding notes.
- (b) "Learning Climate"
  - An effective attempt was made to engage the interest of the audience.
  - A successful attempt was made to involve the audience, such as in discussion or exercises, where appropriate.
  - Generally good interpersonal skills were demonstrated.
- (c) "Presentation Aids"
  - Presentation aids, if used, were an integral part of the presentation.
  - The presentation aids, if used, effectively enhanced the overall presentation.
- (d) "Length requirements"
  - Presentation was within 85%-115% of the time requested.
  - Presentation had a no 'dragging out' to meet time requirements
  - If presentation was over time, this was not due to the presenter repeating themselves or labouring points excessively.
- (e) "Professionalism"
  - The presenter appeared organised and in control.
  - The presenter's appearance was appropriate for someone presenting in the presentation environment
  - The presenter was able to operate presentation aids in a way that did not detract from the presentation
  - The presenter could redirect the presentation if it was taken off track.

**Level 700 studies:**

***To obtain a 'Pass'***

**Items relating to content:**

- (a) "Topic interaction and logical argument "
  - The topic has been elaborated firmly with the argument reasonably presented
  - Key terms used in set question have generally been applied correctly and engaged with adequately
- (b) "Identification of the major issues"
  - Most of the major issues have been identified.
  - Most of the major issues identified have been clearly presented.
  - Major issues were dealt with substantially.
- (c) "Critical analysis of major issues"
  - Many of the major issues have been presented including the students critical voice.
  - Most major issues which are or have been disputed were identified as such.
- (d) "Argument for position taken"
  - Most positions of the presenter were presented with a sound argument.
  - Most arguments demonstrated a thoughtful evaluation of the evidence.
  - Questions from the class on the presenter's position were answered adequately.
- (e) "Implications raised"
  - Most of the implications of the positions taken were identified.
  - Most of the implications presented included the presenter's response to those implications
  - Implications raised could be connected to the position taken.
- (f) "Handout"
  - The class handout contained an effective summary of the presentation.
  - The main points were included in the handout.
  - The handout could be used in preparing for an exam question related to the topic.

### **Items relating to presentation delivery**

- (a) "Communication Skills"
  - The presenter communicated with clear, expressive verbal communication.
  - The non-verbal communication (eye-contact, hand gestures, etc) were appropriate.
  - Good eye-contact was maintained if the student 'read out' their presentation.
- (b) "Learning Climate"
  - An attempt was made to engage the interest of the audience, even if not completely effective.
  - An attempt was made to involve the audience, such as in discussion or exercises, where appropriate, with some success.
  - Adequate inter personal skills were demonstrated
- (c) "Presentation Aids"
  - Presentation aids, if used, were appropriate to the presentation.
  - The presentation aids, if used, enhanced the overall presentation.
- (d) "Length requirements"
  - Presentation was within 80%-120% of the time requested.
  - Presentation had a no 'dragging out' to meet time requirements
  - If presentation was over time, this was not due to the presenter repeating themselves or labouring points excessively.
- (e) "Professionalism"
  - The presenter appeared organised and in control.
  - The presenter's appearance was appropriate for someone presenting in the presentation environment
  - The presenter was able to operate presentation aids competently
  - The presenter could mostly redirect the presentation if it was taken off track.

### ***To obtain a 'Credit'***

#### **Items relating to content:**

- (a) "Topic interaction and logical argument "
  - The topic has been elaborated clearly with the argument carefully presented
  - Key terms used in set question have been applied correctly and engaged with effectively
- (b) "Identification of the major issues"
  - The major issues have been identified.
  - The major issues identified have been clearly presented.
  - Major issues were dealt with substantially.

- (c) "Critical analysis of major issues"
  - Many of the major issues have been presented including the students critical voice.
  - Major issues which are or have been disputed were identified as such.
- (d) "Argument for position taken"
  - The positions of the presenter were presented with a sound argument.
  - Arguments demonstrated a thoughtful evaluation of the evidence.
  - Questions from the class on the presenter's position were answered competently.
- (e) "Implications raised"
  - Implications of the positions taken were identified.
  - The implications presented included the presenter's response to those implications
  - Implications raised were clearly related to the position taken.
- (f) "Handout"
  - The class handout contained an effective and succinct summary of the presentation.
  - The main points were included in the handout.
  - The handout would be an effective aid in preparing for an exam question related to the topic.

#### **Items relating to presentation delivery**

- (a) "Communication Skills"
  - The presenter communicated with clear, expressive verbal communication which engaged the audience.
  - The non-verbal communication (eye-contact, hand gestures, etc) were effective.
  - The student did not 'read out' their presentation, even if they did use guiding notes.
- (b) "Learning Climate"
  - An effective attempt was made to engage the interest of the audience.
  - A successful attempt was made to involve the audience, such as in discussion or exercises, where appropriate.
- (c) "Presentation Aids"
  - Presentation aids, if used, were an integral part of the presentation.
  - The presentation aids, if used, effectively enhanced the overall presentation.

- (d) "Length requirements"
  - Presentation was within 85%-115% of the time requested.
  - Presentation had a no 'dragging out' to meet time requirements
  - If presentation was over time, this was not due to the presenter repeating themselves or labouring points excessively.
- (e) "Professionalism"
  - The presenter appeared organised and in control.
  - The presenter's appearance was appropriate for the someone presenting in the presentation environment
  - The presenter was able to operate presentation aids in a way that did not detract from the presentation
  - The presenter could redirect the presentation if it was taken off track.

***To obtain a 'Distinction'***

**Items relating to content:**

- (a) "Topic interaction and logical argument "
  - The topic has been elaborated clearly and directly with the argument coherently presented
  - Key terms used in set question have been applied correctly and engaged with effectively
- (b) "Identification of the major issues"
  - The major issues have been identified.
  - The major issues identified have been clearly presented.
  - Major issues were dealt with substantially.
- (c) "Critical analysis of major issues"
  - The major issues have been presented including the students critical voice.
  - Major issues which are or have been disputed were identified as such and the student has presented a critical analysis of the positions.
- (d) "Argument for position taken"
  - The positions of the presenter were presented with a convincing and logical argument.
  - Arguments demonstrated a critical evaluation of the evidence.
  - Questions from the class on the presenter's position were answered effectively and demonstrated the presenter's ability to defend their position.

- (e) "Implications raised"
  - Implications of the positions taken were identified.
  - The implications presented included the presenter's critical response to those implications
  - Implications raised were clearly related to the position taken and the importance of raising the implication(s) was evident.
- (f) "Handout"
  - The class handout contained an effective and succinct summary of the presentation.
  - Key references related to the topic were included in the handout.
  - The main points were included in the handout as well as related sources to direct further research.
  - The handout would be an effective aid in preparing for an exam question related to the topic.

#### **Items relating to presentation delivery**

- (a) "Communication Skills"
  - The presenter communicated with clear, expressive verbal communication which engaged the audience.
  - The non-verbal communication (eye-contact, hand gestures, etc) were effective.
  - The presenter maintained a fluent engagement with the class that was not distracted by using guiding notes.
- (b) "Learning Climate"
  - The audience was effectively engaged.
  - The audience was effectively involved, such as in discussion or exercises, where appropriate.
- (c) "Presentation Aids"
  - Presentation aids were an integral part of the presentation.
  - The presentation aids effectively enhanced the overall presentation.
- (d) "Length requirements"
  - Presentation was within 90%-110% of the time requested.
  - Presentation had a no 'dragging out' to meet time requirements
  - If presentation was over time, this was not due to the presenter repeating themselves or labouring points excessively.

- (e) "Professionalism"
- The presenter appeared organised and in control.
  - The presenter's appearance was appropriate for the someone presenting in the presentation environment
  - The presenter was able to operate presentation aids efficiently and effectively
  - The presenter could redirect the presentation if it was taken off track.

**Level 800 studies:**

***To obtain a 'Pass'***

**Items relating to content:**

- (a) "Topic interaction and logical argument "
- The topic has been elaborated firmly with the argument clearly presented
  - Key terms used in set question have mostly been applied correctly and engaged with competently
- (b) "Identification of the major issues"
- Most of the major issues have been identified.
  - Most of the major issues identified have been clearly presented.
  - Major issues were dealt with substantially.
- (c) "Critical analysis of major issues"
- Most of the major issues have been presented including the students critical voice.
  - Most major issues which are, or have been disputed, were identified as such.
- (d) "Argument for position taken"
- Most positions of the presenter were presented with a sound argument.
  - Most arguments demonstrated a thoughtful evaluation of the evidence.
  - Questions from the class on the presenter's position were answered competently.
- (e) "Implications raised"
- Most of the implications of the positions taken were identified.
  - Most of the implications presented included the presenter's response to those implications
  - Implications raised could be connected to the position taken.

- (f) "Handout"
- The class handout contained an effective summary of the presentation.
  - The main points were included in the handout.
  - The handout could be used in preparing for an exam question related to the topic.

#### **Items relating to presentation delivery**

- (a) "Communication Skills"
- The presenter communicated with clear, expressive verbal communication.
  - The non-verbal communication (eye-contact, hand gestures, etc) were appropriate.
  - Good eye-contact was maintained if the student 'read out' their presentation.
- (b) "Learning Climate"
- A mostly successful attempt was made to engage the interest of the audience.
  - An attempt was made to involve the audience, such as in discussion or exercises, where appropriate, with a moderate level of success.
  - Competent inter personal skills were demonstrated
- (c) "Presentation Aids"
- Presentation aids, if used, were appropriate to the presentation.
  - The presentation aids, if used, enhanced the overall presentation.
- (d) "Length requirements"
- Presentation was within 85%-115% of the time requested.
  - Presentation had no 'dragging out' to meet time requirements
  - If presentation was over time, this was not due to the presenter repeating themselves or labouring points excessively.
- (e) "Professionalism"
- The presenter appeared organised and in control.
  - The presenter's appearance was appropriate for someone presenting in the presentation environment
  - The presenter was able to operate presentation aids competently
  - The presenter could mostly redirect the presentation if it was taken off track.



*To obtain a 'Credit'*

Items relating to content:

- (a) "Topic interaction and logical argument "
  - The topic has been elaborated clearly with the argument carefully presented
  - Key terms used in set question have been applied correctly and engaged with effectively
- (b) "Identification of the major issues"
  - The major issues have been identified.
  - The major issues identified have been clearly presented.
  - Major issues were dealt with substantially and succinctly.
- (c) "Critical analysis of major issues"
  - The major issues have been presented included the students critical voice.
  - Major issues which are, or have been, disputed were identified as such.
- (d) "Argument for position taken"
  - The positions of the presenter were presented with a comprehensive argument.
  - Arguments demonstrated a thoughtful evaluation of the evidence.
  - Questions from the class on the presenter's position were answered competently.
- (e) "Implications raised"
  - Implications of the positions taken were identified.
  - The implications presented included the presenter's response to those implications
  - Implications raised were clearly related to the position taken.
- (f) "Handout"
  - The class handout contained an effective and succinct summary of the presentation.
  - The main points were included in the handout.
  - The handout would be an effective aid in preparing for an exam question related to the topic.

### Items relating to presentation delivery

- (a) "Communication Skills"
  - The presenter communicated with clear, expressive verbal communication which engaged the audience.
  - The non-verbal communication (eye-contact, hand gestures, etc) were effective.
  - The student did not 'read out' their presentation, even if they did use guiding notes.
- (b) "Learning Climate"
  - An effective attempt was made to engage the interest of the audience.
  - A successful attempt was made to involve the audience, such as in discussion or exercises, where appropriate.
- (c) "Presentation Aids"
  - Presentation aids, if used, were an integral part of the presentation.
  - The presentation aids, if used, effectively enhanced the overall presentation.
- (d) "Length requirements"
  - Presentation was within 90%-110% of the time requested.
  - Presentation had a no 'dragging out' to meet time requirements
  - If presentation was over time, this was not due to the presenter repeating themselves or labouring points excessively.
- (e) "Professionalism"
  - The presenter appeared organised and in control.
  - The presenter's appearance was appropriate for the someone presenting in the presentation environment
  - The presenter was able to operate presentation aids in a way that did not detract from the presentation
  - The presenter could redirect the presentation if it was taken off track.

### *To obtain a 'Distinction'*

#### Items relating to content:

- (a) "Topic interaction and logical argument"
  - The topic has been elaborated clearly and directly with the argument coherently presented
  - Key terms used in set question have been applied correctly and engaged with effectively

- (b) "Identification of the major issues"
  - The major issues have been identified.
  - The major issues identified have been clearly presented.
  - Major issues were dealt with substantially.
- (c) "Critical analysis of major issues"
  - The major issues have been presented including the students critical voice.
  - Major issues which are or have been disputed were identified as such and the student has presented a critical analysis of the positions.
- (d) "Argument for position taken"
  - The positions of the presenter were presented with a convincing and logical argument.
  - Arguments demonstrated a critical evaluation of the evidence.
  - Questions from the class on the presenter's position were answered effectively and demonstrated the presenter's ability to defend their position.
- (e) "Implications raised"
  - Implications of the positions taken were identified.
  - The implications presented included the presenter's critical response to those implications
  - Implications raised were clearly related to the position taken and the importance of raising the implication(s) was evident.
- (f) "Handout"
  - The class handout contained an effective and succinct summary of the presentation.
  - Key references related to the topic were included in the handout.
  - The main points were included in the handout as well as related sources to direct further research.
  - The handout would be an effective aid in preparing for an exam question related to the topic.

#### **Items relating to presentation delivery**

- (a) "Communication Skills"
  - The presenter communicated with clear, expressive verbal communication which engaged the audience.
  - The non-verbal communication (eye-contact, hand gestures, etc) were effective.
  - The presenter maintained a fluent engagement with the class that was not distracted by using guiding notes.

- (b) "Learning Climate"
  - The audience was effectively engaged.
  - The audience was effectively involved, such as in discussion or exercises, where appropriate.
- (c) "Presentation Aids"
  - Presentation aids were an integral part of the presentation.
  - The presentation aids effectively enhanced the overall presentation.
- (d) "Length requirements"
  - Presentation was within 95%-105% of the time requested.
  - Presentation had a no 'dragging out' to meet time requirements
  - If presentation was over time, this was not due to the presenter repeating themselves or labouring points excessively.
- (e) "Professionalism"
  - The presenter appeared organised and in control.
  - The presenter's appearance was appropriate for the someone presenting in the presentation environment
  - The presenter was able to operate presentation aids efficiently and effectively
  - The presenter could redirect the presentation if it was taken off track.