

0	There is no relevant content within the assignment. There is no evidence that any of the learning outcomes have been met	
15	Hardly any relevant or applicable content provided.	
27	Very little relevant or applicable content provided.	
35	There is no evidence of a descriptive or reflective process, and no evidenced outcome of learning. Understanding of the subject area is weak. The student may report knowledge or describe an event, and provide personal beliefs, but without reference to relevant literature.	
42	Two criteria at 45 level, with one failing to meet the criteria for this grade	
45	Descriptive/ non-reflective. A mark of 45 represents a lack of reflection, but generally the content is factually correct, albeit superficial, with limited evidence of understanding of the content or the issue/ experience	
	Criteria:	Descriptors:
	Process	Work is descriptive and non-reflective
	Outcome	Conclusions and/or level of understanding that are descriptively informed
	Structure, clarity and presentation	Clarity is adequate to enable the student’s knowledge to be expressed, but there may be deficits in organisation or presentation, or there is a lack of clarity that compromises the communication of knowledge and understanding
48	Two criteria at 45 level, with one meeting the descriptors for a mark of 55.	
52 (Pass)	Two criteria at 55 level, but one failing to meet the criteria for this grade.	
55	Descriptive reflection.	

	<p>A mark of 55 denotes a solid pass mark. At this stage a student would be expected to demonstrate factually correct baseline knowledge, but their level of understanding is descriptive/ dualistic, i.e. they tend to believe in one superior or correct solution or answer, often using a reference to support this view. They will not consider that alternatives may be valid, that there may be challenges in implementing a desirable solution, or that the evidence-based solution may not be effective. There is typically a linear process from problem to solution.</p>	
	Criteria:	Descriptors:
	Process	Descriptive reflection. A reflective process, but one that lacks any analysis beyond alignment/ non-alignment with literature or authority figures
	Outcome	Descriptively informed conclusions or understanding, that is dualistic in nature
	Structure, clarity and presentation	Logically organised and presented, with adequate clarity of expression for the examiner to understand the work.
58	<p><i>Two criteria at 55 level, with one meeting the descriptors for a mark of 65; this mark is also appropriate if all the criteria for 55 are met, but with some evidence of an attempt to be more analytical across both the process and outcomes, for example multiple sources of literature are used, or the perspectives of multiple stakeholders are superficially described</i></p>	
62	<p><i>Two of the criteria are at 65 level, but one fails to meet the criteria for this grade</i></p>	
65 (Merit)	<p>Analytical (dialogic) reflection. A mark of 65 denotes a solid merit mark. At this stage a student recognises that multiple solutions or views may be valid. They will therefore include analysis in their writing, perhaps reconsidering their initial response, examining multiple references or genuinely engaging with the perspectives of different stakeholders (not simply assuming what these are). Rather than a linear process of problem to solution, the student therefore incorporates a “stepping back” from the question to consider alternatives. There is also evidence that the student has at least met the criteria for a mark of 55 and built on this</p>	
	Criteria:	Descriptors:
	Process	Analytical (dialogic) reflection
	Outcome	Analytically informed conclusions and/or level of understanding as appropriate

	Structure, clarity and presentation	The assignment is logically organized, and the analyses and outcomes are articulated clearly. The assignment should be easy to follow with no structural deficits.
68	<i>Two of the criteria are at 65 level, with one meeting the descriptors for a mark of 82</i>	
75 (Distinction)	<i>Two of the criteria are at 82 level, but one fails to meet the criteria for this grade; this mark is also appropriate if the criteria for 82 would all be met with minor improvements, such as some strengthening of the proposed plan or action, or a need for minor edits in structure or presentation to meet publication standard work.</i>	
82	Critical reflection. A mark of 82 denotes a solid distinction mark. At this level a student not only demonstrates the validity of alternative views, perspectives and/or solutions, but also that when deciding on a viewpoint or action, they have evidenced critical analysis (of evidence/ literature, of stakeholder needs and/or of proposed actions/ solutions) to inform this. There is also evidence of an action, recommendation or ongoing plan for improvement, and that this will recognise the complexity of the workplace, that solutions are challenged by context and/or influenced by different stakeholder needs. There is also evidence that the student has at least met the criteria for a mark of 65 and built on this.	
	Criteria:	Descriptors:
	Process	Critical reflection
	Outcome	Critically informed conclusions and/or level of understanding as appropriate
	Structure, clarity and presentation	Minimal scope for improvement in the structuring or articulation of the analyses, arguments and proposed actions/ plans.
90	<i>As for a mark of 82, with evidence of complete achievement of all applicable descriptors. There is minimal scope for further improvement.</i>	
100	<i>As for a mark of 82, but the examiner is unable to identify any reasonable areas for improvement that would be achievable within the constraints of the assignment (e.g. word count or reasonable expectations for the course).</i>	