Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX GA36b

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**Computing Portfolio**		
Module:	**Data Security and Compliance**		
Module code:	ACCA5034	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Dr Ayman Al Hajjar**	**Internal Verifier:**	**Dr.Dipo Dunsin**
Assignment Title:	**Research and case scenario in Data Security and Compliance**	**Word count (or equivalent):**	**5000 words or equivalent**
Submission deadline:	**30th April 2026** **14:00 (2PM)**	**Return date of provisional marks & written feedback:**	**29th May 2026**
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.		

Module Learning Outcomes (from module syllabus)
Upon the successful completion of this module, the student should be able to: • Understand the key issues associated with inspection, protection, detection of and reaction to threats to information assets. • Provide an overview of the field of information security assurance, governance, policies, risk management and regulatory compliance.

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.	☐

Introduction

This module provides the foundation for understanding how to **proactively defend** information assets in a complex digital landscape. You will learn to determine levels of protection based on risk, design **resilient security architectures** aligned with business objectives, and implement **continuous monitoring** and automated response capabilities to address modern security incidents.

OVERVIEW

You should submit **one report with two major headings** (task 1 and 2; ***name your tasks heading appropriately***) and sub-headings under each.

You will be required to submit via Turnitin on Moodle your written documentation/report. A Moodle link will be created to upload additional files such as design approach, implementations if or any other additional work done.

Task 1 – Research in Data Security and Compliance

Conduct research on one of the following contemporary challenge areas below. Your paper must analyse and critically evaluate how modern organizations can create an environment that anticipates, protects, detects, and automatically responds to threats.

Your research paper must not be more than **2500** words, using the **IEEE two-column report format** (a sample guide is on Moodle) from one or more of the following:

- Securing the Hybrid Workforce: Protecting data beyond the corporate perimeter (ZTNA, SASE, DLP).
- Governance of AI and Machine Learning Systems: Managing risk, ethics, and compliance for AI data and models.
- The Zero Trust Architecture: A critical analysis of its principles, implementation challenges, and efficacy compared to traditional models.
- Compliance in a Fragmented World: Navigating GDPR, alongside new regulations like DORA (Digital Operational Resilience Act) and NIS2 for critical infrastructure.

Should you want to choose a different title, you need to obtain the consent from the lecturers (Carlene & Munya); otherwise, it may lead to the failure of the assignment.

Here is a supplementary/additional information to help you.

Acronym Glossary for Data Security & Compliance Assignment

Acronym	Stands For	Definition & Context
AI	Artificial Intelligence	The simulation of human intelligence processes by machines, especially computer systems. In this context, it refers to the systems that need to be governed and secured.
BCP	Business Continuity Planning	The process of creating a system of prevention and recovery from potential threats to a company. Ensures that personnel and assets are protected and can function quickly in the event of a disaster.
BYOD	Bring Your Own Device	A policy that allows employees to use their personal devices (laptops, smartphones) for work purposes. This creates significant security challenges that need to be managed.
CPRA	California Privacy Rights Act	A state statute that enhances privacy rights and consumer protection for residents of California, USA. It amends the CCPA.
CSPM	Cloud Security Posture Management	Tools that automatically identify and remediate misconfigurations and compliance risks in cloud environments (e.g., AWS, Azure, GCP).
DLP	Data Loss Prevention	A set of tools and processes used to ensure that sensitive data is not lost, misused, or accessed by unauthorized users.
DORA	**Digital Operational Resilience Act**	A key EU regulation that applies to the financial sector. It aims to strengthen IT security and operational resilience of financial entities.
EDR	Endpoint Detection and Response	A cybersecurity technology that continuously monitors and collects endpoint data, uses analytics to detect threats, and enables automated response.
GDPR	General Data Protection Regulation	A comprehensive data privacy law that regulates the collection and processing of personal data from individuals in the European Union.
ISO 27001	International Organization for Standardization 27001	The international standard for specifying the requirements of an Information Security Management System (ISMS).
MFA	Multi-Factor Authentication	A security mechanism that requires a user to provide two or more verification factors to gain access to a resource.

Acronym	Stands For	Definition & Context
NIS2	**Network and Information Systems Directive 2**	A key EU directive aimed at boosting the overall level of cybersecurity and resilience across the Union, especially for critical sectors.
NIST CSF	National Institute of Standards and Technology Cybersecurity Framework	A voluntary framework consisting of standards, guidelines, and best practices to manage cybersecurity risk. Version 2.0 was released in 2024.
PIPL	Personal Information Protection Law	China's comprehensive data privacy law that regulates the processing of personal information within China.
SaaS	Software as a Service	A software licensing and delivery model in which software is accessed online via a subscription, rather than bought and installed on individual computers.
SIEM	Security Information and Event Management	A tool that provides a holistic view of an organization's security by aggregating and analyzing log data from various sources in real-time.
SOAR	Security Orchestration, Automation, and Response	A suite of technologies that enables organizations to collect data and alerts from various sources and perform automated incident response activities.
VPN	Virtual Private Network	A service that creates a secure, encrypted online connection, extending a private network across a public network.
ZTNA	Zero Trust Network Access	A security framework that provides secure remote access based on the principle of "never trust, always verify." It replaces traditional VPNs in modern architectures.
SASE	Secure Access Service Edge	A cloud architecture model that combines network and security-as-a-service functions into a single, integrated cloud service.

Task 2 – Case Scenario

MediTrust Analytics Ltd is a growing HealthTech software company that develops AI-powered clinical decision support systems and cloud-based platforms used by hospitals and private healthcare providers. Its products process highly sensitive medical records, diagnostic imaging, and real-time IoT data from patient monitoring devices.

The organisation operates with a fully hybrid workforce, including remote developers, clinical data analysts, and third-party research partners. MediTrust relies heavily on multi-cloud providers to deliver services to international clients.

As the company expands into the EU healthcare market, it must comply with strict data protection and operational resilience regulations, including GDPR, DORA, and NIS2. Concerns have been raised about the security of AI training data, access control over sensitive patient information, and the risk of compromised third-party dependencies within its software supply chain.

MediTrust acknowledges the need for a unified security governance model and a Zero Trust architecture to protect its intellectual property, ensure regulatory compliance, and maintain trust with clinical partners and patients.

Based on the scenario above, the company is expanding into the EU and must comply with DORA and NIS2. Design and justify a Zero-Trust-aligned security programme for their new unit. Use your knowledge and understanding gain from your **research in task 1** and the **lecture content** to:

- Design and discuss your **own** approach to meet the need of the company new information security unit. Your design must be strategic and forward-looking.
- Some factors that may be consider in aiding appropriate solution(s) but not limited to them are:
    - Organisation Structure: Design a structure that includes a Cloud Security Architect and a DevSecOps Lead role. (10% = 5/50)
    - Policies & Procedures: Develop policies for AI Usage, Secure SaaS Configuration, and BYOD for a hybrid workforce. (20% = (10/50))
    - Compliance: Specifically address compliance with DORA's operational resilience requirements and NIS2 reporting obligations. (10% = 5/50)
    - Governance & Strategy: Propose a governance model based on the NIST Cybersecurity Framework (CSF) 2.0, explicitly linking security strategy to business goals. (20% = 10/50)
    - Risk Management: Conduct a high-level risk assessment focusing on software supply chain risks (e.g., poisoned AI models, vulnerable dependencies) and cloud misconfigurations. (10% = 5/50)

- Contingency Planning: Outline a Disaster Recovery plan for a ransomware attack that encrypts their AI training data and source code repositories. (10% = 5/50)
- Protection Mechanisms: Recommend specific modern controls (e.g., CSPM, SIEM, EDR with automated response, Phishing-Resistant MFA). (10% = 5/50)

Note: ***Your design must use one or more diagrams, tables, charts and/or any other design methods with the justification help from research done in Task 1 and lecture content.*** **Your report must not be more than 2500 words.**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

You should submit one report consist of major headings (for task 1 and 2) and sub-headings under each major heading.

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:

All work must be appropriately researched and referenced with an extensive range of relevant and credible literature. High-level referencing skills consistently applied. Most references should be current and Laws must cite current legislation in the appropriate government site(s).

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:

You will need to show application of skills and research in the assignment by demonstrating critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

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:

Guidance specific to this assessment: *Your work must demonstrate Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations of your research and design approach. Your work must also justify your findings and provide evidences. The structure and Policy suggestions should show sound relevant judgement in the applied work.*

Marks will be awarded:

- *For critical analysis and evaluation, based on the quality of the documentation/report/paper. How relevant conclusions are drawn and justified.*

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:

Guidance specific to this assessment: *Marks will be awarded based on the quality of and level of detail provided for the design approach; diagrams, tables, charts and any other design methods utilise will enhance marks. These should be properly explained and contextualised.*

5. Transferable Skills for Life and Professional Practice

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:

Guidance specific to this assessment: *You must submit documentation/report which should be approximately **5,000** words in length.*

- *You are required to use the **IEEE report format** (mainly for the research paper), a sample guide is on Moodle.*

- *This should be presented in an academic way and therefore must include an introduction, conclusion, and a list of references.*
- *The report must be submitted via Turnitin and any other files or designs must be uploaded to the Moodle link that will be created.*

This will be assessed based on the written and presentational quality of your report:

- *Flow*
- *Professionalism*
- *Comprehension (grammar and spelling)*
- *Completeness and presentation of report*

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		
	20	
2. Knowledge and Understanding Skills		
	10	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	20	

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 (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / 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

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
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