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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 account 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 |  |
| **Service Improvement reflective account**  | Account is very brief and is not researched with little or no rationale for the service improvement idea. Very limited reference to theory, evidence and research  | Account provides some detail and evidence of research Some rationale is offered for the service improvement idea. Some reference to theory, evidence and research is included  | Account provides detail and evidence of research and a well though through rationale is provided for the service improvement idea. Reference to theory, evidence and research is included | Account is detailed and insightful with good evidence of research and a clear rationale for the service improvement idea. Reference to theory, evidence and research throughout | Account is very detailed with a clear and insightful rationale for the service improvement idea. Very good evidence of research and reference to theory, evidence and research throughout |  |

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| **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**