



**Prifysgol Cymru**

Y Drindod Dewi Sant

**University of Wales**

Trinity Saint David

*Trawsnewid Addysg, Trawsnewid Bywydau*  
*Transforming Education, Transforming Lives*

ECSO5002

# Experiential Placement: Becoming a Reflective Practitioner

## Presentation Workshop



[www.uwtsd.ac.uk](http://www.uwtsd.ac.uk)



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

### Session Aims:

- Unpacking assessment 2
- Presentation skills (Transferable)
- Presentation skills (In Practice)
- Developing Research skills
- 



# Assessment 2

|                             |                                                                                                                                          |                                                                 |                                               |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------|
| <b>Assignment Title:</b>    | <b>Assessment 2</b><br><b>For an organisation of your choice identify the role that reflective practice plays in improving services.</b> | <b>Word count (or equivalent):</b>                              | <b>Seminar Presentation Minutes</b> <b>20</b> |
| <b>Submission deadline:</b> | <b>24 Apr 2024</b>                                                                                                                       | <b>Return date of provisional marks &amp; written feedback:</b> | <b>22 May 2024</b>                            |

# Assessment 2 – Unpacked

- The Cambridge Dictionary (2023) Describes an organisation as:
  - a group of people who work together in an organized way for a shared purpose
- This submission is asking you to find an organisation and identify the role that reflective practice plays within that job role.

# Considerations

- **MACRO**
  - The overarching concept of reflective practice
    - What is it?
      - So What?
- **MESO**
  - The legislation/ Theory that supports reflective practice within organisations
    - Why is it important?
      - So What?
- **MICRO**
  - Example in practice i.e. the organisation of your choice
    - What is it?
    - Why is it important within that field to implement reflective practice
    - What policies do they implement within the organisation of choice?
    - So What?



# Seminar Presentation - Exemplar

- [Working for us – Mind](#)
- [How Mind, the UK's Leading Mental Health Charity, Approaches Line Managing Mental Health of Its Own People - make a difference - workplace culture, mental health, wellbeing](#)

## Wellbeing

We value lived experience of mental health problems, and prioritise mental wellbeing at work. We offer an Employee Assistance Programme (EAP) and access to reflective practice.



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

# Presentation skills (Transferable)

# Planning your presentation

- **Three main focus points**

- The more you plan your presentation, the more confidence you will have in the information you are delivering. You need to consider three things throughout this process: topic, time limit, and audience.

## 1. Your topic

- Your topic is what your presentation should be about.
- This seems obvious, but unless you keep a clear idea of the message you are trying to convey, it's easy to go off on a tangent. You will then lose the clarity of your presentation.

## 2. Your time limit

- Again, this seems obvious, but you will be kept to time and you need to prepare for this.
- If you're asked to deliver a short presentation, keep this in mind as you do your background research, to avoid doing unnecessary amounts of reading. You only have a certain amount of time you can spend on your preparation, so make sure you use your time wisely.

## 3. Your audience

- Your audience is key to how you deliver your presentation.
- You need to consider what they already know, what they need to know, and the type of language that is appropriate for your delivery.

# Structure

- Unlike a written piece of work, an audience only gets one chance to engage with the content of a presentation.
- With this in mind, your presentation should follow a very simple structure of reinforcement:
  - Tell your audience what you are going to tell them.
  - Tell them.
  - Tell them again what you told them.
- This may sound repetitive, but that's exactly what you want: to repeat the key points so that they are clear to your audience and provide a take-home message.
- Having a clear structure not only helps your audience to follow your presentation but helps you to keep track of what it is you are trying to explain.



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

# Developing Research Skills

# Start Broad, then dive into the specifics

- Researching is a big task, so it can be overwhelming to know where to start—there's nothing wrong with a basic internet search to get you started.
- Online resources like Google and Wikipedia, while not always accurate, are a great way to orient yourself in a topic, since they usually give a basic overview with a brief history and any key points.

# Learn how to recognise a quality source

- Not every source is reliable, so it's crucial that you can recognize the good sources from the not-so-good ones.
- To determine a reliable source, you'll need to use your analytical skills and critical thinking, and ask yourself the following questions:
  - Does this source agree with other sources I have found?
  - Is the author an expert in the field?
  - Does the author's point of view have a conflict of interest regarding this topic?

# Verify information from several sources

- The internet is a big place, and, for the most part, anyone can say whatever they want online—many websites don't evaluate their content for factual accuracy.
- This means that there are plenty of unreliable resources out there, and even many that are outright incorrect.
- The best way to combat this is to make sure that whatever you find in your research, several different sources can verify that it is true.
- Rather than going off of one webpage, make sure that at least two other places say something similar.
- Consider information from books, and align them to the online journal articles that you

# Be open to Surprising answers

- Good research is all about finding answers to your research questions—not necessarily as a way to verify what you already think you know.
- Solely looking for confirmation is a very limiting research strategy, since it involves picking and choosing what information to collect and prevents you from developing the most accurate understanding of the topic.
- When you conduct research, make sure to keep an open mind so that you can learn as deeply as possible.

# Stay Organised

- During the data collection process, you'll be seeing a huge amount of information, from webpages to PDFs to videos.
- It's vital that you keep all of this information organized in some way to prevent yourself from losing something or not being able to cite something properly.
- There are plenty of ways to keep your research project organized, but here are a few common ones:
  - Bookmarks in your Internet browser, index cards, and an annotated bibliography that you keep updated as you go.
  - Post it's are also useful in books (remember to take them out before returning to the library)



Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David

# Presentation skills (In Practice)



# Presentation skills (in practice)

- Today is about growing your confidence, you have all delivered presentations, some find it easy, others find it hard, so,
- Choose a partner,
- Create a presentation using the skills that you know, and the tips that you have been given today.
- Present your presentation to the group.
- The first aim of this task is to gain feedback from your peers, with emphasis on supporting your peers to promote ideas and confidence
- The second aim of this task is to have fun, there is no marking, no pressure, just constructive feedback.