

Independent Inquiry Proposal



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Research in Practice ADAD5004
BA(Hons) Product design
Julia Lockheart

Word Count: 2514

Independent Inquiry Proposal: Change, Obsolescence and Ethics.

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In this research document, I will be investigating the meaning of the words; change, obsolescence and ethics within the context of product design. I have always been interested with the question, 'what is the role of a product designer?' especially how they can affect society with their design ideologies and practices. I have picked these three words in particular because they represent some of the aspects a designer may consider when producing a product. It is my intention to use the knowledge I accumulate from these words, to form a question for my independent inquiry.

Excellent

Change

The first philosopher of change, Heraclitus, summarised change as "all things are flowing" by which he inferred that everything is in constant change (Heraclitus, cited by Kirk, 1951, p. 35). Plato later stated that Heraclitus likened change to the "flow of a river" (ibid). This is evident in product design. Like a river, change is portrayed by the continuous flow of product development. There is no set formula to designing. For centuries, there has been a push by designers to strive to innovate and improve people's lives. Heraclitus said "we can't step into the same river twice". This is because the river is constantly changing. These fundamental teachings are echoed and essential in developing design. The continuous change in design practice has prevented the stagnation of design; as a result, the acceptance of change has helped improve our design outcomes and societies development.

Through my investigation I have been able to distinguish how change has affected the way we design. It has made me question whether or not the act of designing has really changed. In terms of design thinking and ideologies, the positive impact of change is abundant. The introduction of change through the use of manifestoes has helped evoke collaboration efforts in design, as they bring together like-minded individuals (Mau, 2004). This has helped develop and change design ideologies. However, have these design values been put to practice?

One of the greatest changes seen in the design world has been the introduction of mass manufacturing. Driven by the development of new production technologies, the industrial revolution started the product design profession; where the emergence of the specialized, commercially produced items, could appeal to a broad market. It helped implement the concept that form and function were considered together within design. However, in turn a capitalist market was conceptualised. The establishment of the idea of division of labour by Adam Smith (1776); a father of political economy, resulted in a tremendous increase in productivity under capitalism.

The introduction of capitalism started to change the role of the designer. The art of craftsmanship associated with design at the time had started to separate in an attempt to satisfy the needs of a larger target audience. In the book, *Understanding Industrial Design* (Chang & King, 2016), Simon King concluded that "For the first time, the act of design became separated from the act of making." It has engaged the designer to consider the importance of how a product is produced, rather than how it successfully fulfils the need of the user. Craftsmen are no longer creating products just for their apparent needs, but for the demands of the consumer. As a result, a consumer driven society has blossomed. An example of this is today's throwaway society.

Users **can now** demand what they want – companies are now meeting the demands of users rather than the needs of society as a whole. It makes you question whether the changes we've seen in design over the last century have actually been altered due to our fundamental design principles for example, manifestoes, or instead been influenced by our capability to produce and cater to societies demands. This change has also questioned ethics within design and what actually is good design. Are we producing meaning full products anymore?

In the book *Architecture and Design Versus Consumerism* (2012), Anne Thorpe concludes that applying social movement similar to social innovation may be the answer to changing the way we design and as a result, hopefully implementing sustainable, meaningful design outcomes.

Is it still possible to produce universal products which meet the needs of the individual and the collective, instead of lowered quality, unnecessary goods for niche markets? Do we need to change the way we design?

Obsolescence

The Collins dictionary describes obsolescence as “the state of being no longer needed because something newer or more efficient has been invented” (2020). Although the definition is true in some aspects of product design, through my investigation of the word obsolescence I believe this broad statement doesn't explain its complex nature within design. Academic **Tim Cooper**, sorts design obsolescence into 3 categories; technological, economic and psychological (2004).

Also known as “absolute obsolescence”, technological obsolescence occurs when a product is either no longer fit for purpose because of its failure to effectively function, or due to the introduction of a newer technology (ibid). This can be likened to how we age through our lives. As we grow older our bodies start to degrade and bodily functions are reduced, effectively making us less useful. On top of this, younger generations are born and can improve upon our own understanding, finally superseding us. Through this process, this is how humanity has evolved. This outcome is evident in a product's life cycle. No product can realistically physically last forever because of natural degradation and our continuous need to innovate. This refers back to the importance of change in design. Therefore, it is important that designers responsibly manage the life cycle of a product. Similar to a doctor, they need to consider how their approach to design can affect design obsolescence.

Like older members of society, although products become superseded, it doesn't mean they are no longer useful. This is why I disagree with Collins dictionary definition of “no longer needed” (ibid). A product can become technologically obsolete, but still useful and relevant. Even though product trends can become outdated, I believe the principles and the fundamental core of design need to be sustainable over time to uphold its relevancy (timeless design). Psychological obsolescence is the change in perceived trends and desires and is usually a result of fluctuation of aesthetic, functional or symbolic value (Cooper, 2004). Although some may argue that obsolescence created through the fluctuation of trends and tastes is a result of natural change; most trends are purposely contrived by designers in an attempted to sell larger product quantities. Incremental technological development is being used to sell more products. Referring back to the idea of consumerism, designers are now designing for the want of it instead of the need. Philosopher Gunther Anders (2002) criticises

obsolescence in society. In his book *Die Antiquiertheit des Menschen 1*¹² (2002) he formed the idea of obsolescence of mankind. He argued that with our advancements in design, production and the creation of consumerism; we have created a society that no longer stands by ethics. In essence, society is eating itself-up. This ideology is currently present in product design. The problem is that our society is built on consumerism and the greed to be wealthy. Products are now seen as a social symbol. On the whole, ethical design philosophies are no longer taken into account.

Excellent

Economical obsolescence is the act of designing a product for financial gain. A designer would consider design aspects like low performance/cost ratio and lower quality materials. It leads to the product suffering from inadequacies with function, durability, and sustainability (Cooper, 2004). As a consequence of a consumerism society, designers are more inclined to produce products to sell, rather than thinking about the ethical and ideological values that make a good design. The introductions of design practices like planned obsolescence have evolved as a result. Planned obsolescence is the common practice of deliberately shortening the life span of a product for financial gain (Pope, 2017). An example of this is how Apple build in planned obsolescence into their phones, by restricting iOS updates to make older phone stop functioning (BBC, 2020)

Excellent

Planned obsolescence is questioning whether the current stance of some product designers is unethical. Is Anders (2002) right? Do we live in society that prevents ethical design? Kamila Pope (2017) describes the wastefulness of planned obsolescence and reiterates the importance of sustainable design by referencing design ideologies like the *Good Life*. The theory created by the philosophers Aristotle, Plato and Socrates states that good life is not about being wealthy but rather being happy and having moral and intellectual virtues in life (ibid). Maybe this ideology should be recognised in design and applied to our society. Perhaps to reach ethical design, society must change first.

Ethics

Ethics derives from the ancient Greek word ἠθικός which means 'character or moral nature', which encapsulates the idea of doing something right or doing something wrong (Liddell and Scott, 1889). In terms of design, this can be conveyed within good and bad products. This raises the question of what is good and bad in regards to design, creating a dilemma between ethical design choices and choices which prioritise the attractive nature of a product. Applied ethics hold the most relevance in a designer's outlook of the real world. Applied ethics is the balance between consumerist demands brought forward through rapid production and technological advances, and the ethical consequences of design choices (Giorgini *et al*, 2015). Elements of applied ethics assume that the right policy will always result in the greatest benefit; discussion around this can lead us to consider whether we produce products for the benefit of mankind as a whole, or for the benefit of niche groups in society.

Papanek (1985) refers to the moral and social responsibility of the designer in his book *Design for the real world* (1985). He says, "Isn't it too bad that so little design, so few products are really relevant to the need of mankind". Papanek explains that rather than designing for real needs, designers now tend to focus their attention on the highly niche preferences of a narrow proportion of society.

He continues by stating that even though design does occur for the need of mankind, it's only as a result of market pressure, rather than as a result of either a genuine response to a real global need or a research breakthrough. This idea of design capitalism was mentioned during my investigation of the word change.

In the book *Ethics in design and communication* (2020), Laura Scherling encourages the designer to evaluate the social and environmental impact of their work and how they may design for the greater good of society and "social and moral judgment". This methodology is also mentioned by Ann Thorpe (2012) in her book *Architecture and Design Versus Consumerism* (2012).

Even though Papanek (1985) develops the idea of holistic design, he still considers the importance of fundamental design characteristics. Design should still appeal to our senses e.g. sight, touch, smell. Customers are still attracted by the romantic atmosphere captured by design. He believes "that the designer bears a responsibility for the way the products he designs are received at the market place". He implies that although designing for a consumerist market can contradict ethical values, for example sustainability and designing for real needs, if you do not cater to consumer wants, new ethical dilemmas can ensue. He explains this with an example of a man losing his job due to the lack of income made by his Design Company; as a result of unwanted products (ibid). On a grander scale, even though the GDP of individuals is small in less economically developed countries because of exploitation (ibid); if there was no need for their services due to reduced product demand, how would they earn money to survive? This example shows the knife edge decisions a designer must make when considering ethics. It shows the complexity associated with ethical design and makes me question whether design can consider morality while staying true to core design ideologies like aesthetics, function, and usability.

Ethical problems in the product design profession are being questioned by the introduction of contemporary design ideologies such as Meta-design (Wood, 2019). Meta-design has helped conceptualise the idea that designers can encumber the importance of ethical sustainability and meaningful design, without compromising key design features. Can the introduction of these new ways of thought and the use of processes like systems design (ibid) still allow ethical design to be achieved? Perhaps the real question is whether there is any such thing as truly ethical design.

Conclusion

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In summary, the three words I have analysed present the complexity of the role of the designer. A designer has to be aware of all aspects of society, resulting in a balancing act that questions, what makes a good design? The reason that designers encounter these conflicts is a result of the way in which society has evolved. Design is no longer developing to improve products for mankind, but instead, society is dictating what the designer produces. As Anders (2002) states, where design used to improve the society we live in, it's now having a reverse effect causing society to eat itself up. This is seen through the consumerist society, which prioritises meeting the demands of society rather than its needs. This has led me to consider that a designer is no longer the influencer of societal change for the greater good, but is now being influenced by society to meet the wants of consumers. As Papanek (1986) argued, few things are designed for the real needs of society. This can be likened to Heraclitus' river analogy, in that the river is no longer innovative design, but the pressures and expectations of society are pushing the designer in an unbounded boat. To return to ethical design, perhaps we need to change society rather than the way we design? However, I still understand the importance of producing a product that people want to buy. My research has raised my awareness of the concept of meta-design (Wood, 2019) which combats against unethical design, and provokes collaboration between ethical ideologies and design that meets societal demand. This reiterates the importance of a designer's balancing act to achieve this middle-way. I understand this opens up the question of what is good design. I would like to continue researching how we can change society to return to a time when design was producing products to meet the need of mankind. This idea is conceptualised in social innovation (Manzini, 2015), a social practice, which aims to meet social needs and evidently results in positive impacts on design. Ezio Manzini may be a scholar who I reference in future work.

My research has led me to the question; **can truly ethical design be reached through the application of social innovation?** This will be my working question for the independent inquiry; however they may act as a starting point. Numerous sub questions have been created from my research for example, what is good design? These sub questions can help evolve my understanding of ethical design. They will be incorporated in my final inquiry for that reason.

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Further Reading

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Schwartz (2012) *Rippling: How Social Entrepreneurs Spread Innovation Throughout the World*

6

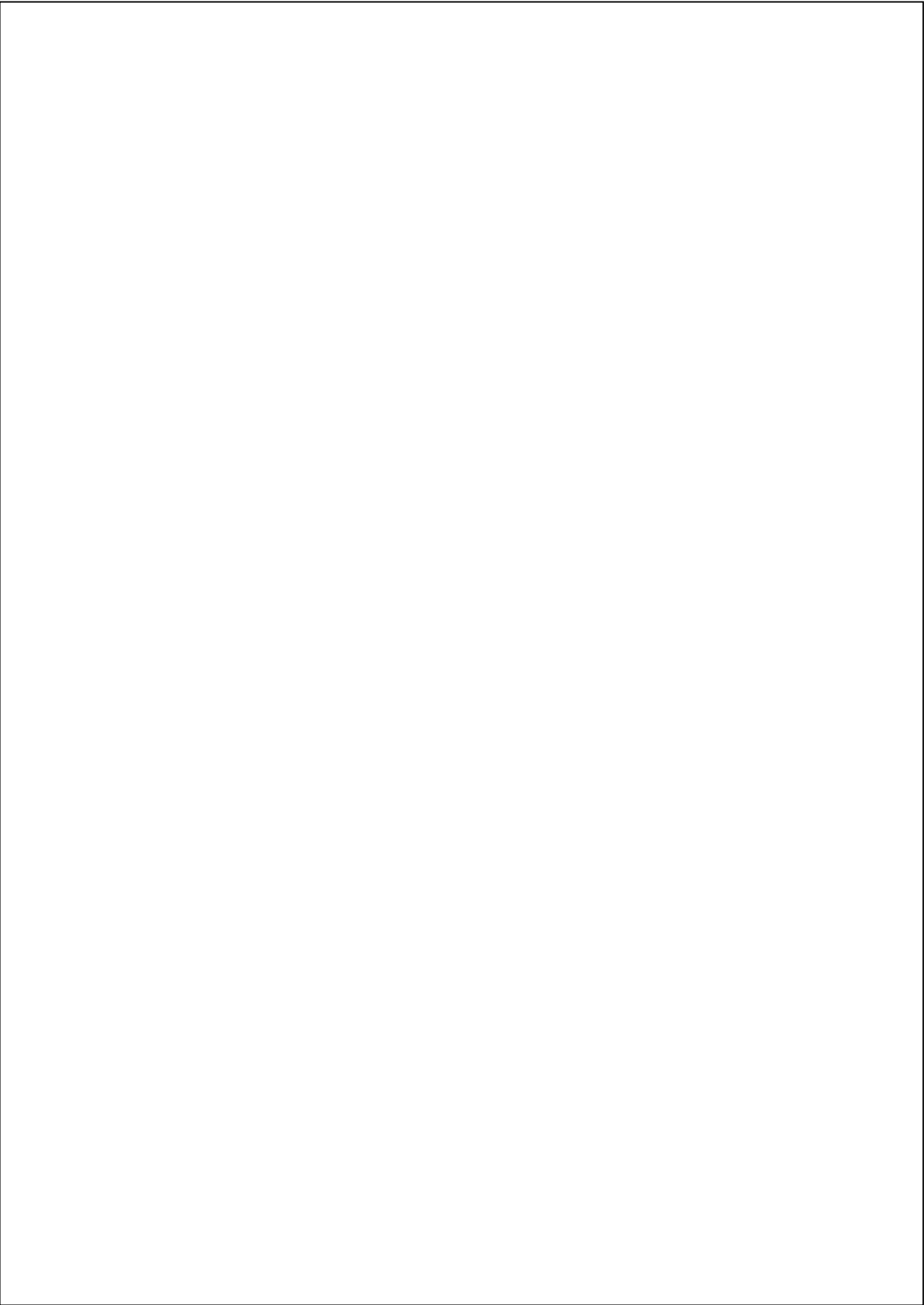
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Independent Inquiry Proposal

GRADEMARK REPORT

FINAL GRADE

83 / 100

GENERAL COMMENTS

Instructor

This is an excellent submission with an exceptional analysis of literature. You demonstrate excellent knowledge and understanding and present this excellently throughout, there are some aspects in the way that you write that is on occasions confusing for example when  talk about the industrial revolution it is not clear which Century you are talking about, at this level of research and writing take care of the clarity of presentation. This proposal poses a lot of questions for you to explore in your independent inquiry, well done.

Your feedback details for each assessment component, is as below:

Engagement with Literature Skills (weighted at 20% of the total mark)

Show your engagement with relevant and credible literature.

Use discussion, critique and referencing to demonstrate your awareness of suitable theories and concepts.

Apply your referencing skills clearly and consistently.

Exceptional. Take care with minor errors with referncing.

Knowledge and Understanding Skills (weighted at 30% of the total mark)

Manage and organise your research information into the given framework.

Show your knowledge and understanding of the principles and theories of your topic.

Use analysis, discussion, and bibliographic referencing to show your knowledge of relevant research and scholarship.

Excellent.

Cognitive and Intellectual Skills (weighted at 30% of the total mark)

create links and relationships to theories and practices that apply to your chosen keywords; critically evaluate and analyse the relevant theoretical and practice-based discourses; conclude by outlining and justifying the research question (or questions) that have come from your exploration.

Excellent.

Practical Application Skills (weighted at 10% of the total mark)

Assimilate and apply the required rules and criteria of the given format to your text; Organise information into a coherent framework which identifies a range of concepts and theories and discusses their merits and limitations; Consistently apply referencing conventions to suit the required format.

You generally write excellently however on occasions the way that you present the information is not clear. Take care of this in future writing. A good thing to assume is that the reader knows nothing of your subject area this will help you to be clearer in the presentation. To note there are only occasional examples of this.

Transferable Skills for Life and Professional Practice (weighted at 10% of the total mark)

Present your text professionally, applying attention to the conventions of English language and grammar.

Communicate your ideas in a coherent and consistent style with due consideration to the reader/audience.

Apply your writing knowledge showing a command of writing structures, such as sentence structure, paragraphing, and appropriate and explicit use of visuals to enhance communication.

This proposal provides an excellent foundation from which to develop for your independent inquiry.

Going forward, for your next essay make sure that you address:

- Take care of the clarity of your presentation.
- Take care of minor errors with referencing.
- Your independent inquiry has many directions consider these in preparation for the next academic year.

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PAGE 1

PAGE 2

QM

Excellent

This is an excellent point. You make excellent connections to your research.



Comment 1

It would be beneficial to mention dates here.

QM

Citation / reference Needed

Remember you need to provide a reference for all information and all quotations see the University Harvard Referencing Handbook.



Comment 2

Again be more specific and provide some dates or an approximate period in history.



Comment 3

If you are to start a new paragraph here you need to refer back to Smith more specifically, This is in effect a continuation of the same point as above.



Comment 4

at what time be more specific.



Comment 5

Be more specific and clearer about the time scale of aspects within this information.

PAGE 3



Comment 6

consider re writing using the third person for example instead of saying it makes you question what you've seen write **these aspects raise the question of what has been seen in design over the last** ... writing in the third person helps to make academic writing clearer.



Comment 7

When is the 'now' here are you referring to the same time as in the previous 2 paragraphs or are you referring to the 21st century?

is this what you want to say. **users in the 18th Century were, as a result, able to demand what they wanted as companies were able to meet.**



Comment 8

Date here.

Text Comment. The

Strikethrough.



Comment 10

As the source is in the last ? paragraph probably best to provide the source again (Cooper 2004)



Date missing

Date missing remember the Harvard system is Author (Date) or (Author Date) if there is no Date (Author (n.d.) or (Author n.d.) if there is no Author then you need the title with the date or no date. (n.d.)



Comment 11

What does this refer to is this still (Cooper 2004)

PAGE 4



Comment 12

you need to provide a translation for this title or to provide the english version.



Excellent

This is an excellent point. You make excellent connections to your research.



Excellent

This is an excellent point. You make excellent connections to your research.

Strikethrough.



Comment 14

it would be good to add something like **further** or **continues to** here



Comment 15

No need for a new paragraph here.

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

ENGAG W/LIT

EXCEPTIONAL
(Distinction)

Engagement with literature (including reading, referencing, academic conventions and academic honesty)

MARGINAL FAIL 30-39%*	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.
MARGINAL FAIL 30-39%*	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.
SATISFACTORY (PASS) 40-49	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.
GOOD (PASS) 50-59%	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.
VERY GOOD (MERIT) 60-69%	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.
EXCELLENT (DISTINCTION) 7	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.
EXCEPTIONAL (DISTINCTION)	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

KNOWL&UND.

EXCELLENT
(Distinction) 7

Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)

MARGINAL FAIL 30-39%*	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.
MARGINAL FAIL 30-39%*	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.
SATISFACTORY (PASS) 40-49	Limited but adequate knowledge and critical understanding of 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.

GOOD (PASS) 50-59%	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.
VERY GOOD (MERIT) 60-69%	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.
EXCELLENT (DISTINCTION) 7	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.
EXCEPTIONAL (DISTINCTION)	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
COG&INTSKILLS	EXCEPTIONAL (Distinction)
Cognitive and intellectual skills \n(Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	
MARGINAL FAIL 30-39%*	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.
MARGINAL FAIL 30-39%*	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.
SATISFACTORY (PASS) 40-49	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.
GOOD (PASS) 50-59%	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.
VERY GOOD (MERIT) 60-69%	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 (DISTINCTION) 7	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.

**EXCEPTIONAL
(DISTINCTION)**

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 the limits of their knowledge, and how this influences their analyses and interpretations.

PRAC.SKILLS

**EXCELLENT
(Distinction) 7**

Practical skills\n(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.)

MARGINAL FAIL 30-39%*

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.

MARGINAL FAIL 30-39%*

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.

SATISFACTORY (PASS) 40-49

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.

GOOD (PASS) 50-59%

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.

VERY GOOD (MERIT) 60-69%

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.

**EXCELLENT
(DISTINCTION) 7**

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 (DISTINCTION)	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.
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TRANSF.SKILLS

EXCEPTIONAL
(Distinction)

Transferable skills for life and professional practice\n(Effectively communicate in a variety of forms\ninto specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)

MARGINAL FAIL 30-39%*	Communication medium is 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.
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MARGINAL FAIL 30-39%*	Communication medium is poorly 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.
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SATISFACTORY (PASS) 40-49	Can communicate in 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.
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GOOD (PASS) 50-59%	Can communicate 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.
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VERY GOOD (MERIT) 60-69%	Can communicate 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.
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EXCELLENT (DISTINCTION) 7	Can communicate 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
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meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

EXCEPTIONAL
(DISTINCTION)

Can communicate 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.