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

**APPENDIX GA36b**

# LEVEL 5 ASSESSMENT SPECIFICATION

| | | | |
|---|---|---|---|
| **Student name:** | | **Student ID number:** | |
| **Programme:** | **BSc/HND Civil Engineering**<br>**BSc/HND Construction Management**<br>**BSc/HND Quantity Surveying** | | |
| **Module:** | **Building Information Modelling** | | |
| **Module code:** | **ACBA 5016** | **Contribution to Overall Module Assessment (%):** | **50%** |
| **Lecturer:** | **Gavin Traylor** | **Internal Verifier:** | **Debbie Hughes** |
| **Assignment Title:** | **Federated Model** | **Word count (or equivalent):** | **2,500 words or equivalent** |
| **Submission deadline:** | **29th April 2025** | **Return date of provisional marks & written feedback:** | **27 May 2025** |
| **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.)<br>**Alternative submission method (if applicable): N/A**<br>**Late submission of the assessment will result in a late penalty mark:**<br>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.<br>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)** |
|---|
| • demonstrate an ability to analyse, classify and produce 2D and 3D drawings using industry-standard software applications;<br>• demonstrate an ability to render drawings to various scales and media and export drawings to different formats; |

# 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, including searching for bibliography, using tools to summarise, compare and interrogate materials. | Yes ☐<br>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 ☐<br>No ☒ |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards. | Yes ☐<br>No ☒ |
| WRITING | For this assessment, you can use Generative AI to create text for submission. | Yes ☐<br>No ☒ |
| CREATIVE | For this assessment, you can use Generative AI to create creative materials, such as images. | Yes ☐<br>No ☒ |
| PROGRAMING | For this assessment, you can use Generative AI to create and check code. | Yes ☐<br>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. | Yes ☒<br>No ☐ |

Scenario:

You have been commissioned by Merthyr County Council as lead consultant in the of delivery of a 'state of the art' Welsh medium infant school and adjoining community hall. The project is a joint funded venture with the Welsh Government, under the Sustainable Communities for Learning Programme and is required to meet the appropriate standard of BIM maturity.

Prepare a federated concept Model at RIBA stage One for your first Information Exchange with the client. Your federated model shall consist of architectural and structural models that are linked in Revit using given shared coordinates.

The design and construction of the school and community hall should be inspiring to create a vibrant facility for the pupils and wider community.
The schedule of accommodation shall be in accordance with BB99 with additional facilities as indicated.

Digital Submission:

Architectural Model with Architectural drawings:

- Site location plan
- Existing site plan and demolition
- Works plan
- Proposed General arrangement floor plan.
- Proposed Principal elevations
- Proposed Long and Short Section
- Proposed Visualisations

Structural Model with Structural Drawings:

- Foundations Plan
- Primary Structure Plan
- Structural Visualisation

Excel Document:

- Multicategory Material Take off

The project **must** include. Project Base point, survey point. True North/ Project North, Room names, Legends, Tags & Annotations, Dimensions, Levels, North Point.

**All Drawings must be appropriately scaled at A1 size and presented in the uwtsd BIM titleblock format with the appropriate naming conventions for all sheets and models.**

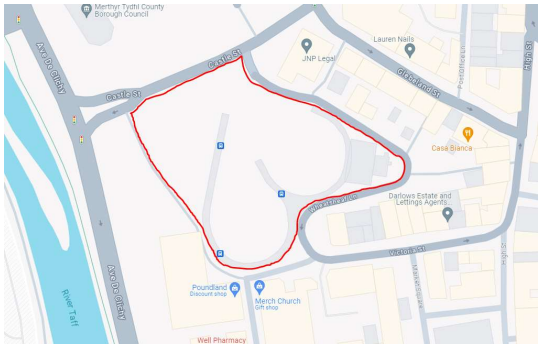
**Digital Submission required in RVT and PDF format.**

**PDF to be uploaded to Turnitin with RVT links sent to the tutor.**

Assumptions:

Project Number: 5010
Project Title: Ysgol Clasdir
1 form entry infant school for 90 pupils.
48 PT Nursery Provision and Ty Joseph Parry Community Hall

The site plan below shows the proposed location of the school and the redundant terminus building on the site is to be demolished.




The school is to be single storey though the school hall space and adjoining community hall should be double height.

Schedule of accommodation at BB99 opposite (blue column)

Additional Accommodation:

- Nursery, toilets, store & staff area: 100m2
- Ty Joseph Parry: Hall 125m2, Office 10m2, store 15m2, Café & Kitchen 25m2, 2 x Accessible WCs

Each classroom should have access to the outside.

| pupil places<br>number of classes<br>Forms of Entry (FE) and type | | | 90 pupils<br>3 classes<br>**1 FE infants** | |
|---|---|---|---|---|
| | max. group size | average area ($m^2$) | no. of rooms | total area ($m^2$) |
| **basic teaching** | | | | |
| reception class | 30 | 66 | 1 | 66 |
| infant classbase | 30 | 60 | 2 | 120 |
| junior classbase | 30 | 60 | | |
| *specialist practical* | | | | |
| food/science/D&T | 8 | 24 | 1 | 24 |
| food/science/D&T | 8 | 38 | | |
| ICT/ group room: (no. of computers) | | | | |
| ICT suite: (no. of computers) | | | (8) | 38 |
| **halls** | | | | |
| main hall (used for dining) | 30 | | 1 | 125 |
| small hall | 30 | 80 | | |
| studio | 30 | 50 | | |
| **learning resource areas** | | | | |
| Library resource centre | 15 to 30 | | 1 | 18 |
| small group room (SENco) | 5 to 8 | 12 | 1 | 12 |
| small group rooms | 5 to 8 | 9 | | |
| TOTAL TEACHING AREA | | | | 403 |
| **staff and admin.** | | | | |
| head's office/meeting room | | | 1 | 10 |
| senior management offices | | 8 | | |
| staff room | | | 1 | 18 |
| general office | | | 1 | 8 |
| sick bay (adjacent) | | 3 | 1 | 3 |
| entrance/reception | | | 1 | 2 |
| copier/reprographics | | | | 2 |
| SENco/MI/group room | | 12 | 1 | 12 |
| interview/social services | | 8 | | |
| **storage** | | | | |
| class storage (reception) | | 3 | 1 | 3 |
| class storage (infant and junior) | | 1.5 | 2 | 3 |
| specialist stores | | 6 or 8 | 2 | 12 |
| PE store (adjacent to hall) | | 12 | 1 | 12 |
| PE store (external) | | 4 | 1 | 4 |
| *non-teaching storage* | | | | |
| central stock | | 8 | 1 | 6 |
| cloakrooms/lunch box storage | | 3 | | 9 |
| dining chair/table store (no. of sittings) | | | (2) | 7 |
| staging/appliance store | | | 1 | 4 |
| community store | | 4 | 1 | 4 |
| caretakers /maintenance store | | | 1 | 4 |
| cleaner's store | | 1.5 | 2 | 3 |
| TOTAL NET AREA | | | | 529 |
| **recommended net area** | | | | **529** |
| **non-net area** | | | | |
| kitchen (full-service) | | | 1 | 28 |
| servery | | | | 6 |
| **toilets (and personal care)** | | | | |
| reception toilets | | | 2 | 8 |
| other pupil toilets | | | | 10 |
| accessible toilets/hygiene facilities | | | | 7 |
| staff toilets | | | | 3.5 |
| **circulation** | | **net x 23%** | | **122** |
| **plant (incl. server)** | | **net x 3%** | | **17** |
| **partitions** | | **net x 5%** | | **26** |
| TOTAL GROSS AREA | | | | 757 |
| **recommended gross area (net at 70% of gross)** | | | | **756** |

Car parking for 10 vehicles including 2 disabled bays

Drop off point for deliveries and minibuses.

Hard surface playground & MUGA

Soft landscaped playground & Forest school

# GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

**1. Engagement with Literature Skills**

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

***Guidance specific to this assessment:***

**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:***

**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:***

**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:***

**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:***

# STUDENT FEEDBACK FORM

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

| **Generic Assessment Criteria** | **Marks available** | **Marks awarded** |
|---|---|---|
| **1. Engagement with Literature Skills** | | |
| | | |
| **2. Knowledge and Understanding Skills** | | |
| | | |
| **3. Cognitive and Intellectual Skills** | | |
| | | |
| **4. Practical Application Skills** | | |
| Use of the BIM naming and formatting, including completion of the Splash Pages and all titleblocks. Revit Link files interlinked. (20)<br>Demonstrate skills in Revit and organise your work accordingly – view and sheets – PDF outputs. (20)<br>Drawings provided at an appropriate scale, detail and presentation format (25)<br>Project Base point, Survey point, True North/Project North, room names, legends, tags & Annotations, dimensions, Level, North Point and project Phasing (25)<br>Adherence to the brief and Design intent (10) | 100 | |
| **5. Transferable Skills for Life and Professional Practice** | | |
| | | |

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

## GENERIC ASSESSMENT CRITERIA

**Level 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 |

| 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%** |
| | | | | | | | 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 |

| 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%** |
| **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**