**INTRODUCTORY NOTES**

**Technical Fail**

*N.B. 39 is a technical fail reserved for a student who has passed one section and not the other. For example, the student has passed professionally but has not submitted sufficient journals or evidence; or alternatively where a student has met all the academic requirements but has professionally failed a competence.*

*Students will technically fail if a directed task or reflective journal is missing. Furthermore students will technically fail if three or more small aspects of the portfolio are missing (i.e.*introductory sheet, piece of evidence, grid).

A mark in 30-39% range will automatically enable a student to re-submit.

**Extenuating Circumstances**

In extenuating circumstances following the end of year submission, CYM academic staff are permitted to use their professional discretion to conduct a holistic assessment against the module’s learning outcomes on portfolios that are missing a small (e.g. 1-2) number of important elements. The holistic assessment will be based on CYM staff’s overall experience of the student, evidence of the student’s growth and development on the course, the student’s personal circumstances leading up to the submission and the quality of other sections of the portfolio. Furthermore a technical fail in one competence may be compensated against other areas of the portfolio if it can be demonstrated that learning outcomes for the module as a whole have been met. In these circumstances, the maximum mark a portfolio will gain is 40.

**Incomplete placement hours**

Where a student has not met the minimum required placement hours as outlined by the Professional Practice Handbook, their portfolio mark should be held over until completed.

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| **Understanding & Practical Demonstration of Competence** (40%) (Primarily evidence & DT)  Professional Practice | Good Youth Work Practice | Creativity | Evidence of progression | |
| **A\***  **80+** | **[32-40 marks]**  The work is written to a publishable standard, demonstrating a clear and well-developed understanding of the competence.  There is evidence of excellent analytical skills and independent thinking. Practice examples are strong, drawn from a range of contexts and linked well with theory and theology, demonstrating strong understanding of the competences and the principles and values of youth work and ministry.  There is evidence of exemplary practice. Progression and improvements are clearly demonstrated.  The evidence is very well-presented, clearly set in context and demonstrates an outstanding and creative approach to practice.  The LM and PT assessments reflect excellent professional practice in different settings and across the elements of the competence. |
| **A**  **70-79%** | **[28-31 marks]**  The work is well-written and perceptive, demonstrating a clear and well-developed understanding of the competence.  There is evidence of very good analytical skills and independent thinking. Practice examples are drawn from a range of contexts and linked well with theory and theology, demonstrating strong understanding of the competences and the principles and values of youth work and ministry.  There is evidence of very good practice. Progression and improvements are clearly demonstrated.  The evidence is well-presented, clearly set in context and demonstrates creative practice.  The LM and PT assessments reflect very good professional practice in different settings and across the elements of the competence. |
| **B**  **60-69%** | **[24-27 marks]**  The work is well-written, demonstrating a clear understanding of the competence.  There is evidence of good analytical skills. The majority of the practice examples are linked well with theory and theology, demonstrating a clear understanding of the competences and the principles and values of youth work and ministry.  There is evidence of good practice. Progression and improvements are demonstrated.  The evidence is well-presented, set in context and demonstrates creative practice.  The LM and PT assessments reflect good professional practice in different settings and across the elements of the competence. |
| **C**  **50-59%** | **[20-23 marks]**  The work demonstrates a developing understanding of the competence. The main concepts and ideas in the competence are discussed with adequate understanding.  There is evidence of developing analytical skills. The majority of practice examples are linked with theory and theology, demonstrating a superficial understanding of the competences on occasions. The student needs to reflect more deeply on the principles and values of youth work and ministry.  There is evidence of some good practice. Some progression and improvements clearly demonstrated.  The evidence is set in context and demonstrates relevant practice.  The LM and PT assessments reflect some good professional practice in different settings and across the elements of the competence elements. |
| **D**  **40-49%** | **[16-19 marks]**  The work is demonstrates a basic understanding of the competence. The main concepts and ideas in the competence are discussed but with minimal depth.  There is little evidence of analytical skills. Practice examples are limited and superficially linked with theory and theology. The student needs to reflect more clearly on the principles and values of youth work and ministry.  There is evidence of appropriate practice and some evidence of growth.  The evidence is set in context and demonstrates appropriate practice.  The LM and PT assessments reflect appropriate professional practice. The student can recognise appropriate attitudes and responses. |
| **R**  **30-39%** | **[12-15 marks]**  The work demonstrates a poor understanding of the competence. In some areas, the student’s understanding of the competence is wrong or lacks clarity.  No analytical skills. Practice examples are limited while others are muddled. Little or no theoretical and theological engagement. Draws no conclusions.  Evidence, LM and PT assessment reflect limited, inappropriate and/or confused attempts at practice. Struggles to work with groups and/or individuals. Little or no understanding of their professional role. |
| **F**  **1-29%** | **[0-11 marks]**  The written work, evidence and assessments demonstrate that the student is not competent\*. Understanding of the competence is inadequately discussed, poor and/or frequently misunderstood.  Unable to demonstrate good practice. Unable to engage appropriately with groups and/or individuals.  No understanding of professional role.  *N.B. \*Not competent is different from unsafe to practice. The Professional Practice Coordinator should be informed immediately where a student is deemed to be unsafe to work with children, young people and/or vulnerable adults.* |

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| **Reflective Practice** (20%) (Primarily RJ & self-assessment)  Self-awareness | Personal Development & Progress | |
| **A\***  **80+** | **[16-20 marks]**  The work demonstrates a critical and mature understanding of the competence, making insightful conclusions and a very high degree of reflective self-awareness in tracking personal and professional learning and progress.  There is strong evidence of the student’s ability to apply learning from theory and how it can develop better practice. The student gives explicit examples of how s/he has applied what has been learned to improve practice.  The Self-Assessment is detailed and specific, demonstrating a very high degree of self-awareness. The student clearly analyses well the progress made, and addresses areas for personal and professional development and growth. |
| **A**  **70-79%** | **[14-15 marks]**  The work demonstrates a critical understanding of the competence, making coherent conclusions and a high degree of reflective self-awareness in tracking personal and professional learning and progress.  There is evidence of the student’s ability to apply learning from theory and how it can develop better practice. The student gives clear examples of how s/he has applied what has been learned to improve practice.  The Self-Assessment is detailed and specific, demonstrating a high degree of self-awareness. The student assesses well the progress made, and addresses areas for personal and professional development and growth. |
| **B**  **60-69%** | **[12-13 marks]**  The work demonstrates a clear understanding of the competence and a degree of reflective self-awareness in tracking personal and professional learning and progress.  There is evidence of the student’s ability to apply learning from theory and how it can develop better practice. The student gives some clear examples of how s/he has applied what has been learned to improve practice.  The Self-Assessment is detailed, demonstrating self-awareness. The student makes a considered assessment of the progress made and addresses areas for personal and professional development and growth. |
| **C**  **50-59%** | **[10-11 marks]**  The work demonstrates a developing understanding of the competence and some self-awareness in tracking personal and professional learning and progress.  There is some evidence of the student’s ability to apply learning from theory and how it can develop better practice. The student shares some experience of how s/he has applied what has been learned to improve practice but there is need for more analysis.  The Self-Assessment is brief but specific, demonstrating some self-awareness. The student has shown good judgement, identifying some strengths and areas for development but they lack clarity. |
| **D**  **40-49%** | **[8-9 marks]**  The work demonstrates a basic understanding of the competence. It is mostly descriptive with little evidence of self-awareness.  There is some reflection on practice though limited and superficial.  The Self-Assessment is satisfactory, brief and not specific, demonstrating little self-awareness. The student has identified some strengths and areas for development but they lack clarity. |
| **R**  **30-39%** | **[6-7 marks]**  The work demonstrates a poor understanding of the competence. It is mostly descriptive with no or little evidence of self-awareness.  Limited comprehension of links between theory and practice and/or growth and development. Draws no conclusions.  The Self-Assessment is incomplete and lacks clarity. Strengths and areas for development have not been addressed adequately. |
| **F**  **1-29%** | **[0-5 marks]**  The work demonstrates a poor understanding of the competence. It is descriptive with no or little evidence of self-awareness.  No reflection on practice.  The Self-Assessment is incomplete and lacks clarity. Areas for development have not been addressed adequately.  No understanding of professional role or development. |

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| **Theoretical engagement** (15%)  Range & quality of sources | Critical thinking | Degree of Independent reading | Relevance, integration & application to practice | | | |
| **A\***  **80+** | | **[12-15 marks]**  There is very good evidence of a wide range of effective reading beyond the taught course and an understanding of and critical engagement with theory. The theoretical engagement is integrated very well and relevant to the student’s written work. Arguments substantially supported.  The student demonstrates the ability to analyse theory and reflect on it critically to support the improvement of practice. There are excellent examples of how theory has supported their practical development as a youth worker. | |
| **A**  **70-79%** | | **[11 marks]**  There is good evidence of effective reading beyond the taught course and an understanding of and some critical engagement with theory. The theoretical engagement is integrated well and relevant to the student’s written work. Arguments very well supported.  The student demonstrates the ability to analyse theory and reflect on it critically. There are good examples of how theory has supported their practical development as a youth worker. | |
| **B**  **60-69%** | | **[9-10 marks]**  There is good evidence of varied reading and an understanding of and engagement with theory. Most of the theoretical engagement is integrated and relevant to the student’s written work. Arguments generally effectively supported with respected sources.  The student demonstrates the ability to analyse theory. There are sound examples of how theory has supported their practical development as a youth worker. | |
| **C**  **50-59%** | | **[8 marks]**  There is evidence of reading and a developing understanding of the theory. There are attempts of using theory to support arguments, which are mostly relevant to the student’s work.  The student demonstrates a growing ability to analyse theory. There are some examples of how relevant theory has supported their practical development as a youth worker. | |
| **D**  **40-49%** | | **[6-7 marks]**  There is limited evidence of reading and a superficial understanding of the theory. It is not well integrated. Arguments are not always adequately supported.  The student does not demonstrate sufficiently the ability to analyse theory. There are weak examples of how theory has supported their practical development as a youth worker. | |
| **R**  **30-39%** | | **[5 marks]**  Little or no evidence of reading.  Entirely descriptive with some wrong understanding. Not integrated. Inappropriate sources used.  Little or no understanding of their professional role or development. | |
| **F**  **1-29%** | | **[0-4 marks]**  No evidence of reading to support points made.  Entirely descriptive with some wrong understanding.  No understanding of professional role or development. | |
| **Theological Reflection** (15%)  Relevance, integration & application to practice | Different approaches to theological reflection | | | |
| **A\***  **80+** | | **[12-15 marks]**  The writing demonstrates an ability to engage in relevant and appropriate theological reflection. The student uses a wide range of approaches and examples linking their developing understanding of theology very effectively to improved practice.  The examples of theological reflection are critical, insightful, sophisticated and very well integrated into the writing. They demonstrate a deepening awareness of the role of a youth worker. | |
| **A**  **70-79%** | | **[11 marks]**  The writing demonstrates an ability to engage in relevant theological reflection. The student uses a good range of approaches and examples linking their developing understanding of theology effectively to improved practice.  The examples of theological reflection are clear, insightful and well integrated into the writing. They demonstrate a very good awareness of the role of a youth worker. | |
| **B**  **60-69%** | | **[9-10 marks]**  The writing demonstrates an ability to engage in relevant theological reflection. The student links their developing understanding of theology effectively to improved practice.  The examples of theological reflection are relevant, applied and integrated into the writing. They demonstrate awareness of the role of a youth worker. | |
| **C**  **50-59%** | | **[8 marks]**  The writing demonstrates a growing ability to engage in relevant theological reflection.  Examples of theological reflection are included at the appropriate level but need to be better integrated into the writing and demonstrate more awareness of the role of a youth worker. | |
| **D**  **40-49%** | | **[6-7 marks]**  There is some attempt at making theological connections with practice. Theological understanding is limited but included.  Theological reflection is not integrated into the writing and does not demonstrate awareness of the role of a youth worker and improved practice. | |
| **R**  **30-39%** | | **[5 marks]**  Little or no theological reflection.  Where present, the theological reflection is not integrated into the writing and does not draw conclusions. | |
| **F**  **1-29%** | | **[0-4 marks]**  No theological reflection. | |
| **Presentation** (10%)  Structure | Spelling & Grammar | Referencing technique | Layout & Professional Presentation | | |
| **A\***  **80+** | | **[8-10 marks]**  The standard of presentation throughout the portfolio (including evidence of practice) is outstanding and flawless. The portfolio is very well organised and easily accessible.  Writing style is sophisticated and academic with clear flow of ideas. No errors in grammar, spelling, punctuation and referencing. |
| **A**  **70 - 79%** | | **[7 marks]**  The standard of presentation throughout the portfolio (including evidence of practice) is excellent. The portfolio is very well organised and easily accessible.  Writing style is logical and effective. Grammar, spelling, punctuation and referencing are accurate. |
| **B**  **60-69%** | | **[6 marks]**  The standard of presentation throughout the portfolio (including evidence of practice) is very good. The portfolio is well organised and easily accessible.  Most of the ideas are presented logically. Writing style is effective but own style evident. Easy to read. Grammar, spelling, punctuation and referencing accurate. |
| **C**  **50-59%** | | **[5 marks]**  The standard of presentation throughout the portfolio (including evidence of practice) is good.  Structure is generally organised and logical. Spelling, grammar and punctuation mostly accurate.  The work needs to be more clearly referenced using the Harvard system. |
| **D**  **40-**  **49%** | | **[4 marks]**  The standard of presentation throughout the portfolio (including evidence of practice) is adequate. The portfolio is not well organised. There are one or two small aspects of the portfolio missing (i.e. introductory sheet, piece of evidence, grid).  Structure is weak and not logical. Some errors in spelling, grammar and punctuation.  The work is poorly referenced using the Harvard system. |
| **R**  **30-39%** | | **[3 marks]**  The standard of presentation (including evidence of practice) is inadequate. The portfolio is disorganised and difficult to follow.  Significant problems with structure, which is muddled. There are numerous grammar, spelling and punctuation errors.  The work is poorly referenced using the Harvard system. |
| **F**  **(1-29%)** | | **[0-2 marks]**  Presentation is poor. The portfolio is disorganised, difficult to follow and muddled.  Poor structure, often incoherent. Wide ranging grammar, spelling and punctuation errors.  The work is poorly referenced using the Harvard system. |