BWYQ Level 3 General Assessment Descriptors

CRITERION	Exceeds standard (Good/excellent)	Meets standard (Pass)	Not to standard (Refer/fail)
SUBJECT KNOWLEDGE ASSIGNMENTS			
Content and range of knowledge displayed	Addresses all the knowledge criteria in-depth. Demonstrates a systematic, detailed, theoretically informed knowledge base using appropriate terminology.	Meets the knowledge criteria. Demonstrates a foundational factual and conceptual knowledge base using accurate, but not always technical, terminology.	Provides limited evidence towards the knowledge criteria. Contains errors and/or omissions such as gaps in knowledge and/or misuse of terminology.
Addressing the knowledge criteria/attention to purpose	Addresses all the knowledge criteria in- depth. Fulfils the purpose of the assignment effectively and creatively.	Addresses the knowledge criteria. Addresses the basic purpose of the assignment.	Addresses some, but not all of the knowledge criteria. Does not address the purpose of the assignment.
Clarity of expression (incl. accuracy, spelling, grammar, punctuation)	Fluent writing style appropriate to the assignment. Grammar and spelling accurate.	Generally understandable with language that supports meaning but may be awkward in places. Grammar and spelling mainly accurate.	Meaning often unclear. Frequent errors in grammar and/or spelling that detract from meaning.
Coherence and organisation of assignment	Strong, logical organisation and coherence enhances the assignment objectives.	Demonstrates suitable organisation and appropriate structure to meet the assignment objectives.	**Shows limited organisation.** Poorly presented and structured.
Evaluation/Review/ Conclusion	Well developed, conceptually informed thinking is consistently integrated. Shows well developed ability to compare alternative theories with insightful evaluation and review. Conclusions are well developed with some originality.	Refers to alternative viewpoints/theories were relevant but does not always integrate these into their responses. Can be superficial. Makes some use of techniques to evaluate and review the material studied. Based primarily on what they know/have learnt. Reasonable conclusions are usually drawn.	Lacks evaluation and review. Limited or ineffective attempt to draw together arguments. Lack of conclusions, or invalid conclusions drawn.
Evidence of reading/ quality of sources	Evidence of independent reading from a range of excellent sources. Uses high quality secondary sources with some primary sources.	Evidence of reading from appropriate sources. Uses appropriate secondary sources, although may not have looked beyond course texts.	Demonstrates limited evidence of reading. Draws upon unreliable and/or inappropriate sources.

Referencing	Sources are consistently acknowledged in the text/ reference list and used effectively to support the discussion. Accurate referencing follows a systematic approach, with all elements included.	Sources used are for the most part sufficiently acknowledged in the text and reference list. Entries in the bibliography/ reference list identify the source and are generally consistent in format, although may not contain all the information found in a full reference.	Sources in the text are not always acknowledged. When they are, they are often inaccurate or incomplete to the point of being untraceable. Entries in the bibliography/ reference list are incomplete and/or absent.

OBSERVATIONS OF SKILLS AND APPLICATION OF KNOWLEDGE

Work Products - Planning for delivery of a yoga course (scheme of work, course/lesson plans)

Clarity of learning outcomes and focus of work	Defines appropriate Learning Outcomes in detail and addresses them comprehensively.	Outlines appropriate Learning Outcomes and addresses them in a manner which usually gives a clear focus to the work.	Learning Outcomes are not appropriate and/or clearly identified.
Code of conduct	Develops specific objectives which are achievable, consistent with professional values / code of conduct and appropriate to the clientele.	Develops objectives which are consistent with proffessional values/code of conduct and for the most part appropriate to the clientele.	Inadequate or no attempt to ascertain needs of clientele. Limited use of professional values / code of conduct frameworks.
Information gathering / processing to inform session plans and schemes of work	Selects a variety of highly relevant information and resources to inform session plans and schemes of work. Gathers complex information and incorporates it effectively, imaginatively into teaching resources. Goes beyond information/sources provided.	Selects information and resources that are for the most part relevant to inform session plans and schemes of work and incorporates them appropriately. These may be limited to information/sources provided.	Little or no evidence of information and resources to inform session plans and schemes of work. Sources and information may be suitable for the task.
Application of knowledge and theory	Demonstrates a detailed, systematic understanding. Integrates theoretical knowledge into their planning and teaching	Demonstrates an appropriate factual and/or conceptual knowledge base and usually uses appropriate terminology.	Selection of theory is satisfactory but application and/or understanding limited. Significant gaps in knowledge and/or misuse of terminology.

Teaching and/or presentation delivery

Demonstration of yoga techniques	**Good communication and understanding of yoga techniques with attention to detail.** Demonstrates yoga practices with clarity and precision.	Communicates how to perform yoga techniques safely with adequate demonstration of the basic yoga practices.	Communication and commitment are lacking. Knowledge of the asana is poor. Technical ability and/or demonstration skills are weak or non-existent.
Communication	**Demonstrates effective communication through a strong understanding of yoga ethics, use of Sanskrit names and correct pronunciation.**	Communication is generally clear and in a format that is appropriate to yoga ethics. Appropriate English names of asana used. Correct use of some Sanskrit,	Communication is unstructured, disorganised or used in a format inappropriate to the ethos of yoga.
Observation and decisions	**Observes individuals during the teaching of a class. Decides on the best modifications to meet the needs of individuals, as identified through observation. Gives expert rationale.**	Observes class members and gives modifications to ensure that the class is safely practicing yoga. Can provide a suitable rationale for decisions.	Does not observe the students in the class. May make decisions which are unclear or unsafe and/or cannot be supported by tenable rationale.
Presentation skills	**Demonstrates a variety of styles and ability to adapt them according to individual need. Oral presentation is well structured and engaging. Pace and audibility are highly effective.**	Oral presentation is clear, with suitable organisation for the task. Pace and audibility are generally good.	Oral presentation is disorganised and/or pace and audibility are poor.
Reflection on practice	**Confidently analyses and critically evaluates strengths and weaknesses relating to own practice as a result of feedback from a variety of sources including peer and student evaluation Develops and implements alternative courses of action.**	Demonstrates ability to reflect upon and evaluate own practice using feedback from students and peers. Identifies further actions as a result.	Shows limited ability to reflect on and evaluate own practice as a result of feedback from students and peers. Little or insufficient action as a result.