

MARKING CRITERIA

The marking criteria is what the marker will use to mark your work.

Your work will be marked, moderated and subsequently reviewed by the External Examiner in order to ensure fairness and equity across all learners.

DSAW4077 – Preparing for Work-based Learning Module Specific Marking Criteria	
Result	Marking Criteria
PASS	The CV submitted illustrates professional development and career to date. The job description evidences current job role and responsibilities. These factual documents inform the training needs analysis which is used as the basis for a reflective review of work-based learning. Current competencies aligned to the requirements of the job role and future developmental needs support the recognition of gaps in knowledge, understanding and skills which are included in the Personal Development Plan. Appropriate and relevant learning gaps are identified. The reflective review demonstrates self-awareness and an understanding of current competencies, which are appropriately examined and relate to learning. The short evaluation is based on an agreed topic e.g. learning styles and provides a level appropriate discussion using relevant sources as supporting evidence. It is properly structured with a clear conclusion. The presentation of this evaluation is well structured and relevant presentation skills exemplified. The submission includes consideration of valid concepts, models and theories, which can underpin practice and refers to opportunities where learning could contribute to improved workplace performance. The learning plan produced addresses the development needs identified. Appropriately presented, styled and structured with vocabulary utilised and applied at the correct level.

FAIL	Very insubstantial with serious deficiencies; for example, some components such as CV, job description or learning plan have been omitted, treated cursorily or have significant elements missing. There is no analysis of current competencies and/or development needs in the context of the job role. There is little understanding of the meaning and level of reflection which is required in an academic work of this kind. There is no consideration of relevant theoretical aspects and little or no coherence. The learning plan is not sufficiently detailed to support learning and development. There is insufficient evidence of engagement with the subject, and no expected learning outcomes have been produced. Reflection/discussion is generally at a very low level, being essentially descriptive rather than evaluative or yields neither substantive conclusions nor recommendations. Inadequate use of learning resources and referencing. Major problems with structure and accuracy of expression, and the vocabulary used is not at an appropriate level. Very weak practical and professional skills. No work submitted.
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