| **CRITERION** | **100-80**  **Excellent** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Fail** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A. KNOWLEDGE & UNDERSTANDING** | | | | | | | |
| **1. Knowledge and application of subject and theories** | Knowledge and understanding of theory are very detailed and beyond what has been taught. Demonstrates a coherent understanding of the limits of subject specific theories throughout the work. Approach to assessment task is appropriately and theoretically informed. | Demonstrates an extensive, accurate, systematic understanding of the subject and a range of key theories. Appropriately selected theoretical knowledge is synergised into the overall assessment task. | Shows a good systematic and accurate understanding of key subject-specific theories, which are appropriately integrated within the context of the assessment task. | Sound descriptive knowledge of key theories with appropriate application; may be balanced towards the descriptive rather than the critical or analytical. | Selection of theory is satisfactory, and terminology, facts and concepts are handled accurately, but application and/or understanding is generalised. | In this assignment some of the theories presented are not appropriate. Terminology, facts, and concepts are presented inaccurately and/or with omissions in key areas. The application and/or understanding demonstrated is limited. | In this assignment there is a lack of relevant subject-specific theory. |
| **2. Information gathering/ processing** | Uses initiative to seek out new sources of information, evaluates their validity against a range of relevant information and synthesises and evaluates their validity comprehensively. | Selects a broad range of highly relevant information. Demonstrates a developing understanding of the complexity of the information and processes it comprehensively. | Selects appropriate information and processes it thoroughly with some critical evaluation. | Selects appropriate information and evaluates and comments on it with some critical evaluation, includes some readings beyond the set range. | Selects generally appropriate research and primary sources and shows ability to comment on them adequately. | The selection of sources/data here is not appropriate to the task and there are not enough evidenced evaluations of readings and research to support the work. | The selection of sources/data here is not appropriate to the task and the evidence gathered is not evaluated systematically. |
| **3. Evaluation of process and the quality of information / data developed** | Evaluates complex information and/or data and the inquiry process perceptively using appropriate criteria that are largely original/self-determined. | Evaluates complex information and/or data and the inquiry process perceptively using appropriate criteria some of which may be self-determined. | Effectively and thoughtfully evaluates information and/or data and the inquiry process, including critique of the techniques used. | Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. | Shows basic evaluation of the inquiry methodology and information and/or data generated. | In this submission, evaluation of process and the information and/or data is incomplete. | The work shows limited or no evaluation of either process or outcomes. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **B. COGNITIVE SKILLS** | | | | | | | |
| **4. Quality of sources used** | Impressive use of primary sources, in conjunction with high quality secondary sources. Work draws upon current research and/ or advanced scholarship. | Significant use of primary sources in conjunction with high quality secondary sources. Work draws upon current research and/ or advanced scholarship. | Work uses a balanced combination of primary and high quality secondary sources. | Work makes sound use of primary sources but is generally reliant on secondary sources. | Work mostly relies on set secondary sources. Use of primary sources limited and does not extend beyond set sources. | Work draws on some set secondary sources, but also relies on inappropriate sources. Hardly any use of primary sources. | The submission is based on unreliable and/ or inappropriate sources. |
| **5. Referencing** | Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present. | Sources of information are acknowledged and integration between text and reference list is mainly effective. Attempts to follow systematic approach, appropriate to the discipline. Elements of individual references are generally complete. | Some sources of information acknowledged but links between text and reference list are unclear. Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent. | Little or no acknowledgement of sources of information in text and/or reference list in this submission. |
| **6. Clarity of objectives and focus of work** | This work defines appropriate objectives in detail and addresses them logically, coherently, comprehensively and with creativity, showing some sophisticated interpretation of complex ideas. | This work defines appropriate objectives in detail and addresses them logically, and coherently, interpreting complex ideas clearly. | This work defines appropriate objectives and addresses them coherently and logically throughout the work while engaging with complex ideas. | This work outlines appropriate objectives and addresses them in a logical and coherent manner which gives a focus to the work with some engagement with complex ideas. | This work uses generalised objectives to provide adequate but limited focus to the work. Overall, logical, and coherent but with limited engagement with complex ideas. | In this piece of work objectives are not appropriate and/or clearly identified – focus is not logical or coherent. | In this piece of work no objectives are identified, and the submission lacks focus and coherence. |
| **7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)** | Methodology selected is effective and appropriate to the aims of the task enabling successful and efficient collection and recording of complex data. The rationale for choosing this methodology from several methodologies is self-determined and convincingly explored. | Methodology selected is effective and appropriate to the aims of the task enabling effective collection of complex data. The rationale for choosing this methodology from several methodologies is convincingly explored. | Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones. | Methodology used is appropriate to the task and the rationale offered refers to established guidance. | Methodology used is appropriate to the task and brief rationale offered refers to established guidance. | In this piece of work the choice of methodology and relationship to information and/or data being collected is confused and confusing. | In this piece of work the issue of methodology is not addressed and/or an inappropriate methodology is selected. There is little evidence of how planning was used to complete the task. |
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| **B. COGNITIVE SKILLS continued** | | | | | | | |
| **8. Analysis** | Demonstrates outstanding grasp of relevant analytic techniques, and the ability to apply these to new and/or abstract information and situations. Shows an exceptional appreciation (for this level) of the limits and/or appropriate uses of analytic approaches. | Makes excellent use of a range of relevant analytic techniques and applies these to new and/or abstract information and situations. Shows well developed ability to compare critically alternative theories and/or analytic approaches (where relevant). | Makes effective use of established techniques of analysis relevant to the discipline. Shows developing ability to compare with some insight alternative theories and/or analytic approaches (where relevant). | Makes consistent, albeit conventional, use of established techniques of analysis, relevant to the discipline. | Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline. | The submission includes analysis, but the analysis is ineffective and/or uninformed by key disciplinary techniques. | This submission does not contain effective analysis and does not yet engage with key disciplinary techniques. |
| **9. Conclusions** | Conclusions coherent, well developed and show some originality. They form an integrated part of well-substantiated overall arguments and/or discussion, reflecting commanding grasp of a wide range of theory and/or evidence and/or literature and appropriate forms of conceptualisation. Demonstrates sophisticated critical insight and interpretation of complex matters and ideas | Conclusions are coherent, well developed, analytical, and show some sophisticated insights. They are systematic and thoroughly grounded in a wide range of theory and/or evidence and/or literature and use appropriate forms of conceptualisation, forming an integrated part of well-substantiated overall arguments and/or discussion. Demonstrates development of sophisticated critical insight and interpretation of complex matters and ideas | Conclusions show development of critical insight and relate clearly and logically to substantiated arguments based on a wide range of sources of evidence and/or theory and/or literature. A range of views and information are critically evaluated and synthesised and there is perceptive interpretation of complex matters and ideas. | Logical and evidenced conclusions are drawn from evaluation of a range of sources of evidence and/or theory and/or literature. Shows the ability to consider and evaluate a range of views and to explain complex matters and ideas clearly. | Adequate conclusions are drawn which are derived from understanding of evidence and/or theory and/or literature. Shows the ability to consider alternative views and explain complex matters and ideas. | The work demonstrates limited or inaccurate understanding of the evidence and does not draw together arguments effectively. | The work either lacks a conclusion or presents an unsubstantiated and/or invalid conclusion. |
| **10. Initiative (taking action, independence)** | Shows a creative and independent approach to achieving goals in a manner appropriate to situation(s), If in a group setting, shows appreciation of the needs and views of others. | Uses imagination to assess the needs of a situation and take independent actions to achieve goals effectively. If in a group setting, takes account of the needs and views of others with some sensitivity. | Effectively assesses the needs of a situation and takes independent action necessary to consistently achieve goals. If in a group setting, shows awareness of the needs and views of others. | Assesses needs of a situation and acts towards achieving goals. If in a group setting, generally shows awareness of the needs and views of others. | Where goals and methods are defined, will undertake tasks requiring some independence. If in a group setting, shows some development of awareness of the needs and views of others. | In this assignment, limited ability has been demonstrated to undertake tasks beyond those prescribed. If in a group setting, the needs and views of others have not been meaningfully considered. | In this assignment, ability to undertake prescribed tasks has been demonstrated, but independent tasks are not attempted. If in a group setting, the needs and views of others have not been considered. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **B. COGNITIVE SKILLS continued** | | | | | | | |
| **11. Decision making** | Uses a range of appropriate information, exercising autonomy and initiative when exploring options. Makes clear decisions which give due weight to alternatives in complex or unpredictable circumstances. | Uses a range of appropriate information to evaluate options and applies clear criteria to demonstrate reasons for final decision in complex or unpredictable circumstances. | Consistently uses appropriate information to evaluate options. Selection of final outcome clearly derived from evaluation with insight in complex or unpredictable circumstances. | Uses available information to evaluate feasible options and consistently solve complex problems. Final decision is clear and linked to evaluation showing ability to make decisions in complex or unpredictable circumstances. | Recognises benefits and disadvantages of feasible options and provides limited rationale for final decision. Shows ability to make decisions in complex or unpredictable circumstances. | Here, the rationale behind the final choice is unclear or untenable. This work shows limited evidence of the student’s ability to make decisions in complex and unpredictable circumstances. | Here, the final choice is unclear or absent. In this work the student has not demonstrated ability to make decisions in complex and unpredictable circumstances. |
| **C. PRACTICAL SKILLS** | | | | | | | |
| **12. Creative process** | Demonstrates strikingly innovative creative imagination to create a piece of work/performance art which reaches near level 6 standards in its application of creative methods and techniques, resulting in material which is consummately well-crafted. | Creative work shows highly developed technique in the service of a lively imagination. Processes involved are handled with assurance to achieve innovative results. Personal style has developed successfully in work which builds on models with originality and style. | Creative work shows well-developed imagination and technique. Processes involved are manipulated to achieve creative results.  Builds on models and moulds influences with originality and shows distinctive personal style in development. | Creative works shows imagination and technique. Processes involved have creative application and outcomes. A developing personal style is evident at times in work which shows some original application and adaptation of models. | Creative work shows a basic level of imagination and technique. Processes involved have some creative outcomes. Personal style is lacking, in favour of work which is derivative in origin. | This work contains undeveloped ideas and/or little creativity or skill/technique. Minimal personal style and little insight into effective working processes are demonstrated here. | In this piece of work skills and techniques are undeveloped. Creativity or innovation are not evidenced here. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **C. PRACTICAL SKILLS continued** | | | | | | | |
| **13. Performance** | Compelling, communicative, and precise performance demonstrating near-professional level of authority, thorough awareness of style, proficiency in technical and interpretative issues. Improvisations are imaginative, creative, and stylistically assured. Accurate, flexible, focused, well-rehearsed, convincing, and precise performance. Stage craft presentation nearly suitable for professional performance. | Highly focused, convincing performance demonstrating communication, commitment, and thorough understanding of style with careful attention to detail, displaying a high level of technical ability and interpretive skills. Improvised passages are creative, stylistically assured and considered. Performance well prepared, assured and persuasive. Stage craft presentation of a very high standard. | Focussed performance demonstrating communication, commitment and a thorough understanding of the style with careful attention to detail, displaying a high level of technical ability. Improvisation is stylistically correct and considered. Performance well- prepared and/or rehearsed, assured, and focussed. Stage craft presentation of a high standard. | Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a good level of technical ability. Improvised passages show a sound understanding of style. Well-rehearsed. Stage craft presentation of a good standard. | Performance that demonstrates communication, commitment and understanding of the genre. Attention to detail and technical ability are basic but competent. Improvised passages show some understanding of style. Lacks confidence and stage conduct requires further development. | Performance in which communication, commitment and style are limited by struggles with technical control. Improvised passages show poor understanding of the style and may be inappropriate. Performance is under-rehearsed and unconvincing and stage conduct is barely addressed. | Performance in which fluency and focus are severely limited by a lack of technical control. Improvised passages do not yet show understanding of style/genre or conventions of performance here. This performance is under-rehearsed, lacking in confidence and stage conduct is inappropriate, and /or unacceptable. |
| **14. Form and content in a practical context** | Demonstrates a well-developed ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles more widely. Clear awareness of and some ability to experiment with conventional forms. Work shows clear evidence of intellectual rigour and/or creativity. Technically and professionally competent throughout. | Demonstrates some ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Work shows clear evidence of intellectual rigour and/or creativity. Experiments with conventional forms. Technically and professionally competent. | Work evidences some ability in critically relating theory to practice. Demonstrates developing ability to analyse, synthesise and experiment with relationships between form and content. Good evidence of creativity. Generally, technically and professionally competent in most respects. | Work evidences some awareness of the relationship between theory and practice. Work tends to be conventional but shows ability to relate form and content. Some aspects of creativity present. Structure and content are relevant and approaching technical and professional competence throughout. | Work shows evidence of an appropriate relationship between form and content. Moderate degree of technical and professional competence. Some presence of creativity. | Work shows little or no evidence of an understanding of the relationship between form and content. Lacks creativity and is technically poor. | The work has not addressed the brief in a way that shows understanding of the relationship between form and content. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **D. TRANSFERABLE SKILLS** | | | | | | | |
| **15. Communication and presentation (appropriate to discipline)** | Exceptional communication which demonstrates a comprehensive and sophisticated understanding of the discipline. | Accomplished communication which demonstrates a particularly good understanding of the discipline. | Very good and thorough communication in a format appropriate to the discipline. | Effective communication in a format appropriate to the discipline. | Clear communication and in a format which shows awareness of the discipline’s academic style. | Here the communication is unstructured and unfocused and/or in a format not appropriate to the discipline. | Here the communication is disorganised and/or incoherent and does not show understanding of the discipline’s academic style. |
| **16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)** | Excellent writing control, appropriate to assignment, which enhances the argument. grammar, spelling, and numeracy are flawlessly accurate. | Accomplished writing style appropriate to the assignment. grammar, spelling, and numeracy are almost always accurate. | Fluent writing style; use of language fluent, nuanced, and expressive. grammar, spelling, and numeracy mainly accurate. | Language is clear, consistent, and conveys nuances. grammar, spelling and/or numeracy is mainly accurate with some errors. | Understandable and clear writing style, but accuracy of spelling, punctuation, grammar and numeracy need to be improved. Errors which detract from the argument. | In this piece of work the meaning is often unclear with frequent errors in grammar, spelling, and or numeracy. | In this piece of work, the meaning is unclear throughout. Errors in spelling, grammar, punctuation and/or numeracy make interpretation challenging for an assessor. |
| **17. Digital skills** | Excellent use of a range of appropriate digital technologies to enhance the work, showing sophisticated digital literacy and originality/initiative of approach. | A range of digital technologies are used accurately and discerningly to enhance the work, demonstrating excellent digital literacy. | A range of appropriate digital technologies are used accurately to enhance the work, showing good digital literacy. | Appropriate digital technologies are used accurately to enhance the work, showing digital literacy. | Understandable and clear work with use of appropriate digital technologies but errors which detract from digital literacy. | Some appropriate digital technologies are used but overall digital literacy is poor. | Digital technologies are not used appropriately; digital literacy not demonstrated. |
| **18. Presentation (visual)** | Exceptional presentation for level 5 with strong visual impact which enhances the message. | Message is presented sophisticatedly and creatively with visual impact. | Presentation is effective and has good visual effect with creativity. | Presentation has a sound structure and visual impact with some creativity. | Visual aspect and/or structure of presentation is adequate with limited creativity. | Presented in a disorganised manner. Lacks appropriate support from visual tools. | Presentation is disorganised and/or incoherent and/or medium is non-visual. |
| **19. Presentation (oral)** | Presentation is exceptional for level 5, well structured, imaginative, and thoroughly engaging. Audibility and pace are appropriate to audience and used with excellent effect to enhance the presentation. | Presentation is very well structured, creative, and engaging. Audibility and pace are effective in engaging the audience. | Well-structured and addressed effectively to audience. Pace and audibility are excellent. | Presentation has a sound structure. Pace and audibility are effective. | Pace, audibility and/or structure of presentation are adequate. | Delivery is disorganised and/or pace and audibility is poor. | Presentation is not understandable and/or inaudible and/or not an oral presentation. |
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| **D. TRANSFERABLE SKILLS continued** | | | | | | | |
| **20. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)** | Demonstrates a flexible, and advanced approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives. | Uses a range of networking skills effectively within a learning or professional group. Demonstrates leadership skills. Negotiates and handles conflict very well seeking to establish relationships which serve the group needs. | Interaction within a learning group demonstrates value, giving and receiving information and ideas and modifying responses where appropriate with some understanding of leadership roles. | Meets obligations to others (tutors and/or peers) providing constructive contributions to support shared objectives. Recognises and assesses alternative options. | Uses basic interactive skills appropriately to usefully contribute to the group aims. | In this assignment there was either a tendency to avoid working with others or contributions to this group activity were not effective or constructive. | In this assignment there was either a lack of contributions to the group or the contributions made were unconstructive and made it harder for the group to achieve their aims. |
| **21. Self-presentation / interpersonal skills** | Creative and confident self-presentation and excellent interpersonal skills allow very effective management of the situation in a manner appropriate to the setting. | Adopts a confident style of self-presentation, employing very good interpersonal skills consistent with the individual’s aims and appropriate to the setting. | Demonstrates confidence and competence in their chosen style of presentation and interpersonal skills. The approach adopted is appropriate to the setting. | Can adopt both a formal and informal style and uses basic interpersonal skills appropriately and consistently. | Demonstrates an ability to adopt both a formal and informal style using basic interpersonal skills but does not always match the needs of the situation appropriately. | Demonstrates some self-awareness and/or interpersonal skills but at several key moments the skills deployed did not match the needs of the situation. | In this work self-awareness and appropriate interpersonal skills were not matched to the needs of the situation. |
| **22. Time management / self-management** | Meets deadlines.  Time management and planning strategies are used effectively to enhance the quality of the work. | Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance. | Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work. | Makes plans and implements them in a satisfactory manner to meet deadlines. | Usually meets important deadlines. Exhibits limited evidence of planning. | Some deadlines met, but most deadlines missed. Extremely limited evidence of effective time management shown here. | Deadlines not or rarely met. Not yet demonstrating ability to make and implement plans. |
| **23. Independence / autonomy (including planning and managing learning)** | Critically analyses feedback to identify areas of learning needing improvement. Manages own learning comprehensively using a full range of resources which go beyond those readily available. | Identifies learning needs by actively seeking out feedback from a range of sources and makes comprehensive and effective use of available resources. | Confidently identifies learning needs and acts independently to improve performance. Is generally autonomous in utilising learning resources effectively. | Shows developing ability to work independently. Accesses and uses a range of learning resources and support. | Undertakes clearly directed work independently. Uses the standard learning resources. | Demonstrates limited ability to work independently, needing significant guidance on methods and resources. | Has not yet demonstrated ability to work independently; needs significant guidance on methods and resources. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **D. TRANSFERABLE SKILLS continued** | | | | | | | |
| **24. Reflection (including self-criticism / awareness)** | Confidently evaluates actions and situations showing a sophisticated awareness of own strengths and weaknesses which are clearly articulated, used, and acted on. Interrogates received opinion, prejudices and value sets operating. | Reflects on own strengths and weaknesses and shows a sophisticated understanding of the criteria by which such judgements are made. Prepared to interrogate received opinion, prejudices and value sets operating. | Able to evaluate own strengths and weaknesses and shows understanding of criteria for judgements. Prepared to question received opinion, prejudices and value sets operating. | Demonstrates an understanding of the criteria set by others. Recognises own strengths and weaknesses. | Accurately applies but is dependent on criteria set by others. Begins to recognise own strengths and weaknesses. | Work does not show consistently accurate application of criteria set by others. Limited recognition of own strengths and weaknesses. | Work does not apply criteria set by others or show recognition of own strengths and weaknesses. May result in quite an inaccurate view of the situation. |
| **25. Critical review (to be used in peer assessment)** | Demonstrates judgement and discrimination in utilising and providing diverse sources of feedback. Offers clear strategies for improvement. | Assesses and/or evaluates the work of others using a range of criteria. Provides an rationale for judgements and offers specific, critical insights into how work could be developed. | Effectively assesses and/or studies the work of others and judges against existing criteria, indicating possibilities for improvement. | Examines work of others and consistently identifies its strengths and weaknesses using existing criteria. | Comments in general terms on the work of others. | Demonstrates limited ability to make reasoned comment on the work of others. | Has not yet demonstrated ability to make reasoned comment on the work of others. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **E. PROFESSIONAL COMPETENCES** | | | | | | | |
| **26. Work within a framework of professional values / code of conduct** | Develops specific, achievable objectives which show some creativity. Objectives are fully consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops specific achievable objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops achievable objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops objectives which are consistent with professional values and/or code of conduct and generally appropriate to the clientele. | Uses objectives which are consistent with professional values and/or code of conduct but are set by the clientele. Limited consideration of appropriateness and practicability. | Inadequate attempt made here to ascertain needs of clientele and develop a workable brief. Limited use of professional values and/or code of conduct frameworks. | No attempt made here to ascertain needs of clientele and develop a workable brief. Has not worked within the prescribed professional values and/or code of conduct framework. |
| **27. Reflective practice** | Consistently analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Demonstrates imaginative thinking about potential alternatives and their implications for further practice. | Confidently analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences in a range of contexts. Develops effective action plans. | Evaluates personal contribution and that of others to practice and develops consistent plans of action. | Demonstrates ability to evaluate own practice and that of others using several frames of reference. Considers future actions | Able to interpret own practice and that of others based on specific frames of reference. Identifies some future actions. | Limited interpretation of own practice and that of others here. As a result, appropriate future action planning is extremely limited. | Incomplete or inaccurate interpretation of own practice and that of others here. As a result, not yet able to plan any appropriate future actions. |