

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA(Hons) Graphic Design		
Module:	Corporate Identity and Creative Branding		
Module code:	ADVA5002	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Phil Thomas	Internal Verifier:	Donna Williams
Assignment Title:	Café Corporate Identity	Word count (or equivalent):	Coursework (This is equivalent to 4000 words)
Submission deadline:	2pm Tuesday 5 January 2027	Return date of provisional marks & written feedback:	Feedback no later than: 02/02/27
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: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: You write clearly and concisely.		

- All students complete the assessment on an equal basis.

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

Module Learning Outcomes (from module syllabus)

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Develop and produce a brand name and visual identity.
2. Produce an extended campaign of marketing materials and proposals.

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☐ No ☒
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☐ No ☒
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☒

Students will receive a detailed design brief requiring them to initiate, develop and strategize a comprehensive brand identity proposal for a new business launch.

The project runs across the whole of Semester 1 with the workload divided into three interconnected 'phases' to aid and encourage effective time management.

The phases will build upon the establishment of a name and logo, typically demanding a range of deliverables such as: signage; menu design; livery design; packaging; information graphics; exterior and interior design assets, etc.

As the new brand identity develops and grows, a 'mission statement' is proposed, clarifying the tone, values, and aspirations of the new brand. Conversations about commercial design practice, the transition from undergraduate study to industry, and thoughts on future directions and possibilities are integrated into the student's decision-making process.

The brief will place an emphasis on the requirement of a successful and engaging brand identity proposal to strike a balance between consistency and variation, while encouraging debate on the widening remit of the graphic designer.

Via small group presentations, one-to-one discussions and 'client meetings', the function and growing responsibility of brands and their visualization in everyday life will help to quietly prepare Level 5 students for their future creative journeys. The semester concludes with the submission of all research and development work undertaken, accompanied by a stand-alone client pitch that assimilates a professional, commercial design presentation.

Your Major Project (Corporate Identity & Creative Branding) spans the whole of Semester 1. The brief is broken down into sections (Phase 1, 2, 3) to help you organize your time effectively, and to give the necessary attention to each requirement of the brief. Corporate Identity accounts for a substantial part of professional Graphic Design, and sometimes involves considerable budgets and large teams of art directors, designers, market researchers/focus groups, copywriters, photographers and illustrators etc. You will be attempting to do most of these things, on your own, in one Semester. Your time management and commitment to the brief are crucial to a successful outcome.

The Brief

You need to choose a location for your café. There may be an area of coastline or countryside that is already special to you, or particularly interests you as a result of your research. Your location might even be as specific as a particular beach or park if you wish. Part of your research will be a more focussed, detailed investigation of your location. You might want to consider a location within reasonable travelling distance as this could be helpful for primary research. However, this is not essential - there have been excellent solutions to the module based on distant locations that were impractical to reach. Your target audience is *anyone* who might use a café in your chosen location.

Some thoughts to start with:

The Coastline

Starting points could include: beaches; names of beaches; landmarks; geology; tides; piers; amusement arcades; history; rock formations; beach activities; the sun; beachcombing; wildlife; ecology; environment; Punch and Judy shows; sunsets; school trips; holidays; Areas of Outstanding Natural Beauty; journeys; memories.

The Countryside

Starting points could include: mountains; orienteering; maps; compasses; wayfinding; camping; wildlife; agriculture; fields; valleys; place names; landmarks; woodland; habitat; lakes; rivers; contour lines; standing stones; boundaries; school trips; holidays; Areas of Outstanding Natural Beauty; journeys; memories.

Phase 1

Start: 22/9/26

Stop: 6/10/26

Duration: 2 weeks for this part of the brief

Design 5 potential logos for your café. Each should have a **different** name and there should be a range of styles presented.

This first phase of the project is purely about establishing the name and the logo, but in the following phases you will be required to extend your identity across a range of applications. Therefore, your idea will need to have the potential to be developed more broadly as the project builds.

Work required

On Tuesday October 6th, bring the following to class for discussion:

One A3 printout that shows five different potential names/logos at a finished standard.

Any additional material that supports or helps make sense of the logos in a wider context. This could be a mood-board, sketchbook pages, photographs etc.

After a conversation, we will choose the name and logo to take forward to the next phase of the project. Another individual task will then be set for you to complete for Tuesday October 13th. We are then aiming for everyone to have a finalised name and logo design ready to pin up for display on Tuesday October 20th.

Phase 2 of the project will be discussed in more detail on Tuesday October 13th.

Transition into Phase 2

You will need supporting material to work in conjunction with your logo when you go on to consider the next phases of the brief. This will be different for everyone, but might involve photography, illustration, copy-writing, pattern design, creative typography etc...

As a starting point, create design(s) for the following: An A3 sized sample of an idea for a surface design that would work in association with your brand name/logo. It may help to think of this as a potential sheet of gift wrap or a fabric design.

Write a short company 'mission statement' that communicates your company vision, goals, values, practices, design outlook and services etc.

This will be essential for you to refer to as you make various design decisions during the project.

Phase 2

Start: 13/10/26

Stop: 10/11/26

Duration: 4 weeks for this part of the brief

Introduction

Your logo now becomes the foundation for various pieces of supporting design. Consider all the tasks below before spending a lot of time on one in isolation. You are working towards the creation of a strong, cohesive brand identity to launch the café(s) with confidence. Your surface design sample may provide you with potential imagery to incorporate into this part of the brief. Or you may wish to introduce completely new imagery. We will discuss individually.

Brief

Create designs for the following items:

1. Three takeaway cups in sizes small, medium and large. There may be scope to make a connection between the sizes of the cups and your theme or name. Lids and 'heat sleeves' may also have design potential?
2. Three further takeaway cups in sizes small, medium and large with a seasonal theme of Christmas, Halloween or another theme of your choice (if agreed with staff).
3. Aprons/uniforms that would be worn by the staff of the café(s).
4. Either:
a backpack and a surfboard.
or
a backpack and a sleeping bag.
5. A children's meal box and juice carton including a character or mascot. It may be necessary for these items to *slightly* depart from your overall visual identity, but you should ensure that there is at least something that connects them to everything else.

All of the above can be visualized however you choose. Flat vector renderings are fine, or you can use suitable online mock-ups, imagery and templates. You could attempt your own 3D renderings, but do not spend excessive time on this – a slick rendering will not make the *design* any better. The most important thing is that they are a clear and true representation of what you would want the client to see.

Work required

Phase 2 Formative Deadline is class time on Tuesday November 10th

Arrange an overview of your designs on however many A3 printouts or digital documents you require, and keep a digital backup for the Summative Deadline.

Phase 3 of the project will be discussed in more detail.

Phase 3

Start: 10/11/26

Stop: 05/01/27

Duration: 5 uni weeks for this part of the brief (+ 3 week Christmas break)

Brief

Create designs for the following items:

1. Either:

a range of three fizzy drinks unique to your café(s).

or

a range of three craft beers unique to your café(s).

2. A range of three lollipop/ice-cream wrappers unique to your café(s).

3. An Infographic that contains information relating to your new brand. You could draw upon interesting factual information about location – history, geography, landscape. This could be combined with thoughts on your brand's mission statement, uniqueness and selling points perhaps. You need to source/generate all of the content yourself. Your 'canvas' for the infographic is any part of the interior of your café(s) – walls, floor, stairs, ceiling, counter, tabletops, seating etc.

4. A set of six 1" button badges that would be given away free to customers when your café(s) open.

Work required for submission

Summative Deadline is 2pm on Tuesday 5th January 2027

You are only required to submit the work in digital form and more detailed instruction will follow nearer the deadline. However, any outcomes of the project that may benefit from an additional printed or 3D version are welcomed. We can discuss further on an individual basis as we approach the deadline.

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 provide evidence that you have accessed an appropriate *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: (25 marks available)

Research & Analysis – This section relates to the initial generation of five distinctly different, commercially viable logo proposals, backed up by all research that you undertook. This research was also condensed into two A3 mood boards. Any further necessary research and analysis as the project progresses will also contribute.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment: (25 marks available)

Development – This section relates to development and adjustments that you made to your logo after discussion with your 'client', and the ideas that you went on to develop for the 'surface design' task. It also includes your design development process at all further stages of the project.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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: (25 marks available)

Subject Knowledge

How well does your outcome satisfy the requirement of the brief? How well have you integrated your development? How effectively have you extended your brand identity across a range of specific commercial requirements to generate a cohesive body of work? Does it attain a suitable overall standard in response to the task?

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be 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: (25 marks available)

Presentation & Communication – How well have you communicated with staff over the duration of the project? Has there been regular, productive dialogue to progress your work? How well has your outcome been presented/realized? At the conclusion of the project, have you created a viable, commercial ‘pitch’ - visualising and arranging the work to its best advantage?

5. Transferable Skills for Life and Professional Practice NA

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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:

(NA Not applicable to this Assessment)

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 – RESEARCH AND ANALYSIS.	25	
2. Knowledge and Understanding Skills - DEVELOPMENT	25	
3. Cognitive and Intellectual Skills - SUBJECT KNOWLEDGE	25	
4. Practical Application Skills – PRESENTATION AND COMMUNICATION	25	
5. Transferable Skills for Life and Professional Practice NA	NA	

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 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	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 literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

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critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. 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 evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
							the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established 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 outside the context in which they were first studied.	Rudimentary application of established 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 outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of 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 outside the context in which they were first studied.	A good and appropriate application of established 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 outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life	Communication medium is	Communication medium is poorly	Can communicate in	Can communicate	Can communicate	Can communicate	Can communicate

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	designed and/or not suitable for the audience. Work is poorly presented in a 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. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	a suitable medium for the audience but with some room for improvement. 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 group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	effectively in a suitable medium for the audience, but may have minor errors. 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 for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	well, confidently and consistently in a suitable medium for the audience. 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 skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH