

## Assessment 2: Reflective assessment questions

The aim of this assessment is for you to reflect on what the placement experience has taught you within the context of your chosen programme of study and your own career aspirations. You are required to answer the three core questions and then three further questions out of the remaining selection. You should aim for a word count of around 300-350 words for each answer. Some example answers and information about grading are given later in this document. If you have any evidence that you wish to use to support your claims such as attendance certificates for training courses, exam results, tutor or manager feedback, please feel free to attach these as appendices and refer to them in the main body of your document. Any evidence and the reflection should not amount to more than 40 pages combined.

If there are confidentiality or security issues that may prevent you from submitting evidence please discuss this with your placement tutor and manager as soon as possible to confirm how this situation will be managed.

The final document should be submitted as a pdf to the assignment area in Blackboard by the deadline (15th June 2020).

### Core questions - answered by all students:

- 1. Prior study:** How have your studies within your STEM discipline enabled you to perform effectively in your work or study placement?
- 2. Self-awareness & development:** Describe a time when you changed your behaviour based on feedback you had been given. Evaluate how effective the change was.
- 3. Future Career/Employment:** How will you apply what you have learnt on your placement to the rest of your university studies and future career?

### Additional Questions – address three out of the following:

- 4. Collaborative working:** Give an example of a time when you worked co-operatively as a team member to accomplish an important goal. What was the goal/objective? How did you interact with others to accomplish this goal? Be sure to identify the extent of your personal contribution to achieving the team's goal.
- 5. Resilience/Challenging Situations/Overcoming Adversity:** Describe and reflect upon a situation during your placement in which you were required to show resilience or overcome adversity.

For example:

- Describe and reflect on a time when you experienced a setback. What was the setback, and how did you react to this challenge?

- Describe and reflect on a time when you overcame a significant challenge. What were your coping strategies during this time?

**6. Initiative/Independent Working:** Describe and reflect on something you identified that needed improving during your placement. How did you go about making that improvement/change?

**7. Communication:** Describe and reflect on a situation during your placement where you communicated effectively and directly influenced a course of action.

**8. Broadening Horizons:** Describe and reflect on an example of a moment in your placement experience that broadened your horizons.

**9. Ethics/Values/Social Responsibility:** Describe and reflect on a situation where your personal values were challenged, developed or reinforced during your placement. How did you respond?

**10. Leadership:** Describe and reflect on an example of a situation during your placement experience where you had to demonstrate leadership or take responsibility above and beyond expectations.

### Example Reflective question answers

The examples below have been included to help you understand how different answers would be graded.

#### Example 1 – very good to excellent / First class

**Question:** Provide an example of when you organised a piece of work, project or event

**Context:** As Social Secretary of the Aston University English Society, I took the lead in organising the Annual Ball with the help of the other committee members.

**Action:** Once we had agreed the date, I set up a small project plan to keep track of what needed to be done and by when (*this shows how you made time for planning and developed a course of action before starting*). I worked backwards from the date of the event, setting mini deadlines for each of the tasks which needed to be carried out in advance e.g. finding a venue, arranging catering, entertainment, marketing and advertising the event and managing ticket sales (*shows how you set targets and priorities*). Unfortunately the band we had booked in to provide the entertainment pulled out two weeks before the event but I had gathered recommendations and quotes for a couple of other bands (*shows how you had a contingency plan in place*). This meant I was quickly able to get one of these bands booked in.

**Result / Reflection:** The Ball was a sell-out, with 500 people attending and some very positive feedback. The experience with the band dropping out taught me how important it is to have contingency

plans in place when co-ordinating events (*clear outcome provided as well as evidence of learning from the experience*).

#### Example 2 – good to very good / 2.1

**Question:** Provide an example of when you organised a piece of work, project or event

**Context:** I took the lead in organising a University Society Ball.

**Action:** I set up a small project plan to keep track of what needed to be done and by when (*this shows how you made time for planning and developed a course of action before starting*). Unfortunately, the band we had booked in to provide the entertainment pulled out two weeks before the event but I had gathered recommendations and quotes for a couple of other bands (*shows how you had a contingency plan in place*). This meant I was quickly able to get one of these bands booked in.

**Result / Reflection:** The Ball was a sell-out, with 500 people attending and some very positive feedback. The experience taught me to have a plan when organising events (*clear outcome provided, but no real identification of exactly how you learnt from the experience*).

#### Example 3 - basic to good / 2.2

**Question:** Provide an example of when you organised a piece of work, project or event

**Context:** I took the lead in organising a University Society Ball.

**Action:** I set up a small project plan to keep track of what needed to be done and by when (*this shows how you made time for planning and developed a course of action before starting*). Unfortunately, the band we had booked in to provide the entertainment pulled out but luckily I had another quote for a band that I was able to book in for that date (*shows you had a back up, but doesn't make clear that this was part of your contingency planning*).

**Result / Reflection:** The Ball was a sell-out, with 500 people attending and some very positive feedback. The experience taught me to have a plan when organising events (*clear outcome provided, but no real identification of exactly how you learnt from the experience*).

#### Example 4 - basic / Third class

**Question:** Provide an example of when you organised a piece of work, project or event

**Context:** I took the lead in organising an important social event. I was proud to be asked to do this (*not enough info on what the event was and why it was important*).

**Action:** I worked hard at it and made a plan of what I needed to do (*this shows how you made time for planning*). In spite of my plan the band we had booked in pulled out two weeks before the event, but luckily I managed to get another band booked in at short notice (*this doesn't show contingency planning, only luck!*).

**Result / Reflection:** The Ball was a success with some very positive feedback, so I enjoyed the experience overall, in spite of it sometimes being stressful (*outcome provided, but no evidence of what / how the experience taught you*).

Example 5 - Insufficiently addressing the question / Fail

**Question:** Provide an example of when you organised a piece of work, project or event

**Action / Result / Reflection:** We had a Ball where the band pulled out at the last minute, but it worked out OK because we managed to get another band booked in (*no context provided, no detail of planning or what your role consisted of*). The ball was really good fun in the end, even though organising it had been stressful, and everyone had a good time. I enjoyed my role in organising it and learnt a lot from the experience (*outcome only impressionistically presented, no evidence of what / how you learnt from the experience*).

## Grading Descriptors

DESCRIPTION: Work within the mark ranges below demonstrates the following characteristics:	MARK RANGE
Insightful work, which displays perceptive evidence of personal development clearly linked to the placement experience, a critically reflective orientation to the task and sustained engagement with academic &/or professional context and with potential future application of learning. Thorough comprehension of the assessment's requirements, fully realises learning outcomes for the assessment and develops them beyond normal expectations.	100 – 80%
Displays an individual perspective which is supported by evidence of clear personal development drawing on the placement experience. Insightful, logical and articulate, demonstrates a fully reflective orientation to the task, engagement with academic &/or professional context and with potential future application of learning, very good analytical/creative ability. Surpasses the intended learning outcomes.	70 – 79%
Sound and well thought out, organised, secure evidence of personal development linked to the placement experience, appropriate reflection on the professional &/or academic context and on potential future application of learning, realises the intended learning outcomes broadly, well expressed, good analytical/creative skills.	60 – 69%
Displays adequate evidence of personal development linked to the placement experience but may be poorly articulated. Adequate or routine reflection on the professional &/or academic context and on potential future application of learning. Evidence drawing on the placement experience is referred to but there may be inconsistencies in the way it is used. Clear evidence that learning outcomes are being achieved.	50 – 59%
Competent but largely descriptive in approach. Displays evidence of personal development linked to the placement experience with some limitations e.g. reflection or potential future applications may be underdeveloped. Evidence that learning outcomes are being achieved.	40 – 49%
Evidence that some learning outcomes have been achieved or most learning outcomes achieved partially. Although work may include brief signs of personal development linked to the placement experience, reflection &/or future applications of learning, it contains basic misunderstandings or misinterpretations, demonstrates limited ability to meet the requirements of the assessment.	30 – 39%
Brief, irrelevant, confused, incomplete, lacking in evidence of personal development linked to the placement experience and in reflection &/or future applications of learning. Does not come close to meeting the required learning outcomes.	29% and below

## Feedback sheet

EAS Placement Reflective Assessment																	
<b>Student:</b>																	
Q1 Prior Study Q2 Self-awareness & development Q3 Future career/employment <i>Three from:</i> Q4 Collaborative working Q5 Resilience/challenging situations/overcoming adversity Q6 Initiative / independent working Q7 Communication Q8 Broadening horizons Q9 Ethics / values / social responsibility Q10 Leadership																	
<b>Context:</b> (2 marks – sound (2), basic (1), insufficiently addressed (0)) <b>Action:</b> (4 marks – excellent (4), very good (3), good (2), basic (1), insufficiently addressed (0)) <b>Result / reflection:</b> (4 marks – excellent (4), very good (3), good (2), basic (1), insufficiently addressed (0))																	
Q1			Q2			Q3			Q...			Q...			Q...		
C	A	R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	R
(2)	(4)	(4)	(2)	(4)	(4)	(2)	(4)	(4)	(2)	(4)	(4)	(2)	(4)	(4)	(2)	(4)	(4)
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total mark:</b>			0 out of			60			<b>0%</b>								
<b>General feedback</b>																	
Brief, irrelevant, confused, incomplete, lacking in evidence of personal development linked to the placement experience and in reflection &/or future applications of learning. Does not come close to meeting the required learning outcomes.																	
<b>Marker comments</b>																	
additional marker comments here																	