

## Team Members Form

Complete this form and talk about the answers so that your team can get to know each other better. Hand in this form at the end of the session so that the course director can get to know you as more than a face and a name.

<b>Team Number and Name</b> (choose your Team Name)	
<b>Your preferred name</b> (with last name and pronunciation if helpful)	<b>A little known fact about yourself</b>

## Skills Inventory Form

Complete this form to identify the diverse abilities and knowledge that team members have to offer the group. Start thinking about how you might harness these for the success of your team.

<b>Your Name</b>	<b>Particular skills, perspectives and talents you have to offer the group</b>

## Team Norms Form: Option 1

<b>Team number:</b>	<b>Team name:</b>	
<b>Presentation topic</b> (to be completed at time of presentation):		
<b>Assessment criteria:</b> To be negotiated within each group during the first session. Remember that different people have different skills. Aim to support all members' participation in the team learning activities.		
<b>We agree that satisfactory contribution to teamwork means:</b> 1.		
2.		
3.		
4.		
<b>Name</b> (complete in first session)	<b>Email</b> (complete in first session)	<b>Satis/Unsatis</b> (complete after presentation)
1.		
2.		
3.		
4.		
5.		

Each team member should complete their own copy of this form during the first teamwork session. The presentation topic and satisfactory/unsatisfactory evaluations of performance should be left blank until the presentation sessions.

Submit a separate, completed copy of this form to the course director at the first session. The course director will review the assessment criteria and discuss these with the team if needed.

Each team member should bring their partially completed forms to the presentation sessions. Each team member will finalise their form with the presentation topic and assessments of team members' performances, then submit this to the course director.

## Team Norms Form: Option 2

Complete this form to establish agreed performance expectations for your team.

<b>We agree that satisfactory contribution to teamwork means:</b>	
1.	
2.	
3.	
4.	
5.	
6.	
Name	Email
1.	
2.	
3.	
4.	
5.	

## SMART Goals Form

This form will be completed to establish SMART goals for completion of the team presentation assessment task.

<b>Team number and name</b>	
<b>SMART goals:</b>	
1.	
2.	
3.	
4.	
<b>Names of team members establishing SMART goals:</b>	
1.	
2.	
3.	
4.	
5.	
<b>Peer feedback on SMART goals:</b>	



## Team Presentation Assessment Task

You will form groups of up to five members and create a case study that allows you to critically analyse a veterinary workplace situation using theoretical principles of professional practice. The time for the presentation is ten minutes. Each presentation must be supported by a handout listing the sources cited during the presentation. Each team will provide detailed feedback on the performance of one other team. Each team member will also provide an internal evaluation of their own and each of their fellow team members' contributions to success in the team presentation task (*linked to Option 1 for Team Norms form*). This assessment is worth 20% of the final mark for this course.

The presentation is to be aimed at an audience of veterinary colleagues who did not learn anything formally about your chosen topic during University. The presenting team must explain the situation at the centre of the case study they have created, explain the theoretical principles of professional practice that apply to the incident, critically analyse the situation against these principles, and suggest ways that these principles could be applied to more effectively address a similar situation in the future.

Team presentations will be assessed against four criteria as follows:

1. Clear, coherent explanation of the situation at the centre of the case study
2. Coherent explanation, clear relevance and appropriate citation of theoretical principles of veterinary professional practice used to analyse the case study
3. Clear, coherent explanation of how relevant theoretical principles of professional practice could be applied to more effectively address a similar situation in the future
4. Interesting, engaging and creative oral presentation demonstrating effective organisation and teamwork. All team members are expected to be involved in the presentation. Creativity can be demonstrated in three main ways:
  1. Creative selection of the theoretical principles highlighted the presentation
  2. Creative selection of the case study to illustrate the theoretical principles you have chosen to highlight
  3. Creative presentation format

The assessment of each team's presentation is based on a combination of (self), peer and staff assessment. This has two components:

**1) Peer and self assessment of members' contribution** (*Linked to Option 1 for Team Norms Form*)

During their first meeting each team will negotiate criteria for self and peer assessment of the teamwork process for the presentation. Agreement will be reached on four criteria against which individuals' contribution to the team will be assessed. At the time of the presentation, team members will provide anonymous peer and self assessment of each individual's contribution. Each individual's contribution to the teams' function and performance will be graded as satisfactory or unsatisfactory against the agreed set of criteria. Where individuals are judged to have made a less than satisfactory contribution by themselves or their peers, they will receive 10% off the team's final mark for each 'unsatisfactory' rating they receive, following discussion with team members and the course director.

**2) Peer and staff assessment and feedback on the team's presentation**

The year cohort will be divided into two for the presentation sessions, such that each team will present to approximately half the year. All students are expected to actively participate in the assessment of all presentations made by all teams in their half year group. This means that all students will need to bring their Handbook to the team presentation sessions. Half of the final mark for the presenting team will arise from the average of the marks given by the assessing teams, and the remaining half will be the mark given by a staff assessor. Each team will also provide detailed feedback on the performance of one other team. Agreed marks and feedback will be written on a Team Presentation Peer Assessment Form that will be collected at the end of the presentation sessions. The Team Presentation Peer Assessment Form submitted by each team must be accompanied by a signed cover sheet verifying all team members' agreement with the final marks and feedback given by their team. An anonymous summary of the personalised feedback given to the presenting group by staff and peers will be made available after the presentation sessions have been completed.