

Success criteria for Task 2 – Reflective Activity

Criterion	Grade/score		Success Criteria
3. Cognitive and Intellectual Skills (10) - Students need to demonstrate clear ability to reflect on their learning. - They are expected to highlight their own developmental needs and steps for improvement. They will need to provide relevant examples to support their work.	Exceptional	8+	Exceptional evaluation of underlying concepts and principles of reflection throughout. Outstanding ability to explore developmental needs, supported by wholly appropriate examples, which have been critically analysed and presented. All judgements on learning are appropriate, valid and evidence-based. There are exceptional links between past experience, challenges and actions for improvement.
	Distinction	7	Excellent evaluation of underlying concepts and principles of reflection throughout. Excellent ability to explore developmental needs, through strong argument and interpretation of ideas. Work is supported by evidence, well-considered examples and excellent judgements on learning. There are excellent links between past experience, challenges and actions for improvement.
	Merit	6	Very good evaluation of underlying concepts and principles of reflection throughout. Very good ability to explore developmental needs, through strong argument and interpretation of ideas. Clear, appropriate and valid judgements on learning are made. There are very good links between past experience, challenges and actions for improvement.
	Good Pass	5	Good evaluation of underlying concepts and principles of reflection and clear thread running through the work, supported by a logical interpretation of evidence from individual experience. Work may still lean towards description,

			in parts, but there is good critical analysis of the subject, supported by good, relevant examples. There are good links between past experience, challenges and actions for improvement.
	Pass	4	There is some attempt at evaluation. Underlying concepts are explored, although there is still a tendency to describe, rather than critique. There is some critical analysis but it is underdeveloped and the examples used to support the work may seem rather generic. There are links between past experience, challenges and actions for improvement, although they may feel slightly tenuous.
	Marginal Fail	3	Reflective Activity attempts to address the task, although it is largely descriptive and superficial. There are only tenuous links to learning and weak interpretation and evaluation of concepts. Very little criticality shown. Work contains generalisations, unsubstantiated opinion and sometimes appears illogical or contradictory. There are no real links between past experience, challenges and actions for improvement.
	Fail	2	Reflective Activity does not address the task set. Very little link to learning and poor engagement with underlying concepts. Work is almost entirely descriptive and any argument is undeveloped and unsupported. There are no links between past experience, challenges and actions for improvement.