Educational Level:
Undergraduate

Subject Area(s):
Business Management and Entrepreneurship

"Adobe Visualise": Photographic critical reflection

Rubric

	High Distinction	Distinction	Credit	Pass	Unsatisfactory
Presentation of the portfolio – Platform, the use of multi-media and visual appeal	The portfolio is built on Adobe Portfolio (Pf). All the audio, video, graphic and photographic elements effectively enhance understanding of concepts, ideas, and relationships, create interest, and are appropriate for the reflective journal. All the parts of the portfolio are labelled, and clearly organised, and allow the reader to easily locate an artefact and move to related pages or a different section.	The portfolio is built on Adobe Portfolio (Pf). All the audio, video, graphic and photographic elements effectively enhance understanding of concepts, ideas, and relationships, create interest, and are appropriate for the reflective journal but there are minor distractions. All the parts of the portfolio are labelled, and clearly organised, and allow the reader to easily locate an artefact and move to related pages or a different section but there are minor errors.	The portfolio is built on Adobe Portfolio (Pf). Most of the audio, video, graphic and photographic elements enhance understanding of concepts, ideas, and relationships, create interest, and are appropriate for the reflective journal. Most of the parts of the portfolio are labelled, and clearly organised, and allow the reader to locate an artefact and move to related pages or a different section.	The portfolio is built on Adobe Portfolio (Pf). Some of the audio, video, graphic and photographic elements enhance understanding of concepts, ideas, and relationships, create interest, and are appropriate for the reflective journal. Some parts of the portfolio are labelled, and clearly organised, and allow the reader to locate an artefact and move to related pages or a different section.	The portfolio is NOT built on Adobe Portfolio (Pf). Most of the audio, video, graphic and photographic do NOT enhance understanding of concepts, ideas, and relationships, create interest and are NOT appropriate for the reflective journal. Sections of the portfolio are confusing, and it is difficult to locate artefacts and move to related pages or a different section.

Photographic content	Reflection Portfolio is accompanied by self-taken photos/images illustrating the main learning experience of each week. All the photos/images are appropriate to the Unit's content, evocative, visually captivating, and show unique perspectives of the learning experience.	Reflection Portfolio is accompanied by self-taken photos/ images illustrating the main learning experience of each week. Most of the photos/images are appropriate to the Unit's content, evocative, visually captivating, and show unique perspectives of the learning experience.	Reflection Portfolio is accompanied by self-taken photos/images illustrating the main learning experience of each week. Only some of the photos/images are appropriate to the Unit's content, evocative, visually captivating, and show unique perspectives of the learning experience.	Reflection Portfolio is accompanied by self-taken photos/ images illustrating the main learning experience of each week. Only a few of the photos/images are appropriate to the Unit's content, evocative, visually captivating, and show unique perspectives of the learning experience.	Reflection Portfolio is NOT accompanied by self-taken photos/images illustrating the main learning experience of each week. Photos/images are not appropriate to the Unit's content, and do NOT show unique perspectives of the learning experience.
Quality of the reflection – Critical thinking and connections to the learning	Reflection demonstrates an excellent level of critical thinking in applying, analysing, and evaluating theoretical knowledge and other learning experiences.	Reflection demonstrates a high level of critical thinking in applying, analysing, and evaluating theoretical knowledge, and other learning experiences.	Reflection demonstrates a satisfactory level of critical thinking in applying, analysing, and evaluating theoretical knowledge, and other learning experiences.	Reflection demonstrates a satisfactory level of critical thinking in applying, analysing, and evaluating theoretical knowledge, and other learning experiences.	Reflection lacks critical thinking. Superficial connections are made with theoretical knowledge and other learning experiences.

Quality of the content reflection - Connections to learnings and future work behaviours	Insightful and relevant connections made to learning experiences and skills/ abilities/ knowledge development. Clear and relevant reflections on behaviour patterns in professional situations are made. Synthesising current learning into future implications is exceptionally well.	Well-developed insights and relevant connections made to learning experiences and skills/ abilities/ knowledge development. Clear and relevant reflections on behaviour patterns in professional situations are made but there are occasionally unclear points. Synthesising current learning into future implications is good but there are occasionally unclear points.	Some insights and relevant connections made to learning experiences and skills/ abilities/knowledge development. Reflections on behaviour patterns in professional situations are made but vague generalities are posted. Synthesising current learning into future implications is satisfactory but vague generalities are posted.	Some insightful and relevant connections are made to learning experiences and skills/ abilities/knowledge development. Reflections on behaviour patterns in professional situations are made but mostly vague generalities are posted. Synthesising current learning into future implications is superficial and mostly vague generalities are posted.	Insights and connections are not made to learning experiences and skills/abilities/knowl edge development. No reference was made to behaviour patterns in professional situations. Synthesising current learning into future implications is absent.
Writing style and research effort - Tense, pronoun use, accurate spelling, grammar, research to support the claims and correct use of references	Well written and clearly organised using standard English and free from grammar, punctuation, usage, and spelling errors. All references are included & referenced in the correct format.	Well-written and clearly organised using standard English with minor errors in grammar, punctuation, usage, and spelling. A good use of literature to support the claims is evident. All references are included with occasional formatting	Above average writing style and logically organised using standard English with occasional errors in grammar, punctuation, usage, and spelling. The satisfactory use of	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling. Minimal use of additional	Poor writing style lacking in standard English, clarity, the language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work. The use of

Excellent use of literature to support the claims is evident. All references are included & referenced in the correct format.	errors. All references are included with occasional formatting errors.	some research to support the claims is evident. The satisfactory use of some research to support the claims is evident. All references are included with some missing information.	materials to support the claims is evident. OR all or a few references are included, and the majority are incorrectly formatted. OR all or a few references are included, and a majority are incorrectly formatted.	additional materials to support the claims is not evident. OR No reference is included. The use of additional materials to support the claims is not evident.