

Grade	Criteria	Explanation/ guidance/ interpretation
Descriptive / non-reflective		
45	Process: A descriptive, non-reflective process	<ul style="list-style-type: none"> • There is a reporting of literature that may be extensive but is not applied to analyse or problem-solve an experience AND/OR • There is a reporting of events/ issues with opinions offered, but without appropriate consideration of literature, theory or evidence
	Outcome: conclusions and/or level of understanding that are descriptively informed	<ul style="list-style-type: none"> • A superficial summary of what has been described or learned from the literature, OR • A plan or level of understanding that is not informed or justified by relevant literature, theory or robust evidence (it is based on personal beliefs or superficial assumptions of stakeholder perspectives)
	Structure, clarity and presentation	<ul style="list-style-type: none"> • Clarity is adequate to enable the student's knowledge and understanding to be expressed, but there may be deficits in organisation or presentation, OR • The assignment is organised and presented appropriately, but a lack of clarity compromises the communication of knowledge and understanding
Descriptive reflection		
55	Process: Descriptive reflection. A reflective process, but one that lacks any analysis beyond alignment/ non-alignment with literature or authority figures	<ul style="list-style-type: none"> • Relevant literature and/or theory is described (but not analysed), AND • An experience, event or problem is described, usually from a single perspective that may be justified or rationalised using selected literature <p>The following descriptors may be achieved (where relevant):</p> <ul style="list-style-type: none"> • Emotions and feelings may be described (but not analysed) • Opinions or beliefs may be offered, but they are based on perceptions of a single ideal solution, single view of expertise or an authority figure (e.g. expert literature or single stakeholder).

	Outcome: Descriptively informed conclusions or understanding that is dualistic in nature	<p>AT LEAST ONE of the following is achieved:</p> <ul style="list-style-type: none"> Justification of current practice, but without engaging meaningfully with alternatives A solution, new knowledge or new practice is proposed, but without an analysis of current practice or experience, and without considering alternatives A practice may be presented as ideal, based on literature or evidenced that isn't challenged, questioned or considered in context. It may be presented as the "gold standard" A recommendation or level of understanding is presented, but without an underpinning analytical process.
	Structure, clarity and presentation	The assignment is logically organised and presented, with adequate clarity of expression for the examiner to understand the work.
65	Analytical (dialogic) reflection	
	Process: Analytical (dialogic) reflection	<ul style="list-style-type: none"> Relevant literature and/or theory is analysed: explained, and questioned / considered (possibly in relation to context), AND An experience, event or issue is described and analysed/ evaluated in relation to one's own thinking (or emotional response), and the perspectives of others and/or the literature
	Outcome: Analytically informed conclusions and/or level of understanding as appropriate	<ul style="list-style-type: none"> There is an awareness of multiplicity: that interpretations of an experience/ problem/ event, and the favoured actions or solutions, will vary according to different, valid perspectives and needs, OR There is an appreciation of context: a solution or action is offered and applied with a consideration of the different environments in which the issue may be encountered, e.g. one's own context compared to that described in the literature, or different types of/ areas of practice
	Structure, clarity and presentation	This criterion is evidenced if the assignment is logically organized, and the analyses and outcomes are articulated clearly. The assignment should be easy to follow with no structural deficits.
82	Critical reflection	
	Process: critical reflection	<p>Depending on the nature of the assignment and expected performance, this will be evidenced using some of the following:</p> <ul style="list-style-type: none"> There is evidence of personal ownership and agency in creating actions or solutions

		<ul style="list-style-type: none"> • There is evidence of a sense of ongoing development and engagement in ongoing learning (for example proposed actions will be evaluated and further developed) • There is engagement in the complexity of the issue and the role of personal beliefs and values in its analysis and evaluation • There is evidence of a need to rigorously understand an issue from multiple perspectives, with critical application of literature, before attempting to resolve it. • There may be a recognition of personal biases and/or assumptions and the ways these influence interpretations of events/ problems and their solutions • There may be a recognition of the influence of power, hierarchy, and sociocultural influences on belief systems and actions
	Outcome: critically informed conclusions and/or level of understanding as appropriate	<p>Depending on the nature of the assignment and expected performance, this will be evidenced using some of the following:</p> <ul style="list-style-type: none"> • There is evidence of transformational learning that is informed by critical reflection, that demonstrates development in the student's way of thinking about an issue, experience or concept • A judgment, argument or decision is made that is informed by critical reflection with plans in place for enacting this • Higher level or reconstructed understanding of an issue that is informed by critical reflection, and accompanied by proposed actions that will support development in ongoing management • There is a purpose (forward plan) that incorporates a recognition of the need to manage the situation/ address the issue in ways that are relevant to context, and reflect the process of critical reflective analysis • An appreciation that personal beliefs and values will impact the nature of emotional elements of an experience, and that proactiveness is evidenced in the ways this will be managed in future
	Structure, clarity and presentation	Minimal scope for improvement in the structuring or articulation of the analyses, arguments and proposed actions/ plans.