

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) Leadership and Management Skills for the Workplace		
Module:	Developing Innovation and Creativity for Business Advantage		
Module code:	BMSW6102	Contribution to Overall Module Assessment (%):	100%
Module Leader:	Dr Amare Desta	Internal Verifier:	Md Kalam
Assignment Title:	Development of innovative product OR unique service proposition	Word count (or equivalent):	Task 1 (50%)- Individual Report of 2,500 (+) 10% words Task 2 (50%)- Individual Presentation (15 minutes)
Submission deadline:	WK 9 & 10 Presentation and Report Submission-22/12/2023 by 2PM	Return date of provisional marks & written feedback:	Presentation Feedback - on the day of the presentation Final feedback on the report- 02/02/2024
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

**Module Learning Outcomes
(from module syllabus)**

- Critically reflect on the innovation concept;
- Recognise, analyse and apply creative thinking at the individual, team, organisational and industry level;
- Critically explore and differentiate between different models of innovation;
- Critically assess characteristics of organisational knowledge and organisational knowing.

TASK DESCRIPTION

Individual project plan – 2500 words Product/Service plan (50% of total marks), supported by a reflective presentation (50% of total marks). Further breakdown of this task is given as follows:

Task 1: Written submission – 50%

You are required to produce a 2,500-word individual project plan (+/- 10%) detailing an innovative business proposition by applying design thinking and innovation models, methods, and theories which explore the key characteristics of the innovation and creativity processes.

This assignment provides a vehicle for consolidating the knowledge and skills learned thus far in your BA journey here at UWTSD. It aims to encourage wider reading of available materials and reflection on what you have learned about the importance of innovation & creativity to business development, and the ability to critically review models and characteristics of the innovation processes.

INSPIRE at UWTSD connects the University's staff, students and knowledge centres with businesses, organisations and communities in order to create impact in society that is both sustainable and brings benefit to all.

This assignment is **aimed at exploring business opportunities you may wish to consider taking to the next level in the near future** while INSPIRE team can review your initial business proposal.

You will be assessed:

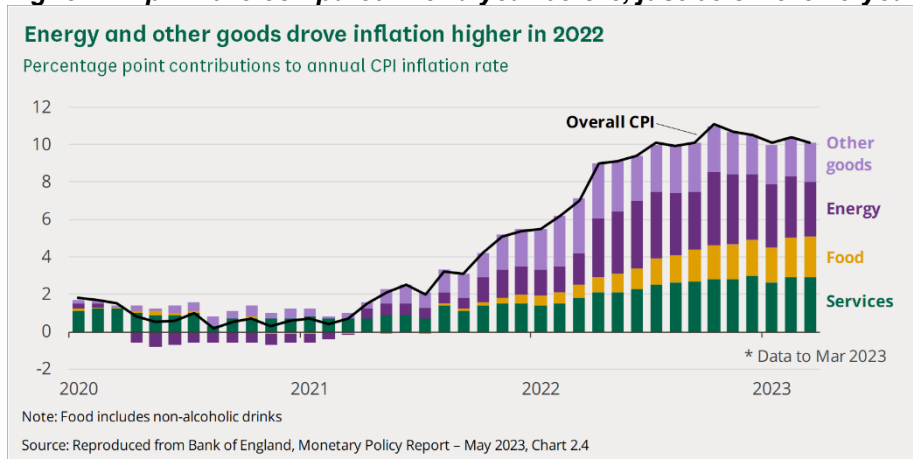
- 1) on the appropriateness of the innovative product OR unique service you have identified.
- 2) the online store you are proposing to reach out to your customers and.
- 3) the skill and clarity with which you write this innovative business proposition in the form of a report.

START NOW: This assignment cannot be done well by throwing something together at the last minute. If you did do that you would be doing yourself a real disservice, as last-minute collection of materials cannot be well structured and lacks evidence of understanding.

Scenario:

Consumer goods and energy prices pushed inflation higher Increases in the costs of consumer goods, underpinned by strong demand from consumers and supply chain bottlenecks, have been factors causing rising inflation in 2021 and 2022. Food prices have also been rising sharply over the past year and were 19.0%

higher in April 2023 compared with a year before, just below the 45-year high of 19.1% set in March 2023.



Another important driver of inflation is energy prices, with household energy tariffs and road fuel costs increasing. Gas prices increased to record levels after Russia launched its full-scale invasion of Ukraine and continued to rise during much of 2022 due to cuts in Russian supply. Electricity prices are linked to gas prices and have followed a similar trend. The largest jump in prices was in April 2022 and this annual increase has now “dropped out” of the inflation figures. Prices have risen since then, but at a slower rate. From April 2022 to April 2023, domestic gas prices increased by 36% and domestic electricity prices by 17%.

As well as the humanitarian, military and political impact of Russia’s invasion of Ukraine, there are implications for the world economy. For the UK, a key economic effect of the conflict is higher energy prices. As a result, road fuel prices and household energy bills in the UK have increased. Energy bills for businesses have also increased and are expected to continue to rise. Russia and Ukraine are also large producers and exporters of agricultural products, such as wheat, and some metals. These products became more expensive on international markets, leading to increases in food and materials prices in the UK, although global commodity prices have eased in recent months [Rising cost of living in the UK - House of Commons Library \(parliament.uk\)](https://www.parliament.uk/libraries/house/commons/libraries/rising-cost-of-living-in-the-uk).

In this case, starting and managing a ‘Brick and Mortar (B&M)’ business may be extremely challenging due to the increased operational costs.

Having reviewed the current volatile economic situation and challenges involved with the ‘Brick & Mortar (B&M) business model’, you may consider generating a saleable innovative product OR a deliverable unique service by taking the advantage of technological advancement. That is, you are expected to propose a suitable online retail store which will appeal to your customers.

MAIN REQUIREMENTS:

- I. Identify an innovative product to sell OR a unique service to provide
- II. Propose an eCommerce website that will enable you to reach out to your customers
- III. **Appendix – to include a copy of the PowerPoint presentation from Task 2.**

FOUR major Issues to consider:

A) The innovative product OR unique service proposition:

- What innovative product will you sell OR what unique service will you provide?
- Who are your customers?
- Where and how will you sell your product OR provide your services?
- Do you have a name for your venture?
- How do you intend to sustain your innovative business proposition?
- Are there any competitors in this area?
 - If so, what are they doing? How will your product or service be differentiated from these competitors.
 - How do they sell their product OR provide their service?

B) eCommerce (propose to setup an online website) :

- Consider:
 - using SaaS e.g. Shopify
 - using a marketplace e.g. Amazon or eBay
 - creating content, including copy and photograph
 - using a Payment Services e.g. card, PayPal
 - If accepting card payments be aware of PCI-DSS compliance issues.

C) Marketing:

- How will you promote your product OR service?
- Who are your target customers? How will you reach them?
- Consider the use of social media e.g. Facebook
- Consider the use of paid search engines e.g. Google
- Understand the role of customer journeys
- Consider the use of email marketing;
 - Consider pre-launch promotion to gather email addresses (but be aware that you cannot just email everyone).

D) Privacy and Data Protection:

- Be aware of:
 - GDPR/Data Protection Act 2018
 - Privacy and Electronic Communication Regulations (PECR)
 - the need for consent
 - Provision of facility to "opt out" of marketing communications
 - Need to support rights such as "the right to erasure"
- Security and the importance of:
 - secure access to your cloud provider
 - sensitivity about default access and frequent changes
 - encrypting traffic in transit and at rest

You need to ensure that your report:

- a) Is within the requested word limit of 2,500 +/- 10% words.
- b) Uses a suitable report structure (including executive summary)
- c) Is well presented and professional
- d) Uses good grammar, spelling, and punctuation
- e) Uses UWTSD Harvard Referencing Guide at https://uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/Harvard-eng_v.1.2.pdf

General Submission Guidance

1. All of your submissions must include a title page that clearly states your name, your student number, the module code and title, your lecturer's name, and your assignment title.
2. All of your submissions should be typed in Arial font size 11
3. All of your submissions should be typed with 1.5 line spacing.
4. All of your submissions should have an appropriate structure, include page numbers, and have a reference list.

Task 2: Presentation (15 minutes) – 50%

In support of the Individual project plan, you produced in Task 1, you are required to devise a 15-minute narrated PowerPoint (reflective) presentation. The narrated PowerPoint will complement the individual project plan but be creative and daring. This is your opportunity to sell your business idea to UWTSD's INSPIRE team. The layout and format of the PowerPoint is your choice but remember to make it exciting, it must hold INSPIRE's attention. It will last no longer than 15 minutes.

Your narrated PowerPoint should include, as succinctly as possible:

- The market gap or problem and proposed solution (product/service)
- Highlights of market and competitive analysis
- Summary business (product/service) concept and model
- Competition and Differentiation strategy
- Marketing Strategy
- Privacy and Data protection
- Finally, what have you learnt from this assignment and how will it benefit in the future?

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: you are expected to have a minimum of two in-text citations (mainly from academic journal articles, textbooks and other peer-reviewed sources) for every 500 words written. Include a complete reference list that consistently applies Harvard referencing style.

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: You will need to critically explore and differentiate between different models of innovation and critically assess characteristics of organisational knowledge and organisational knowing.

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment: You will need to examine and break information down into parts, make inferences, compile, compare and contrast information on your innovative product or service information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost?.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative.*

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: *Follow the generic submission guidelines and critically reflect on the innovation concept*

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		
Task 1 Task 2	05 05	
2. Knowledge and Understanding Skills		
Task 1 Task 2	10 10	
3. Cognitive and Intellectual Skills		
Task 1 Task 2	15 15	
4. Practical Application Skills		
Task 1 Task 2	15 15	
5. Transferable Skills for Life and Professional Practice		
Task 1 Task 2	05 05	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

GENERIC ASSESSMENT CRITERIA

Level 6

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

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Category	0-29%	30-39%	(2 nd / Pass) 40-49%	(2 ² / Pass) 50-59%	(2 ¹ / Merit) 60-69%	(1 st / Distinction) 70-84%	(1 st / Distinction) 85-100%
				the basis of reason and evidence.			grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

Level 6	FAIL 0-29%	MARGINAL FAIL 30-39%	SATISFACTORY (3 rd / Pass) 40-49%	GOOD (2.2 / Pass) 50-59%	VERY GOOD (2.1 / Merit) 60-69%	EXCELLENT (1 st / Distinction) 70-84%	EXCEPTIONAL (1 st / Distinction) 85-100%
personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.