

Projects

PURPOSE

A project offers you the opportunity to carry out and take responsibility for an activity that is related to the subject matter that you are studying. The project is likely to be something that is meaningful in itself: it will enable you to apply your knowledge and understanding of the subject to an activity in a specific context or situation, requiring you to hone your skills of conceiving, contextualising, planning, executing and evaluating a project. The project may involve other people, and so may develop your aptitude for and skills of collaborative leadership.

CONTENT

Examples of projects include creating a piece of artwork, writing and producing a piece of theatre, participating in or leading an event such as a short-term mission, a worship service, a structured retreat, a process of change, the establishment of a new initiative such as a children's after school club, or regular visits to a care home.

Most projects will have one or more outputs directly associated with them, such as a piece of artwork, a dramatic sketch, an outline of a worship service, or notes of meetings. Many projects will also require a report or commentary, a presentation or a conversation with a tutor.

Although the exact details will vary from project to project, there are a number of stages that are likely to apply to many projects:

The project

1. Decide the focus and objective of the project and how it relates to the learning of the module, including your independent study and reading. This is likely to involve some engagement with relevant literature.
2. Articulate the scope of the project in relation to the assessment task: in other words, which aspects of the project will you be responsible for?
3. Plan the project, deciding how and when to involve stakeholders and, where appropriate, whether the project will be recorded in any way (audio, photographs, video).
4. Execute the project: this may involve a number of activities (planning meetings, the event itself, a debriefing meeting) or may be just one event or the production of one artefact.

The report / presentation / conversation

Write a report of the project, make a presentation or have a conversation drawing on the work done in steps 1 – 4. In order to do this you may need to:

1. Analyse the context of the project and how this shaped the project. This may also involve some engagement with relevant literature and / or some research.
2. Evaluate the project, deciding whether and how to involve others.

3. Reflect on the project: both theologically and on your own practice in executing the project.
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WHAT WE ARE LOOKING FOR

First and foremost, we are looking to see how your project demonstrates that you have met the relevant learning outcomes of the Module Outline. In particular we will be looking to answer the following questions (these may be adapted, depending on the nature of the project):

1. Did you have a clear, focused and realistic objective?
 2. Did you engage effectively with knowledge and understanding of theology and other relevant disciplines at an appropriate level for the module?
 3. What skills did the project call for and were they competently manifested?
 4. Was the project appropriately contextualised?
 5. Was the project well planned, prepared and executed?
 6. Does the reflection on practice demonstrate self-awareness and reflexivity?
 7. Is the theological reflection methodologically sound, theologically credible and experientially persuasive?
 8. Was the report / presentation of the project clearly and attractively presented?
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TECHNICAL MATTERS

For the tutor:

- Projects often offer an authentic 'real world' and/or creative opportunity to integrate learning with context. It is likely that supervision during the course of the project will be needed to guide and monitor the student's progress in identifying the scope and focus of the project and in its planning and execution. It may be helpful to use the planning stage as a means of formative assessment and feedback.
- The "length" of a project is not necessarily measured in the number of words for a written report on it, so it is important to monitor the size and scope of a project to ensure that it is commensurate for the module. Students should be given clear guidance as to what evidence from the project itself they are required to submit.
- Clear guidance about the format and contents of any additional written or oral component should also be given, as appropriate to the nature of the project. This needs to include to what extent they are being assessed in their own right, for example as a piece of critical reflection, and to what extent their aim is to help the tutor understand more about the understanding and skills displayed in the project itself.
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For the student:

In addition to executing the project itself, you are likely to hand in a further piece of written work or have an oral assessment to help you demonstrate how you have fulfilled the learning outcomes of the module. Your tutor will supply details of what you should hand in as part of the assignment and

of any oral components. Your tutor will also give information about how the different elements of the assignment will be marked and weighted: they may be looking at how you carried out the project, the outputs from it and/or your ability to report and reflect on what you did.

A report, commentary or presentation is likely to include:

- A concise but sufficiently detailed account of the context, purpose and content / execution of the project in relation to the subject of the module.
- A rationale for decisions that were made as part of the planning and execution of the project.
- A reflection on others' evaluation of the project (where appropriate).
- A critical theological reflection on the contextualisation of the project and what you learned from it.
- A reflection on your own practice in the different stages of the project, and how you might do things differently next time.
- A bibliography (if you are doing a presentation you may be asked to provide this in writing).

You may include an appendix containing, for example, photographs, audio or visual recordings, evaluations of the project by others, information about the context in which the project took place.

MARKING CRITERIA

The questions that your marker will be considering when assessing your work are as follows:

- How does your project demonstrate that you have acquired the knowledge, understanding and skills of the relevant learning outcomes of the module?
- To what standard have you fulfilled these? These standards – by which your work will be graded – are described in the **Assessment Criteria for Projects and Group Projects** for the level of your module. The criteria against which your work will be marked fall into three categories:

Knowledge and understanding: Is there evidence that you have a thorough and accurate understanding of the subject, and that you were able to use this effectively in your project and reflection?

Project process: Did the project have clear and realistic objectives?

Was the project well organised and planned?

Did your execution of the project demonstrate competence in appropriate skills?

Did you work appropriately and effectively with other people (if this was part of the project)?

Project report / commentary /
presentation (where required)

Have you reflected effectively in and / or on your
practice in the project?

Have you demonstrated relevant and robust
engagement with theology and other disciplines,
where appropriate?

Was your report clearly structured and well written,
with appropriate referencing, or your presentation well
structured and delivered?

