

## Participant Reflection

<b>A+</b>	Contribution and work produced is <b>beyond the expectations</b> of the course.
<b>A</b>	<b>Reflection:</b> The participant describes the phase both in terms of what happened and also how it happened as well as providing a rationale. They are able to relate the events and learning of the phase to their own life and learning practice. Their responses to the prompts provide examples and insights beyond the basic prompt.
<b>A-</b>	Some , but not all, elements of A & some of B
<b>B</b>	<b>Understanding:</b> The participant describes the phase both in terms of what happened but also how it happened. Responses to the prompts are related to immediate concepts and learning. They respond to the prompts with basic factual answers.
<b>B-</b>	Some , but not all, elements of B & some of C
<b>C</b>	<b>Habitual:</b> The participant describes the content of the phase at a surface level possibly describing what happened. The responses to the prompts may be brief, repetitive or <i>'cut and paste'</i> from the phase. Responses may be copied from or similar to other participant's responses.
<b>C-</b>	Some , but not all, elements of C & some of D
<b>D</b>	<b>Little:</b> The candidate makes little attempt to reflect beyond a brief, basic and/or factual description.
<b>E</b>	Very little reflection.
<b>F</b>	No reflection

Adapted from: Kember, D. K. McKay, J. S, and F. K. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education* 33 (4),369-379.