

Assessment Criteria Rubric for the Portfolio and Journal of APMG Students

Evidence Portfolio

Curriculum Vitae and/or Personal Profile (20%)				
	16-20	11-15	6-10	0-5
CV and/or personal profile This section should comprise the student's personal information, education, work experience, publications (if any), skills, languages, additional avocations, and references.	The CV and/or personal profile is exceptionally detailed and well-presented. The document is exceptionally clear, well-developed, updated, and inclusive of all the information listed in the explanation of this section.	The CV and/or personal profile is well-detailed and is presented in an appropriate format. The document is clear, well-developed, updated, and inclusive of the essential information listed in the explanation of this section.	The CV and/or personal profile is reasonably detailed and presented in a good format. The document is somewhat clear, fairly developed, adequately updated, and inclusive of some of the information listed in the explanation of this section.	The CV and/or personal profile is insufficiently detailed and weakly presented. The document is unclear, not updated, and not inclusive of the information listed in the explanation of this section.
Job Description (15%)				
	12-15	7-11	3-6	0-2
Job description This section should comprise a detailed description of the place of work, the management line, and the roles and duties, and any other essential details for the assessor and mentor's information.	The job description is exceptionally detailed and well-presented. It is exceptionally clear, well-developed, and inclusive of illustrations explaining the management line and of all the information listed in the explanation of this section.	The job description is well-detailed and is presented in an appropriate format. It is clear, well-developed, and inclusive of the essential information listed in the explanation of this section.	The job description is reasonably detailed and presented in a good format. It is somewhat clear, fairly developed, and inclusive of some of the information listed in the explanation of this section.	The job description is insufficiently detailed and weakly presented. It is unclear, not well-developed, and not inclusive of information listed in the explanation of this section.

Evidence of Competences and Development (60%)				
	12-15	7-11	3-6	0-2
Prior learning (15%) This section should comprise a detailed description of what the student already knew prior to the placement, in terms of theory, practice, and previous experiences.	The description is exceptionally detailed and inclusive of detailed references to prior placements, experiences, theories, and practices.	The description is detailed and inclusive of references to prior placements, experiences, theories, and practices.	The description is somewhat detailed and reasonably inclusive of references to prior placements, experiences, theories, and practices.	The description is not detailed and not inclusive of references to prior placements, experiences, theories, and practices.
Experiences acquired from the placement (15%) This section should comprise a detailed account of all the experiences acquired from the placement, be they positive or negative. The description can be provided per week or per experience. The student is then expected to reflect on such experiences in the Reflective Journal.	The account is exceptionally detailed, well-presented and structured, and highly inclusive of both positive and negative experiences.	The account is detailed, well-presented, and inclusive of both positive and negative experiences.	The account is somewhat detailed, adequately presented, and fairly inclusive of both positive and negative experiences.	The account lacks detail and structure, is not well-presented, and is non-inclusive of both positive and negative experiences.

Evidence of the placement (15%) This section should comprise any form of evidence compiled during the placement. The evidence can take the form of and is not limited to projects or work-based assignments, personal reports, minutes of meetings, action plans, progress reports, internal and external emails, samples, photographs, responses to oral or written questions, video or sound clips, social media content, and witnesses, amongst others.	The evidence is presented in various forms and can be proven. Additionally, all the evidence is inclusive of a detailed caption, including the date.	The evidence is presented in an adequate number of forms and can be proven. Additionally, all the evidence is inclusive of a short caption, including the date.	The evidence is presented in the same form but can still be proven. Additionally, the evidence is neither inclusive of a caption nor the date.	No evidence is presented or the evidence presented is insufficient and/or cannot be proven. Additionally, the evidence presented (if any) is not inclusive of the date.
References and/or any other positive remarks (15%) This section should comprise reference letters and/or any other positive remarks from the student's supervisor, manager, employer, colleagues, clients, and/or guests.	The references presented are related to the placement. The content of the references is exceptionally positive and highly indicative of the student's good practices and skills.	The references presented related to the placement. The content of the references is positive and indicative of the student's good practices and skills.	The references presented are related to the placement. The content of the references is somewhat positive but generic.	No reference is presented or the references presented are insufficient, invalid and/or not related to the placement.
General Presentation (5%)				
General presentation The marks of this section are to be awarded according to the layout of the portfolio, the presented references, the added captions, and the use of language.	4-5	2-3	0-1	
	The layout and compilation of the evidence portfolio are extremely neat and clear, inclusive of the table of contents and the page numbers and written in excellent English.	The layout and compilation of the evidence portfolio is neat and clear, inclusive of page numbers, and written in good English.	The layout and compilation of the evidence portfolio is unorganised and confusing, non-inclusive of the table of contents and/or page numbers and written in poor English.	

Reflective Journal

Personal Reflection (30%)				
	12-15	7-11	3-6	0-2
Reflection on personal experience (15%) This section should comprise the student's narration of their personal experience throughout the placement.	The entries are of high quality and connect ideas and thoughts to personal life. Additionally, the entries comprise personal reflections that connect real-life, learning, and professional experiences.	The entries connect ideas and thoughts to personal life. Additionally, there is evidence of a personal connection between both learning and professional experiences.	The entries provide little evidence of personal connection. Additionally, the connections made require further explanation and justification.	The entries exhibit lack of connection to any experience, be it real-life, learning, and/or professional.
Reflection on personal qualities (15%) This section should comprise the student's reflection on their personal qualities, including but not limited to communication skills, leadership skills, character analysis, and creativity, amongst others.	The reflection on the personal qualities is well-detailed and indicative of a prevalent depth of knowledge of said personal qualities.	There is evidence of reflection on personal qualities. Additionally, the reflection is indicative of good knowledge of said personal qualities.	The personal qualities are not thoroughly reflected on and/or properly grasped.	A reflection on the personal qualities is present but lacks sufficient detail and/or is incomplete.

Putting Theory into Practice (15%)				
	12-15	7-11	3-6	0-2
Application of theory learnt during lectures into practice during the placement This section should comprise a cross-reference between the learning outcomes of the respective course and the tasks practised/completed during the placement.	The cross-reference clearly and adeptly indicates newly acquired knowledge. Additionally, it discusses how this knowledge was applied into practice and how it is to be applied into future practices.	The cross-reference indicates newly acquired knowledge and discusses how it was applied into practice.	The cross-reference somewhat indicates newly acquired knowledge and somewhat discusses how it was applied into practice.	The cross-reference does not provide any link between the newly acquired knowledge and its application into practice.
Self-Evaluation (30%)				
	8-10	5-7	2-4	0-1
Practical dynamics at work (10%) This section should describe the work dynamics experienced during the placement such as, interaction with colleagues and management, work relationships, and behavioural patterns.	The reflection on the work dynamics is extremely detailed, describes the roles and responsibilities of the team members, and includes detailed examples from the placement experience.	The work dynamics are discussed, the roles and responsibilities of team members are described, and examples from the placement experience are provided.	The work dynamics are somewhat discussed and details are somewhat provided. Relevant examples are lacking.	Discussion of the work dynamics was poorly attempted but lacks sufficient details and fails to provide relevant examples.

Critical thinking on the strengths (10%) This section should comprise a self-evaluation of the strengths of the student throughout the placement.	The self-evaluation is rich in content, provides insightful analysis, and makes clear and adept links to professional experience.	The self-evaluation provides significant information, shows evidence of analysis, and makes links to professional experience. However, these links are either too obvious or unclear.	The self-evaluation provides little Information, poorly attempts to provide an analysis, and makes limited and/or vague links to professional experience.	The self-evaluation is undeveloped and superficial, provides no analysis, and makes little to no link to professional experience.
Critical thinking on the weaknesses (10%) This section should comprise a self-evaluation of the weaknesses of the student throughout the placement.	The self-evaluation is rich in content, provides insightful analysis, and makes clear and adept links to professional experience.	The self-evaluation provides significant information, shows evidence of analysis, and makes links to professional experience. However, these links are either too obvious or unclear.	The self-evaluation provides little Information, poorly attempts to provide an analysis, and makes limited and/or vague links to professional experience.	The self-evaluation is undeveloped and superficial, provides no analysis, and makes little to no link to professional experience.
Problem-Solving Analysis (10%)				
Critical thinking on the challenges faced and problem-solving This section should comprise a detailed analysis of the problems encountered during the placement, be it personal or professional, and describe the strategies and problem-solving techniques applied.	8-10	5-7	2-4	0-1
	An analysis of the identified problem, the strategies used to tackle the problem, and the applied problem-solving techniques is clearly and adeptly provided.	The problem is identified. Additionally, the strategies used to tackle the problem and the applied problem-solving techniques are described.	The problem, the strategies used to tackle the problem, and the applied problem-solving techniques are somewhat mentioned.	Little to no analysis of the problem, the strategies used to tackle the problem, and the applied problem-solving techniques are provided.

Learning Curve (10%)				
	8-10	5-7	2-4	0-1
Critical thinking on the learning curve (10%) This section should comprise a self-evaluation of what the student learned during the placement and where the student deems there could be room for improvement.	The self-evaluation is rich in content, provides insightful analysis, and makes clear and adept links to professional experience.	The self-evaluation provides significant information, shows evidence of analysis, and makes links to professional experience. However, these links are either too obvious or unclear.	The self-evaluation provides little information, poorly attempts to provide an analysis, and makes limited and/or vague links to professional experience.	The self-evaluation is undeveloped and superficial, provides no analysis, and makes little to no link to professional experience.
Academic Writing Skills (5%)				
	4-5	2-3	0-1	
Academic writing skills Marks are to be awarded for proper academic writing skills and minimal grammatical errors, and on the general format of the reflective journal.	The student exhibits excellent academic writing skills, making minimal grammatical errors. The general format of the reflective journal is neat, clear, and cohesive.	The student exhibits decent academic writing skills, making few grammatical errors. The general format of the reflective journal is decent.	The student exhibits poor academic writing skills, making several and obvious grammatical errors. The general format makes the reflective journal difficult to read.	