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|  |   |  |  |  |   |  |
| **Learning Outcomes** | **Refer/Fail 0 - 39** |  **40 - 49** |  **50 - 59** |  **60 - 69** |  **70 - 100** | **Comments** |
| **Description of the agency/service and range of work undertaken** | Little or no commentary on how agency meets the needs of CYPF. No identification of the composition of the community. No references or statistical evidence  | Limited commentary on how the agency meets the needs of CYPF Some information on composition of community. Some references and/or statistical evidence  | A commentary on how the agency meets the needs of CYPF is included. Knowledge of the composition of community and references/statistical evidence is included | Detailed commentary on how agency meets the needs of CYPF. Knowledge of composition of community with analysis, references and statistical evidence  | Excellent commentary on how agency meets the needs of CYPF. Detailed knowledge and analysis of composition of community with excellent use of references/statistical evidence |  |
| **Reflective Learning Journal** | Learning Journal demonstrates little or no evidence of ability to reflect upon and analyse significant events and experiences. Content is insufficient to meet requirments of portfolio |  Learning Journal demonstrates limited evidence of ability to reflect upon and analyse significant events and experiences. Content is sufficient to meet requirements of portfolio | Learning Journal demonstrates good evidence of ability to reflect upon and analyse significant events and experiences. Content is sufficient to meet requirements of portfolio | Learning Journal demonstrates very good evidence of ability to reflect upon and analyse significant events and experiences.  | Learning Journal demonstrates excellent evidence of ability to reflect upon and analyse significant events and experiences.  |  |
| **In-depth reflective accounts of 2 significant events/experiences using Reflective Cycle** | Recordings are overly descriptive and do not follow the reflective cycle. Little or no reference to theory, evidence and research is included | Recordings follow the reflective cycle with some omissions/errors. Some attempt at analysis is offered. Some reference to theory and evidence is included | Recordings follow the reflective cycle include some critical analysis. Good reference to theory and evidence | Recordings follow the reflective cycle and offer a critical description of relevant events and an exploration of thoughts and feelings. Very good reference to theory and evidence | Recordings clearly follow the reflective cycle and offer a well though out analysis of significant events and an in depth exploration of thoughts and feelings. Excellent use of reference to theory and evidence throughout |  |
| **Action Plan**  | Action plan is not included or is not relevant to continuing development. | Actions and learning objectives are of limited relevance to continuing development.  | Action plan is well thought out and mostly SMART. Learning objectives are mostly relevant to continuing development  | Action plan is well thought out and SMART. Learning objectives are relevant to continuing development | Action plan is extremely well considered and SMART. Learning objectives are well thought out and entirely relevant to continuing development |  |

# Name of student

**Name of marker**

**Mark**

**Overall Comments and Useful links**