| **CRITERION** | **100-80**  **Excellent** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Fail** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A. KNOWLEDGE & UNDERSTANDING** | | | | | | | |
| **1. Knowledge and application of subject and theories** | Knowledge and understanding of theory are exceptionally detailed and beyond what has been taught. Appreciation of the limits of subject-specific theories demonstrated throughout the work. Approach to assessment task is clearly, appropriately, and consistently theoretically informed. | Demonstrates an extensive, sophisticated, accurate, systematic theoretical understanding of the subject and a wide range of key theories. Appropriately selected theoretical knowledge is synergised into the overall assessment task with some appreciation of the limits of subject specific theories. | Shows a sophisticated systematic and accurate understanding of key subject-specific theories, which are appropriately integrated within the context of the assessment task. | Sound descriptive knowledge of key theories with appropriate application; sometimes balanced towards the descriptive rather than the critical or analytical. | Selection of theory is satisfactory, and terminology, facts and concepts are handled accurately, but application and/or understanding is generalised. | In this assignment some of the theories presented are not appropriate. Terminology, facts, and concepts are presented inaccurately and/or with omissions in key areas. The application and/or understanding demonstrated is limited. | In this assignment there is a lack of relevant subject-specific theory. |
| **2. Information gathering/ processing** | Uses initiative to seek out new sources of information, evaluates their validity against a broad range of highly relevant information and synthesises and evaluates their validity comprehensively and with flair. | Selects a broad range of highly relevant information. Demonstrates understanding of the complexity of the information and processes it comprehensively and creatively. | Selects appropriate information and processes it thoroughly with critical evaluation and some creativity. | Selects appropriate information and evaluates and comments on it with some creativity, some readings beyond the set range. | Selects generally appropriate research and primary sources and shows ability to evaluate and comment on them adequately. | The selection of sources/data here is not appropriate to the task and there are not enough evidenced evaluations of readings and research to support the work. | The selection of sources/data here is not appropriate to the task and the evidence gathered is not evaluated systematically. |
| **3. Evaluation of process and the quality of information / data developed** | Evaluates to a high degree complex information and/or data and the inquiry process perceptively and comprehensively using appropriate criteria that are largely original/self-determined. | Evaluates complex information and/or data and the inquiry process perceptively and comprehensively using appropriate criteria some of which are self-determined. | Effectively and thoughtfully evaluates information and/or data and the inquiry process, including critique of the techniques used. | Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. | Shows basic evaluation of the inquiry methodology and information and/or data generated. | In this submission, evaluation of process and the information and/or data is incomplete. | The work shows limited or no evaluation of either process or outcomes. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **B. COGNITIVE SKILLS** | | | | | | | |
| **4. Quality of sources used** | Work draws upon current research and/ or advanced scholarship, demonstrating an excellent use of primary sources and high-quality secondary sources | Significant use of primary sources in conjunction with high quality secondary sources. Work draws upon current research and/ or advanced scholarship. | Work uses a balanced combination of primary and high quality secondary sources. | Work makes sound use of primary sources but is generally reliant on secondary sources. | Work mostly relies on set secondary sources. Use of primary sources limited and does not extend beyond set sources. | The work draws on some set secondary sources, but also relies on inappropriate sources. Hardly any use of primary sources. | The submission is based on unreliable and/ or inappropriate sources. |
| **5. Referencing** | Sources used are acknowledged in the text and reference list and used perceptively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present. | Sources of information acknowledged but integration between text and reference list is mainly effective. Attempts to follow systematic approach, appropriate to the discipline. Elements of individual references are generally complete. | Some sources of information are acknowledged here but links between text and reference list are unclear. Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent. | Little or no acknowledgement of sources of information in text and/or reference list in this submission. |
| **6. Clarity of objectives and focus of work** | This work defines appropriate objectives in detail and addresses them consistently, logically, coherently, comprehensively and with exceptional creativity, showing sophisticated interpretation of complex ideas. | This work defines appropriate objectives in detail and addresses them comprehensively, logically, coherently and with creativity, interpreting complex ideas clearly. | This work defines appropriate objectives and addresses them coherently and logically throughout the work with creativity while engaging with complex ideas. | This work outlines appropriate objectives and addresses them in a logical and coherent manner which gives a focus to the work with some creativity. | This work uses generalised objectives to provide adequate but limited focus to the work. Overall, logical, and coherent but with limited creativity. | In this piece of work objectives are not appropriate and/or clearly identified – focus is not logical or coherent. | In this piece of work no objectives are identified, and the submission lacks focus and coherence. |
| **7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)** | Methodology selected is effective and appropriate to the aims and objectives of the task and allows for the effective collection and recording of complex data. A convincing, self-determined, and perceptive rationale for the selection of this methodology is provided. | Methodology selected is effective and appropriate to the aims and objectives of the task and allows for the effective collection of complex data. A thorough, convincing, and perceptive rationale for the selection of this methodology is provided. | Methodology selected is effective and appropriate to the aims and objectives of the task and a perceptive rationale for its selection is provided. | Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones. | Methodology used is appropriate to the task and brief rationale offered refers to established guidance. | In this piece of work the choice of methodology and relationship to information and/or data being collected is confused and confusing. | In this piece of work the issue of methodology is not addressed and/or an inappropriate methodology is selected. The planning rationale is unclear. |
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| **B. COGNITIVE SKILLS continued** | | | | | | | |
| **8. Analysis** | Demonstrates outstanding command of relevant analytic techniques, and the ability to apply these to new and/or abstract information and situations. Shows an exceptional appreciation of the limits and/or appropriate uses of analytic approaches. | Makes excellent use of a range of relevant analytic techniques and applies these to new and/or abstract information and situations. Shows well developed ability to compare critically alternative theories and/or analytic approaches (where relevant). | Makes very good use of established techniques of analysis relevant to the discipline. Shows ability to compare with some insight alternative theories and/or analytic approaches (where relevant). | Makes consistent, albeit conventional, use of established techniques of analysis, relevant to the discipline. | Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline. | The submission includes analysis, but the analysis is ineffective and/or uninformed by key disciplinary techniques. | This submission does not contain effective analysis and does not yet engage with key disciplinary techniques. |
| **9. Conclusions** | Conclusions coherent, exceptionally well developed and show considerable originality. They form an integrated part of well-substantiated overall arguments and/or discussion, reflecting commanding grasp of a wide range of theory and/or evidence and/or literature and appropriate forms of conceptualisation. Demonstrates very sophisticated critical insight and interpretation of complex matters and ideas | Conclusions coherent, well developed, analytical, and show sophisticated insight. They are systematic and thoroughly grounded in a wide range of theory and/or evidence and/or literature and use appropriate forms of conceptualisation, forming an integrated part of well-substantiated overall arguments and/or discussion. Demonstrates sophisticated critical insight and interpretation of complex matters and ideas | Conclusions show development and critical insight and relate clearly and logically to substantiated arguments based on a wide range of sources of evidence and/or theory and/or literature. A range of views and information are critically evaluated and synthesised and there is thorough, perceptive interpretation of complex matters and ideas. | Logical and evidenced conclusions are drawn from evaluation of a range of sources of evidence and/or theory and/or literature. Shows the ability to consider and evaluate a range of views and to explain complex matters and ideas consistently and clearly. | Adequate conclusions are drawn which are derived from understanding of evidence and/or theory and/or literature. Shows the ability to consider alternative views and explain complex matters and ideas. | The work demonstrates limited or inaccurate understanding of the evidence and does not draw together arguments effectively. | The work either lacks a conclusion or presents an unsubstantiated and/or invalid conclusion. |
| **10. Initiative (taking action, independence)** | Shows a creative, proactive, and independent approach to achieving goals in a manner appropriate to situation(s), If in a group setting, shows a sophisticated appreciation of the needs and views of others. | Uses imagination to assess the needs of a situation and take independent actions to achieve goals effectively. If in a group setting, takes account of the needs and views of others with sensitivity. | Effectively assesses the needs of a situation and takes independent action necessary to consistently achieve goals. If in a group setting, recognises the needs and views of others. | Assesses needs of a situation and takes action towards achieving goals with consistency. If in a group setting, shows awareness of the needs and views of others. | Where goals and methods are defined, will undertake tasks requiring some independence. If in a group setting, shows some awareness of the needs and views of others. | In this assignment, limited ability has been demonstrated to undertake tasks beyond those prescribed. If in a group setting, the needs and views of others have not been meaningfully considered. | In this assignment, ability to undertake prescribed tasks has been demonstrated, but independent tasks are not attempted. If in a group setting, the needs and views of others have not been considered. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **B. COGNITIVE SKILLS continued** | | | | | | | |
| **11. Decision making** | Uses an extensive range of appropriate information, exercising autonomy and initiative when exploring options. Makes clear decisions which give due weight to alternatives in complex and unpredictable circumstances. | Uses a wide range of appropriate information to sophisticatedly evaluate options and applies clear criteria to demonstrate reasons for final decision and/or choice and/or outcome in complex and unpredictable circumstances. | Uses appropriate information to consistently evaluate options. Selection of final outcome clearly derived from evaluation with insight and a degree of autonomy in complex and unpredictable circumstances. | Uses available information to evaluate feasible options and consistently solve complex problems. Final decision is clear and linked to the evaluation showing ability to make decisions in complex and unpredictable circumstances. | Recognises benefits and disadvantages of feasible options and provides limited rationale for final decision. Shows ability to make decisions in complex and unpredictable circumstances. | Here, the rationale behind the final outcome or choice is unclear or untenable. This work shows limited evidence of the student’s ability to make decisions in complex and unpredictable circumstances. | Here, the final choice is unclear or absent. In this work the student has not demonstrated ability to make decisions in complex and unpredictable circumstances. |
| **C. PRACTICAL SKILLS** | | | | | | | |
| **12. Creative process** | Demonstrates strikingly innovative creative imagination to create a piece of work/performance art which reaches near professional levels in its application of creative methods and techniques, resulting in material which is consummately well-crafted. | Creative work shows highly developed technique in the service of a lively imagination. Processes involved are handled with assurance to achieve innovative results. Personal style consistently marked in work which builds on models with originality, flair and style. | Creative work shows well-developed imagination and technique. Processes involved are manipulated to achieve creative results.  Builds on models and moulds influences with originality and distinctive personal style. | Creative works shows imagination and technique. Processes involved have creative application and outcomes. Personal style is evident at times in work which shows some original application and adaptation of models. | Creative work shows a basic level of imagination and technique. Processes involved have some creative outcomes. Personal style is lacking, in favour of work which is derivative in origin. | This work contains undeveloped ideas and/or little creativity or skill/technique. Minimal personal style and little insight into effective working processes are demonstrated here. | This piece of work does not show evidence of creativity or innovation. Developed skills and techniques are not demonstrated here. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **C. PRACTICAL SKILLS continued** | | | | | | | |
| **13. Performance** | Compelling, communicative, and precise performance demonstrating professional level of authority, thorough awareness of style, proficiency in technical and interpretative issues. Improvisations are imaginative, creative, and stylistically assured. Accurate, flexible, focused, well-rehearsed, convincing, and precise performance. Stage craft presentation suitable for professional performance. | Highly focused, convincing performance demonstrating communication, commitment, and thorough understanding of style with careful attention to detail, displaying consistently high level of technical ability and interpretive skills. Improvised passages are creative, stylistically assured and considered. Performance well prepared, assured and thoroughly persuasive. Stage craft presentation of a very high standard. | Focussed performance demonstrating communication, commitment and a thorough understanding of the style with careful attention to detail, displaying consistently high level of technical ability. Improvisation is stylistically correct and considered. Performance well- prepared and/or rehearsed, assured, and focussed. Stage craft presentation of a high standard. | Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a good level of technical ability. Improvised passages show a sound understanding of style. Well-rehearsed. Stage craft presentation of a good standard. | Performance that demonstrates communication, commitment and understanding of the genre. Attention to detail and technical ability are basic but competent. Improvised passages show some understanding of style. Lacks confidence and stage conduct requires further development. | Performance in which communication, commitment and style are limited by struggles with technical control. Improvised passages show poor understanding of the style and may be inappropriate. Performance is under-rehearsed and unconvincing and stage conduct is barely addressed. | Performance in which fluency and focus are severely limited by a lack of technical control. Improvised passages do not yet show understanding of style/genre or conventions of performance here. This performance is under-rehearsed, lacking in confidence and stage conduct is inappropriate, and /or unacceptable. |
| **14. Form and content in a practical context** | Demonstrates an exceptional ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles more widely. Clear awareness of and ability to experiment with conventional forms. Work shows clear evidence of intellectual rigour and/or creativity. Technically and professionally competent throughout. | Demonstrates an ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Work shows clear evidence of intellectual rigour and/or creativity. Experiments with conventional forms. Technically and professionally competent. | Evidence of critically relating theory to practice. Demonstrates well developed ability to analyse, synthesise and experiment with relationships between form and content. Good evidence of creativity. Technically and professionally competent in most respects. | Work evidences some awareness of the relationship between theory and practice. Work tends to be conventional but shows good ability to relate form and content. Some aspects of creativity present. Structure and content are relevant and approaching technical and professional competence throughout. | Work shows evidence of an appropriate relationship between form and content. Moderate degree of technical and professional competence. Some presence of creativity. | Work shows little or no evidence of an understanding of the relationship between form and content. Lacks creativity and is technically poor. | The work has not addressed the brief in a way that shows  understanding of the relationship between form and content. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **D. TRANSFERABLE SKILLS** | | | | | | | |
| **15. Communication and presentation (appropriate to discipline)** | Exceptional communication which demonstrates a comprehensive, sophisticated, and full understanding of the discipline. | Accomplished communication which demonstrates a comprehensive understanding of the discipline. | Very good and thorough communication in a format appropriate to the discipline. | Effective communication in a format appropriate to the discipline. | Clear communication and evidence of awareness of the discipline’s academic style. | Here the communication is unstructured and unfocused and/or in a format inappropriate to the discipline. | Here the communication is disorganised and/or incoherent and/or does not show understanding of the discipline’s academic style. |
| **16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)** | Exceptional writing control, appropriate to assignment, which enhances the argument. grammar, spelling, and numeracy are flawlessly accurate. | Accomplished writing style appropriate to the assignment. grammar, spelling, and numeracy are almost always accurate. | Language fluent, nuanced, and expressive. grammar, spelling, and numeracy mainly accurate. | Language is clear and consistent and conveys nuances. grammar, spelling and/or numeracy is mainly accurate with some errors. | Understandable and clear, but accuracy of spelling, punctuation, grammar and numeracy need to be improved. Errors which detract from the argument. | In this piece of work the meaning is often unclear with frequent errors in grammar, spelling, and or numeracy. | In this piece of work, the meaning is unclear throughout. Errors in spelling, grammar, punctuation and/or numeracy make interpretation challenging for an assessor. |
| **17. Digital skills** | Exceptional use of a range of appropriate digital technologies to enhance the work, showing sophisticated digital literacy and originality/initiative of approach. | A range of digital technologies are used accurately and discerningly to enhance the work, demonstrating excellent digital literacy. | A range of appropriate digital technologies are used accurately to enhance the work, showing good digital literacy. | Appropriate digital technologies are used accurately to enhance the work, showing digital literacy. | Understandable and clear work with use of appropriate digital technologies but errors which detract from digital literacy. | Some appropriate digital technologies are used but overall digital literacy is poor. | Digital technologies are not used appropriately; digital literacy not yet demonstrated. |
| **18. Presentation (visual)** | Exceptional and imaginative presentation with strong visual impact with flair which enhances the message. | Message is presented sophisticatedly and creatively with visual impact. | Presentation is effective and has good visual effect with creativity. | Presentation has a sound structure and visual impact with some creativity. | Visual aspect and/or structure of presentation is adequate with limited creativity. | Presented in a disorganised manner. Lacks appropriate support from visual tools. | Presentation is disorganised and/or incoherent and/or medium is non-visual. |
| **19. Presentation (oral)** | Presentation is exceptional, well structured, imaginative, and thoroughly engaging. Audibility and pace are appropriate to audience and used with excellent effect to enhance the presentation. | Presentation is very well structured, creative, and engaging. Audibility and pace are very effective in engaging the audience. | Well-structured and addressed effectively to audience. Pace and audibility are effective. | Presentation has a sound structure. Pace and audibility are effective. | Pace, audibility and/or structure of presentation are adequate. | Delivery is disorganised and/or pace and audibility is poor. | Presentation is not understandable and/or inaudible and/or not an oral presentation. |
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| **D. TRANSFERABLE SKILLS continued** | | | | | | | |
| **20. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)** | Demonstrates an authoritative, flexible, and highly advanced approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives. | Uses a range of networking skills effectively within a learning or professional group. Demonstrates leadership skills. Negotiates and handles conflict exceptionally seeking to establish relationships which serve the group needs. | Interaction within a learning group demonstrates value, giving and receiving information and ideas and modifying responses where appropriate with an understanding of leadership roles. | Meets obligations to others (tutors and/or peers) providing constructive contributions to support shared objectives. Recognises and assesses alternative options. | Uses basic interactive skills appropriately to usefully contribute to the group aims. | In this assignment there was either a tendency to avoid working with others or contributions to this group activity were not effective or constructive. | In this assignment there was either a lack of contributions to the group or the contributions made were unconstructive and made it harder for the group to achieve their aims. |
| **21. Self-presentation / interpersonal skills** | Creative and confident self-presentation and sophisticated interpersonal skills allow consistently appropriate and highly effective management of the situation in a manner(s) appropriate to the setting. | Adopts a highly confident style of self-presentation, employing an excellent range of interpersonal skills consistent with the individual’s aims and appropriate to the setting(s). | Demonstrates confidence and competence in choosing and presenting effectively in a style and with interpersonal skills which are appropriate to the setting(s). | Can adopt both a formal and informal style well and uses basic interpersonal skills appropriately and consistently. | Demonstrates sound ability to adopt both a formal and informal style and uses basic interpersonal skills but does not always match the needs of the situation appropriately. | Demonstrates some self-awareness and/or interpersonal skills but at key moments the skills deployed did not match the needs of the situation. | In this work self-awareness and appropriate interpersonal skills were not matched to the needs of the situation. |
| **22. Time management / self-management** | Meets deadlines. Sophisticated time management and planning strategies are used effectively to enhance the quality of the work. | Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance. | Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work. | Makes plans and implements them in a satisfactory manner to meet deadlines. | Usually meets important deadlines. Exhibits limited evidence of planning. | Some deadlines met, but most deadlines missed. Extremely limited evidence of effective time management shown here. | Deadlines not or rarely met. Not yet demonstrating ability to make and implement plans. |
| **23. Independence / autonomy (including planning and managing learning)** | Within unfamiliar tasks, critically analyses feedback to identify areas of learning needing improvement. Manages own learning comprehensively using a full range of resources which go beyond those readily available. | Identifies learning needs by actively seeking out feedback from a range of sources and makes comprehensive and highly effective use of available resources. | Confidently identifies learning needs and acts independently to improve performance. Is autonomous in utilising learning resources effectively. | Works independently and consistently. Accesses and uses a range of learning resources and support. | Undertakes clearly directed work independently. Uses the standard learning resources. | Demonstrates limited ability to work independently, needing significant guidance on methods and resources. | Has not yet demonstrated ability to work independently; needs significant guidance on methods and resources. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **D. TRANSFERABLE SKILLS continued** | | | | | | | |
| **24. Reflection (including self-criticism / awareness)** | Highly confidently evaluates actions and situations showing a sophisticated awareness of own strengths and weaknesses which are clearly articulated, used, and acted on. Interrogates received opinion, prejudices and value sets operating. | Confidently reflects on own strengths and weaknesses and shows a sophisticated understanding of the criteria by which such judgements are made. Prepared to interrogate received opinion, prejudices and value sets operating. | Able to evaluate own strengths and weaknesses and shows understanding of criteria for judgements. Prepared to question received opinion, prejudices and value sets operating. | Demonstrates an understanding of the criteria set by others. Recognises own strengths and weaknesses. | Accurately applies but is dependent on criteria set by others. Begins to recognise own strengths and weaknesses. | Work does not show consistently accurate application of criteria set by others. Limited recognition of own strengths and weaknesses. | Work does not apply criteria set by others or show recognition of own strengths and weaknesses.  May result in quite an inaccurate view of the situation. |
| **25. Critical review (to be used in peer assessment)** | Demonstrates sophisticated judgement and discrimination in utilising and providing diverse sources of feedback. Offers insightful strategies for improvement. | Assesses and/or evaluates the work of others using a range of criteria. Provides an excellent rationale for judgements and offers critical insights into how work could be developed. | Effectively assesses and/or studies the work of others and judges against existing criteria, indicating possibilities for improvement. | Examines work of others and consistently identifies its strengths and weaknesses using existing criteria. | Comments in general terms on the work of others. | Demonstrates limited ability to make reasoned comment on the work of others. | Has not yet demonstrated ability to make reasoned comment on the work of others. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **E. PROFESSIONAL COMPETENCES** | | | | | | | |
| **26. Work within a framework of professional values / code of conduct** | Develops specific, achievable objectives which show sophistication and creativity. Objectives are fully consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops specific achievable objectives with some creativity which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops achievable objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops objectives which are consistent with professional values and/or code of conduct and generally appropriate to the clientele. | Uses objectives which are consistent with professional values and/or code of conduct but are set by the clientele. Limited consideration of appropriateness and practicability. | Inadequate attempt made here to ascertain needs of clientele and develop a workable brief. Limited use of professional values and/or code of conduct frameworks. | No attempt made here to ascertain needs of clientele and develop a workable brief. Has not worked within the prescribed professional values and/or code of conduct framework in this instance. |
| **27. Reflective practice** | Confidently and consistently analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Demonstrates reflexive awareness, articulating imaginative thinking about potential alternatives and their implications for further practice. | Confidently analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences in a range of contexts. Develops sophisticated and effective action plans. | Evaluates personal contribution and that of others to practice and develops consistent plans of action. | Demonstrates ability to evaluate own practice and that of others using several frames of reference. Considers future actions | Able to interpret own practice and that of others based on specific frames of reference. Identifies some future actions. | Limited interpretation of own practice and that of others here. As a result, appropriate future action planning is extremely limited. | Incomplete or inaccurate interpretation of own practice and that of others here. As a result, not yet able to plan any appropriate future actions. |