

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Anonymous Submission	Student ID number:	NA
Programme:	BSc Psychology		
Module:	Abnormal & Clinical Psychology		
Module code:	M6X00914	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Dr Lymarie Rodriguez-Morales	Internal Verifier:	Dr Ceri Phelps
Assignment Title:	Using the case study provided, create a psychological formulation of the problems and potential treatment options that may apply to this individual.	Word count (or equivalent):	2,500 ($\pm 10\%$)
Submission deadline:	Tuesday 28 th April 2020 by no later than 23:59 p.m. (via Turnitin)	Return date of provisional marks & written feedback:	26 th May 2020
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- critically discuss the relative importance of biological, psychological and social causes for a range of mental health problems;
- employ evidence-based reasoning in order to critically evaluate the effectiveness of treatments for a variety of mental health problems;
- demonstrate a critical awareness of current debates and controversies in the field of Clinical Psychology; and

- the ability to present work to a professional standard suitable for an academic audience through appropriate media.

TASK DESCRIPTION

Title: Using the case study provided, create a psychological formulation of the problems and potential treatment options that may apply to this individual.

Following the British Psychological Society document *Good Practice Guidelines on the Use of Psychological Formulations* (DCP, 2011), address the following essential components in your case formulation:

1. Summarise the service user's core problems;
2. Suggest how the service user's difficulties may relate to one another by drawing on psychological theories and principles;
3. Aim to explain, on the basis of psychological theory and relevant research-based literature, the development and maintenance of the service user's difficulties at this time and in these situations;
4. Indicate a plan of intervention which is based in the psychological processes and principles already identified.

Case Study

John Martin made his first appointment at the local mental health centre reluctantly. He was 25 years old, single and unemployed. His sister, Susie, with whom he had been living for 18 months, had repeatedly encouraged him to seek professional help. She was concerned about his peculiar behaviour and social isolation. He spent most of his time daydreaming, often talked to himself, and occasionally said things that made little sense. John acknowledged that he ought to keep more regular hours and assume more responsibility, but he insisted that he did not need psychological treatment. The appointment was finally made in an effort to please his sister and mollify her husband, who was worried about John's influence on their three young children. During the first interview, John spoke quietly and frequently hesitated. The therapist noted that John occasionally blinked and shook his head as though he was trying to clear his thoughts or return his concentration to the topic at hand. When the therapist commented on this unusual twitch, John apologized politely but denied that it held any significance. He was friendly yet shy and clearly ill at ease. The discussion centred on John's daily activities and his rather unsuccessful efforts to fit into the routine of Susie's family. John assured the therapist that his problems would be solved if he could stop daydreaming. He also expressed a desire to become better organized. John continued to be guarded throughout the early therapy sessions. After several weeks, he began to discuss his social contacts and mentioned a concern about sexual orientation. Despite his lack of close friends, John had had some limited and fleeting sexual experiences. These had been both heterosexual and homosexual in nature. He was worried about the possible meaning and consequences of his encounters with other males. This topic occupied the next several weeks of therapy.

John's "daydreaming" was also pursued in greater detail. It was a source of considerable concern to him, and it interfered significantly with his daily activities. This experience was difficult to define. At frequent, though irregular, intervals throughout the day, John found himself distracted by intrusive and repetitive thoughts. The thoughts were simple and most often alien to his own value system. For example, he might suddenly think to himself, "Damn God." Recognizing the unacceptable nature of the thought, John then felt compelled to repeat a sequence of self-statements that he had designed to correct the initial intrusive thought. He called these thoughts and his corrective incantations "scruples." These self-statements accounted for the observation that John frequently mumbled to himself. He also admitted that his unusual blinking and head shaking were associated with the experience of intrusive thoughts.

Six months after John began attending the clinic regularly, the therapist received a call from John's brother-in-law, Roger. Roger said that he and John had recently talked extensively about some of John's unusual ideas, and Roger wanted to know how he should respond. The therapist was, in fact, unaware of any such ideas. Instead of asking Roger to betray John's confidence any further, the therapist decided to ask John about these ideas at their next therapy session. It was only at this point that the therapist finally became aware of John's extensive delusional belief system. John was initially reluctant to talk about the ideas to which his brother-in-law had referred. Nevertheless, he provided the following account of his beliefs and their development. Shortly after moving to his sister's home, John realized that something strange was happening. He noticed that people were taking special interest in him and often felt that they were talking about him behind his back. These puzzling circumstances persisted for several weeks during which John became increasingly anxious and suspicious. The pieces of the puzzle finally fell in place late one night as John sat in front of the television. In a flash of insight, John suddenly came to believe that a group of conspirators had secretly produced and distributed a documentary film about his homosexual experiences. Several of his school friends and a few distant relatives had presumably used hidden cameras and microphones to record each of his sexual encounters with other men. John believed that the film had grossed over £120 million at the box office and that this money had been sent to the Irish Republican Army to buy arms and ammunition. He therefore held himself responsible for the deaths of dozens of people who had died as the result of several recent bombings in Ireland. This notion struck the therapist and John's brother-in-law as being quite preposterous, but John's conviction was genuine. He was visibly moved as he described his guilt concerning the bombings. He was also afraid that serious consequences would follow his confession. John believed that the conspirators had agreed to kill him if he ever found out about the movie. This imagined threat had prevented John from confiding in anyone prior to this time. It was clear that he now feared for his life.

John's fear was exacerbated by the voices that he had been hearing for the past several weeks. He frequently heard male voices discussing his sexual behaviour and arguing about what action should be taken to punish him. They were not voices of people with whom

John was personally familiar, but they were always males and they were always talking about John. The details of the delusional system were quite elaborate and represented a complex web of imaginary events and reality. For example, the title of the secret film was supposedly Honor Thy Father, and John said his name in the film was Gay Talese, Honor Thy Father was, in fact, a popular novel that was written by Gay Talese and published several years prior to the development of John's delusion. The actual novel was about organized crime, but John denied any knowledge of this "other book with the same title." According to John's belief system, the film's title alluded to John's disrespect for his own father, and his own name in the film was a reference to his reputation as a "gay tease." He also maintained that his own picture had been on the cover of Time magazine within the past year with the name Gay Talese printed at the bottom.

John was the youngest of four children. He grew up in Manchester where his father worked as a firefighter. Both of his parents were Irish, many of their relatives were still living in Ireland. Both parents came from large families. John's childhood memories were filled with stories about the family's Irish heritage. John was always much closer to his mother than to his father, whom he remembered as being harsh and distant. When his parents fought, which they did frequently, John often found himself caught in the middle. Neither parent seemed to make a serious effort to improve their relationship. John later learned that his father had carried on an extended affair with another woman. His mother depended on her own mother, who lived in the same neighbourhood, for advice and support and would frequently take John with her to stay at her parents' apartment after particularly heated arguments. John grew to hate his father, but his enmity was tempered by guilt. He had learned that children were supposed to respect their parents and that, in particular, a son should emulate and revere his father. Mr Martin became gravely ill when John was 12 years old, and John remembered wishing that his father would die. His wish came true. Years later, John looked back on this sequence of events with considerable ambivalence and regret. John could not remember having any close friends as a child. Most of his social contacts were with cousins, nephews, and nieces. He did not enjoy their company or the games that other children played. He remembered himself as a clumsy, effeminate child who preferred to be alone or with his mother instead of with other boys. He was a good student and finished near the top of his class in school. His mother and the rest of the family seemed certain that he would go on to college, but John could not decide on a course of study. The prospect of selecting a profession struck John as an ominous task. How could he be sure that he wanted to do the same thing for the rest of his life? He decided that he needed more time to ponder the matter and took a job as a bank clerk after graduating from school. He moved to a small efficiency apartment and seemed to perform adequately at the bank. His supervisors noted that he was reliable, though somewhat eccentric. He was described as quiet and polite; his reserved manner bordered on being socially withdrawn. He did not associate with any of the other employees and them beyond the usual exchange of social pleasantries. Although he was not in danger of losing his job, John's chances for advancement were remote. This

realization did not perturb John because he did not aspire to promotion in the banking profession. It was only a way of forestalling a serious career decision. After 2 years at the bank, John resigned. He had decided that the job did not afford him enough time to think about his future. He was soon able to find a position as an elevator operator. Here, he reasoned, was a job that provided time for thought. Over the next several months, he gradually became more aloof and disorganized. He was frequently late to work and seemed unconcerned about the reprimands that he began receiving. Residents at the apartment house described him as peculiar. His appearance was always neat and clean, but he seemed preoccupied most of the time. On occasion he seemed to mumble to himself, and he often forgot floor numbers to which he had been directed. These problems continued to mount until he was fired after working for 1 year at this job. During the first year after finishing high school, while working at the bank, John had his first sexual experience. A man in his middle forties who often did business at the bank invited John to his apartment for a drink, and they became intimate. The experience was moderately enjoyable but primarily anxiety provoking. John decided not to see this man again. Over the next 2 years, John experienced sexual relationships with a small number of other men as well as with a few women. In each case, it was John's partner who took the initiative. Only one relationship lasted more than a few days. He became friends with a woman named Lucy who was about his own age, divorced, and the mother of a 3-year-old daughter. John enjoyed being with Lucy and her daughter and occasionally spent evenings at their apartment watching television and drinking wine. Despite their occasional sexual encounters, this relationship never developed beyond the casual stage at which it began. After he was fired from the job as an elevator operator, John moved back into his mother's apartment. He later recalled that they made each other anxious. Rarely leaving the apartment, John sat around the apartment daydreaming in front of the television. When his mother returned from work, she would clean, cook, and coax him unsuccessfully to enrol in various kinds of job-training programs. His social isolation was a constant cause of concern for her. She was not aware of his bisexual interests and encouraged him to call women that she met at work and through friends. The tension eventually became too great for both of them, and John decided to move in with Susie, her husband, and their three young children.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these

sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: It is expected that you would have widely researched the use of case formulation in Clinical Psychology. The analysis of the case study must demonstrate that you have engaged with wider reading beyond the content of the lectures.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: It is essential that you present a sound understanding of the service user's symptoms in light of psychological theory. You must be able to demonstrate sound knowledge and understanding of the use of case formulation and support your analysis of the case study with relevant research-informed literature.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Key for this assessment is to critically select and evaluate appropriate theories or approaches in the case formulation, and to provide a robust argument to support your choice of therapeutic interventions or treatments.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or

solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: N/A

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: Ensure your essay has an introductory paragraph setting out what will be discussed, a main body of arguments, and a concluding paragraph to end that draws your arguments together with a link to wider related issues regarding the understanding of anxiety and cognition. Your essay, in-text citations, and reference list must follow APA formatting conventions and should be perfect.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		

4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed)	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				the basis of reason and evidence.			grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.