The 30% of total module marks available for the reflective tasks will be apportioned evenly between your personal log and final reflective report, thus each is worth 15% of total module marks. Both the personal log and reflective report will be marked according to the following criteria:

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| **Criteria** | **%** | **0-40** | **40-50** | **50-60** | **60-70** | **70-100** |
| **Information** | 20 | Entirely descriptive account with no evidence of reflection. No examples of learning progression. | Mainly descriptive account. Limited use of examples or sources of learning as basis for reflection. | Uses examples or sources of learning as a basis for reflection on learning experiences. | Refers to range of examples or sources to clarify thoughts, feelings and learning progression. | Excellent use of examples or sources of learning to justify behavioural change or dev. |
| **Critical analysis** | 20 | No evidence of critical analysis. No attempt to make sense of thoughts or experience. | Some evidence of critical thinking and analysis. Acknowledges thought processes and realisations. | Adequate analysis & critical thinking. Describes thought processes/realisations & relates them to learning. | Developed critical analysis. Probes thought processes / realisations & considers implications for learning dev. | Displays excellent analysis and critical thinking. Describes, contextualises and evaluates experiences. |
| **Self-awareness** | 20 | No evidence of self-analysis or self-awareness. | Some self-awareness demonstrating openness and honesty about performance, learning and feelings generated. | Demonstrates insight into own performance. Consideration of how learning may be applied in future. | Discerning self- analysis. Contextualises learning in terms of future experiences and objectives. | Insightful & perceptive self-analysis. Acknowledges social impact of learning. Relates learning to personal ambition. |
| **Evidence of learning** | 20 | No learning evidenced. Failure to identify what needs to be learned. | Some evidence of learning. Describes appropriately what still needs to be learned, why and how. | Good evidence of learning and its potential application. Learning critically assessed. Appropriate consideration of future learning and practice. | Excellent evidence of learning, personal progression and potential application. Future learning and practice planned and prioritised. | Comprehensive account of learning experience and personal progression. Future learning objectives and methods planned and prioritised. |
| **Linking of theory to practice** | 20 | Fails to link theoretical understanding/learning to practical application. | Principally descriptive account. Limited acknowledgement of the impact of theory on practice. | Demonstrates some understanding of how or why knowledge and concepts can be applied in practical situations. | Demonstrates considered understanding of how and why knowledge and concepts can be applied in practical situations. | Insightful account of application of learnt concepts in the real world. Made relevant at personal and organisational levels. |

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| **Overall Presentation**  (Spelling, grammar, punctuation, structure, references) |  | Poor standard of spelling, grammar, and/or punctuation. Inappropriate and confusing structure, incorrect referencing. | Confusing writing style. Many mistakes in grammar, spelling and/or punctuation. Poorly evidenced & presented. | Acceptable writing style. Mistakes in grammar, spelling and/or punctuation. Acceptably evidenced & presented. | Clear writing style. Generally correct grammar, spelling and/or punctuation. Evidenced & presented to good standard. | Articulate writing style. Grammar and spelling wholly accurate. Evidenced to high standard. Professionally presented. |
| **Overall Analysis & Evaluation**  (Application, analysis and evaluation of knowledge) |  | Does not provide adequate description. Fails to analyse or evaluate. | Conveys descriptive information only. Little or no attempt made to contextualise, analyse or evaluate points made. | Descriptive information is satisfactorily contextualised, analysed and evaluated. Some consideration of real world feasibility issues. | Descriptive information is competently contextualised, analysed and evaluated. Perceptive consideration of real world feasibility issues. | Very good to professional standard of commercial awareness combined with strong knowledge of relevant industry. |

In addition to above criteria, reflective tasks will be assessed according to their presentation and critical approach using the following criteria: