

Presentation Evaluation Rubric

GC Academy Limited | BA in Media and Communication | MQF Level 6

Purpose and approved use

This rubric evaluates oral presentations in the BA in Media and Communication. It assesses academic substance, use of visual evidence, communication and time management against the approved module brief. The Final Project framework later in this document addresses the integrated written work, project record and defence; it is not a presentation-only assessment.

Revision prepared 9 September 2026 | Institutional approval pending

Owner: Head of Institution. QA coordination: Head of Quality Assurance Office. The QA and Curriculum Committee reviews academic provisions; Academic Board approves material changes under A17 and A18. Approval reference and effective date: _____.

The general presentation scheme retains the original four criteria and 40 / 25 / 25 / 10 weights. The five rating bands align with the June Assessment Rubrics for Assignments and Case Studies and the revised rubric collection. The Head of Institution checks suitability for the actual task; any change of weights requires academic approval before release.

Assessment identification

Module title and code	_____	Student name or ID	_____
Task title and brief version	_____	Assessor and second marker	_____
Applicable scheme and component weight	General / Final Project Component weight: _____	Attempt number	1 Initial / 2 Resit / 3 Resit
Approved delivery mode and duration	Live / Recorded / Other: _____ Presentation: ____ Questions: ____	Presentation and submission dates	_____
Rubric version and release date	_____	Second academic design review	Name and date: _____
Head of Institution approval reference	_____	Approved adjustment reference	Restricted record / None: _____

Before the task is released

The educator maps the task to Section D3 outcomes, B20 programme outcomes and D11 assessment requirements. A suitably qualified second academic reviews the design wherever possible. The brief defines the question, audience, outputs, evidence, format, individual contribution, permitted resources and AI use, timing, marking and feedback arrangements. Students receive it and the rubric before assessed work begins.

Record approval, identity and access instructions, support, adjustments, disruption arrangements, resits and appeals. A six-minute limit applies only where the approved module brief specifies it. Final Project timing and mark allocations require their own approval. New details in the September 2026 programme revision are proposals until academically approved.

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General presentation rubric

Rate each criterion from 0 to 100. Bands: Excellent 85 to 100; Very good 70 to below 85; Good 60 to below 70; Pass 51 to below 60; Fail below 51. Record specific evidence and reasons. The criterion weights below apply only to the general presentation scheme.

Criterion	Weight	Direct evidence to assess	Performance descriptors	Score
G1 Content quality	40%	Accurate ideas, relevant theory and evidence; structured analysis, justified decisions and application. Include reasoning in answers and relevant ethical implications.	Excellent: Insightful analysis; justified independent conclusions. Very good: Clear critical reasoning and supported decisions. Good: Sound knowledge; analysis lacks some depth. Pass: Core ideas understood; sufficient basic reasoning. Fail: Key errors or insufficient academic analysis.	__ % __ /40
G2 Visual evidence and materials	25%	Relevant, readable slides or approved equivalent materials. Accurate charts, examples and sources clarify the argument. Assess explanation and accessibility, not decoration.	Excellent: Precise visual evidence strengthens the argument. Very good: Clear, relevant materials support the explanation. Good: Useful materials with some clutter or weak displays. Pass: Essential material is readable and relevant. Fail: Materials mislead or fail to support understanding.	__ % __ /25
G3 Presentation skills	25%	Clear explanation, suitable pace and audience engagement; intelligible responses to questions where required. Apply approved adjustments; judge communication rather than personality.	Excellent: Precise, engaging and responsive communication. Very good: Clear delivery and effective audience interaction. Good: Understandable delivery; pace or responses uneven. Pass: Meaning is clear enough; basic interaction adequate. Fail: Delivery or responses prevent understanding.	__ % __ /25
G4 Time management	10%	Cover essential points within the approved time and adjustments. Distinguish presentation, questions and verified technical interruption; use only published timing rules.	Excellent: Purposeful timing and effective coverage. Very good: Well-balanced timing; coverage remains clear. Good: Adequate timing with some uneven coverage. Pass: Core points covered despite uneven allocation. Fail: Poor time use prevents required coverage.	__ % __ /10

Weighted points = rating x criterion weight / 100. Sum the four scores for a mark out of 100. A rating of 80 for G1 contributes 32 points. Judge academic reasoning under G1 and communication under G3; explain the boundaries to avoid double penalties. Record any authorised rounding rule; no new time deduction, mark cap or compensation rule is created.

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Learning outcome evidence and result

Complete the first three columns before release and the final column during marking. Use exact module outcome codes and wording from D3, relevant PLOs from B20 and task evidence from D11. Identify G1–G4 for a general presentation or FP1–FP7 for the Final Project. Add rows as needed; map only outcomes actually assessed.

Module outcome and contributing PLO	Task part and required individual evidence	Rubric criterion and expected standard	Work or performance reference and reasoned judgement

For a general presentation, G1 addresses knowledge, analysis and application; G2 visual evidence; G3 oral communication and relevant listening; G4 purposeful time use. Record observation notes, question-and-answer evidence and, where authorised, recording timestamps. Slides or attendance alone do not demonstrate oral performance. Group work requires attributable individual evidence.

Record “Achieved”, “Partly demonstrated” or “Not demonstrated”, with the evidence and reason. A high total, polished slides or fluent delivery does not prove every learning outcome. Insufficient academic evidence is referred for review under A18 before validation. This rubric introduces no additional numerical outcome threshold.

First marker total	____ /100	Component pass requirement	51%
Second marker total	____ /100	Agreed moderated total	____ /100
Board of Examiners validated result	____ /100 Pass / Fail	Validation date and reference	_____
Status at feedback release	Provisional / Validated / Case pending	Remaining formal attempts	____ of three total
Reassessment or approved deferral	Decision / date / reference: _____	Authorised rounding or amendment	Rule / authority / calculation: _____

The 51% pass requirement applies to each assessment component, not every rubric criterion. For a 40% presentation component, a presentation mark of 70 contributes 28 module points; the separate 60% written component must also achieve 51%. The Final Project remains one combined 100% assessment. LMS activity and student confidence provide context, not proof of attainment.

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Final Project criterion framework and approval

Module 30 is the 12-ECTS individual capstone in semester 6. Its case study, project record and oral defence form one combined assessment worth 100%. This framework specifies the required academic domains; the supervisor, second assessor and external contributor inform the final task-specific rubric under A18.

Before release, Academic Board approves the criterion maximum points, summing to 100, and confirms the evidence and performance standards through the QA and Curriculum Committee. Blank allocations below are not an operative marking scheme. Do not import the general 40/25/25/10 weights or infer a separate written/oral percentage.

Criterion	Evidence and expected threshold performance	Approved maximum points	First marker points	Second marker points
FP1 Research focus and design	A coherent media or communication problem, relevant aims and a feasible, justified research or creative approach; the defence explains the choices.	_____	_____	_____
FP2 Theory and evidence	Accurate, relevant theory and credible sources or data support the project; evidence is attributed and its limitations are recognised.	_____	_____	_____
FP3 Analysis and application	Reasoned analysis evaluates alternatives and supports conclusions, practical implications or feasible recommendations in the relevant context.	_____	_____	_____
FP4 Method and ethical judgement	Methods are executed and explained coherently; data or material is handled appropriately and relevant ethical decisions are justified.	_____	_____	_____
FP5 Originality and independence	The project shows the student's own contribution, responsible decisions and critical reflection on limitations, development and learning.	_____	_____	_____
FP6 Structure and communication	Written and visual work is coherent and accurate; the presentation communicates the research and findings clearly to the intended audience.	_____	_____	_____
FP7 Defence and ownership	Individual answers explain and defend the work, respond to challenge and distinguish justified conclusions from uncertainty.	_____	_____	_____

Approved maximum points total: ____/100. Academic Board reference/date: _____. Final rubric version and release date: _____.
First and second totals, moderated recommendation and validation are recorded in the result form.

Apply the approved five-band scale to each domain: sufficient evidence meets the threshold; stronger ratings reflect increasing depth, precision, critical judgement and independence; insufficient evidence is below threshold. Final descriptors are calibrated to the actual project brief before release. A criterion rating is converted to points using its approved maximum.

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Presentation and defence procedures

Preparation. The Head of Institution confirms qualified assessors, declared conflicts and the approved brief, criteria, schedule and access arrangements. For the Final Project, the supervisor supports topic, method, ethics and milestones through at least three scheduled consultations; advice supports independent work. The current programme revision proposes a 15-minute presentation followed by up to 15 minutes of questioning. These timings require approval before publication.

Conduct. Explain identity checks, permitted materials, platform access, recording arrangements, technical support and approved adjustments before the session. Assessors observe the student’s performance and use fair, relevant questions to test understanding, reasoning and ownership. A recording is retained only where authorised under the applicable privacy arrangements; otherwise retain sufficiently detailed observation and response notes.

Fair participation. An approved group presentation identifies each student’s contribution and individual questions or other attributable evidence. Do not infer achievement from a shared slide deck or peer rating. Assess communication against the outcomes and agreed adjustments, rather than confidence or eye contact alone. Document technical interruptions, their timing and impact; the published mitigating-circumstances procedure governs any continuation or rescheduling.

Questioning and performance record

Student and session reference	Question or theme and response evidence	Criterion / outcome and academic observation

Record participants, submitted slide/project versions, presentation and questioning times, material questions and answers, observation or recording references, adjustments and incidents. Add rows or link a secure continuation record as needed. These records support independent marking and moderation; they do not substitute for the student’s work.

Internal and external responsibilities

For each Final Project, the supervisor and a second qualified academic record independent judgements. External academic input reviews the brief, rubric and standards and moderates the required work sample under A18. Year-2 appointments precede the normal semester-6 assessment; any earlier design-review contributor and remit are identified separately. Professional experts may advise on practical relevance; academic assessment duties require suitable competence.

The external sample includes near-fail work, work relevant to appeals and a random 10% of Final Projects, rounded upward to at least one when projects exist. Academic Board defines the near-fail range and any additional coverage. Retain selection, reports and the Academy’s response; complete required external moderation before validation. External review is separate from independent appeal adjudication, and GC Academy retains academic responsibility.

Defence answers inform FP1–FP7. Judge methodological quality under FP1/FP4 and the response to challenge under FP7 without duplicating penalties. Map written, project-record and oral evidence to the relevant outcomes.

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Feedback, moderation and record completion

Feedback is provided within 10 working days of submission under A18. The brief defines the presentation and submission schedule and the feedback due date. Explain strengths, criterion and outcome gaps and practical next steps; clearly identify provisional results. The Head of Institution monitors delays, arranges cover or corrective action and ensures an explanation and revised date are communicated.

Feedback area	Assessor comments linked to criteria and performance
Academic strengths and evidence	
Reasoning, communication and outcome gaps	
Feedforward and reassessment guidance where applicable	

Final summative work receives second marking and moderation by a qualified academic other than the first marker. Retain both independent judgements, criterion reasons and the evidence-based resolution of differences. Unresolved differences go to an additional unconflicted academic designated by the Head of Institution and then to the Board of Examiners for validation. No grade is altered through an undocumented compromise.

For the Final Project, the moderated recommendation takes account of the required external review. The record identifies reviewer input, the institutional response and action. The Board of Examiners validates the result on the complete record; administration records and communicates the authorised outcome and appeal route.

Three total formal opportunities apply: the initial attempt and up to two resits or resubmissions. Formative practice is excluded; return to study does not reset attempts. Apply equivalent outcomes and standards in reassessment. Integrity concerns follow A4 and the existing AI and Generative AI Guidance for Staff and Students. A detection flag is not a misconduct finding or automatic mark penalty; independent appeals follow A16 and A17.

Record or responsibility	Name, date and evidence reference
First marker and feedback release	
Second marker and moderation outcome	
External review or case referral where applicable	
Board of Examiners validation and student notification	

Retain the brief, rubric, outcome mapping, submitted materials, individual performance evidence, marks and amendment history, feedback, moderation, attempts, case decisions and validation securely under A25. Module review analyses criterion and outcome findings; A18 and the Quality Enhancement Log track decisions, actions and their effect. Actual appointments, reviews and results are recorded only when they occur.