

	LO1: Articulate examples of an enabling environment for children and their families.	LO2: Demonstrate their own self-awareness, confidence and skills to practically respond to the individual needs of others.	LO3: Critique a mental health or SEND strategy considering the impact on staff as well as children and their families.	LO4: Critically reflect on own experiences, demonstrating an awareness of personal and professional development.
Over 80 - Exceptional	Students apply skills of critical analysis to articulate their understanding of an enabling environment for children and their families. The student's examples are demonstrated in their portfolio using a number of different mediums.	Students have constructed a clear narrative in their portfolio to demonstrate their own self-awareness, confidence and skills to practically respond to the individual needs of others. Specific examples are evidenced through personal reflections in their portfolio.	There is an exceedingly comprehensive analysis of the strategy considering the impact on staff as well as children and their families. Clear considerations have been made about the wider factors that can influence this and these have been clearly articulated in the students portfolio using a number of different sources.	Portfolios clearly articulate the students self- reflections of their learning journey and the activities covered within the short course. Students have been able to demonstrate their understanding of the course content by drawing upon their own experiences and making relevant links to other wider gathered sources.
70-80 Excellent	Students apply skills of critical analysis to articulate their understanding of an enabling environment for children and their families. The student's examples are demonstrated in their portfolio.	Students have constructed a clear narrative in their portfolios to demonstrate their own self-awareness, confidence and skills to practically respond to the individual needs of others. Some examples are evidenced through personal reflections in their portfolio.	There is an exceedingly comprehensive analysis of the strategy considering the impact on staff as well as children and their families. Clear considerations have been made about the wider factors that can influence this and these have been clearly articulated in the students portfolio.	Portfolios articulate the students self- reflections of their learning journey and the activities covered within the short course. Students have been able to demonstrate their understanding of the course content by drawing upon their own experiences.
60-70 - Very Good	Students apply some levels of critical analysis to articulate their understanding of an enabling environment for children and their families. The student's examples are demonstrated in their portfolio.	Students have constructed a clear narrative in their portfolios to demonstrate their own self-awareness, confidence and skills to practically respond to the individual needs of others.	There is some evidence of analysis of the strategy to consider the impact on staff as well as children and their families. Clear considerations have been made about the wider factors that can influence this and these have been articulated in the students portfolio.	Portfolios articulate the students self- reflections of the activities covered within the short course. Students have been able to demonstrate their understanding of the course content by drawing upon their own experiences.
50-60 - Good	Students have demonstrated in their portfolio some level of analysis about their understanding of an enabling environment for children and their families.	Students have used their portfolios to demonstrate their own self-awareness, confidence and skills to practically respond to the individual needs of others.	There is some evidence of analysis of the strategy to consider the impact on staff as well as children and their families. This has been articulated in the students portfolio.	Portfolios articulate the student's self-reflections of their learning journey. Students have been able to demonstrate their understanding of the course content by drawing upon their own experiences..
40-50 - Pass	Portfolios provide some examples of the students understanding of enabling environments for children and their families.	Portfolios provide some evidence of where the student has demonstrated their own self-awareness, confidence and skills to practically respond to the individual needs of others.	Analysis of the strategy to consider the impact on staff as well as children and their families has been presented as part of the student's portfolio.	Portfolios articulate the students self- reflections of their learning journey and the content covered in the course.
30-40 - Marginal Fail	Failing is not having done any of the above.	Failing is not having done any of the above.	Failing is not having done any of the above.	Failing is not having done any of the above.
Below 30 - Fail				