

Level 4	0-34	35-39	40-49	50-59	60-69	70-79	80-100
	Fail	Marginal fail	Adequate work	Acceptable work	Good quality work	Excellent work	Outstanding
Knowledge and understanding	Insufficient, irrelevant or inadequate information base.	Limited information base with with significant gaps. Possible misuse of terminology	Basic description of central issues, possibly with some minor gaps; largely imitative and lacking in depth.	Description of central issues with some recognition of peripheral topics but mostly imitative; some development of understanding but inconsistent across the scope of assignment.	Good knowledge and sound understanding with depth across the main topic areas.	Detailed knowledge of issues with evidence of depth of knowledge, discussion and some areas of evaluation	Detailed and comprehensive exploration of the information base with evidence of original and critical evaluation
Application of theory	Insufficient, irrelevant or inadequate understanding of discipline.	Inaccurate, inappropriate or minimal attempt to apply theory.	Satisfactory application of theory but perfunctory, errors in interpretation and/or application.	Key theories explored and applied with some detail but mainly imitative.	Full range of relevant theories applied, some areas showing developing skill	Systematic and logical application of theories, exploring the discipline in full and supporting critical analysis	Full integration of relevant theories and exploration of discipline, and applied with originality.
Evidence of reading	Little or no evidence of relevant engagement with the subject	Very limited evidence of engagement with subject and/or use of inappropriate sources.	Evidence of some engagement with provided resources, but largely re-iterative.	Evidence of engagement with subject, sound use of provided materials and/or some independence in sourcing material limited to secondary sources.	Good engagement with the subject making use of directed reading and independently sourced supplementary material. Largely higher quality secondary sources, some/limited use of primary sources	Full engagement demonstrating currency of information and relevant supplementary materials. Balanced use of good quality secondary sources and appropriate primary sources	Outstanding level of engagement with the subject materials, fully demonstrating competent self-direction. Largely uses high quality primary sources and secondary resources
Analysis and critical reasoning	Lacks any analysis and no evidence of any critical thought. Conclusions absent and/or invalid	Uninformed, unsupported or ineffective analysis. Critical thought incoherent and/or very limited. Ineffective/limited conclusion	Adequate analysis using established techniques, limited critical reasoning skills demonstrated. Some relevant conclusions derived from evidence presented	Acceptable analysis using conventional techniques, demonstrating appreciation for the main alternative view points. Generally sound conclusions with critical reasoning based upon the evidence presented	Good use of analytical techniques that shows appreciation of alternative view points and demonstrates aspects of critical insight. Logical conclusions clearly derived from the evidence presented	Excellent use of analytical techniques, and an appreciation of alternative methods of analysis. Demonstrates some areas of critical insight. Logical conclusions clearly relate to arguments developed in presented evidence	Excellent use of analytical techniques and shows a developing ability to compare/use alternative methods. Critical insight used to support analysis. Leads to conclusions which show strong critical reasoning skills and an application of the relevant theory(s)
Referencing and reference list	In text citations and/or reference list missing	Inadequate, inaccurate or incomplete citations and/or reference list	Reference list adequate or with minor errors. An attempt made to use citations but with omissions, inaccuracies and/or inconsistent.	An attempt to use a systematic approach to citations but with minor inaccuracies. Reference list generally accurate	Accurate in-text citation method and reference list. Developing use of citations to support discussion	Well developed use of citations to support argument development. Full adherence to referencing convention.	Outstanding use of citations to produce compelling arguments. Full adherence to referencing convention
Evidence of intellectual, practical and transferable skills	Poor organisational skills; neglects to address the brief in any way; unable to work independently; unable to contribute and/or actively disrupts group activities; fails to work within prescribed professional values or codes of conduct; incomplete, inappropriate or distorted self evaluation and reflection.	Limited and/or ineffective organisational skills; minimal attempt to address brief; requires significant support and guidance to achieve task(s); limited ability to take on tasks beyond those prescribed; fails to take account of the views/needs of others; avoids group work and/or fails to contribute constructively; limited scope to work within professional values or codes of conduct; limited self-evaluation and reflection leading to poor judgement	Basic organisational skills; addresses brief but with limited technical or professional competence; works independently within clearly defined parameters; able to make basic contributions towards group activities; inconsistent adherence to professional values or codes of conduct; begins to recognise some of own strengths and weaknesses but dependent on criteria set by others; interpretation of own practice dependent of prescribed frameworks leading to some identified actions	Acceptable organisational skills; addresses brief appropriately; works independently with minimal direction; shows awareness of needing to adopt a range of strategies in order to contribute towards group aims; adheres to professional values and codes of conduct; largely dependent on criteria set by others but capable of recognising own strengths and weaknesses; interpretation of own practice draws on a number of frameworks leading to informed decisions	Good organisational skills; technical/professional competence demonstrated largely throughout; shows a degree of autonomy; able to adopt a range of strategies to achieve group aims; achieves good levels of professional standards; able to evaluate own contribution and performance; interpretation includes that of others and considers alternative options	Excellent organisational skills; technical/ professional competence demonstrated throughout, demonstrates autonomy throughout; interacts effectively within a group, responding and modifying approach as needed; high levels of professionalism displayed; evaluates own contribution and performance and shows developing understanding of criteria; interpretation proposes future actions	Outstanding organisational skills; technical/ professional competencies to an exemplar standard; autonomous and actively seeks feedback; strong evidence of intellectual rigour; skillful relationship management within group activities including addressing conflict; exemplary professionalism demonstrated; confident evaluation of own contribution and performance, prepared to interrogate opinion, prejudices and values; interpretation develops proposed future actions and explores diversifying experiences
Presentation, clarity of expression and coherence	Unstructured, disorganised and/or incoherent. Lacks focus. Style inappropriate for discipline and/or task. Poor expression, such that it severely affects meaning. Visual presentation medium inappropriate. Oral presentation is inaudible and/or inappropriate	Poorly structured and organised but partially understandable. Inappropriate style for discipline and/or task. poor expression such that meaning often unclear. Visual presentation is disorganised and/or lacks appropriate support. Oral presentation is disorganised and/or poorly paced; inaudible in parts.	Basic structure and generally understandable. Limited evidence of style appropriate for discipline and/or task. Limited clarity of expression that interrupts fluency and detracts from meaning in places. Visual presentation adequate but limited. Oral presentation shows adequate pace, organisation and audibility	Demonstrates sound, conventional organisation. Appropriate style for discipline and/or task. Fluency inconsistent, but meaning generally clear. Visual presentation uses tools appropriately. Oral presentation satisfactory for most of the time	Logical structure and organisation. Good use of style relevant to discipline and/or task. Fluent with minor errors with minor errors in expression. Visual presentation is clear and has some impact. Oral presentation attempts to engage audience and uses effective pace and audibility	Thoughtful structure and coherence. Effective use of style. Fluent, accurate expression with minimal errors. Visual presentation makes a strong impact. Oral presentation engaging and effective	Creative and thought provoking structure and organisation. Style demonstrated with flare. Fluency and clarity of expression achieved to a high standard with no errors. Visual presentation is innovative and creative. Oral presentation is engaging, confident and imaginative.

Level 5	0-34	35-39	40-49	50-59	60-69	70-79	80-100
	Fail	Marginal fail	Adequate work	Acceptable work	Good quality work	Excellent work	Outstanding
Knowledge and understanding	Insufficient, irrelevant or inadequate information base.	Limited information base with with significant gaps. Possible misuse of terminology	Adequate description of information, some areas remaining imitative and/or lacking in depth.	Sound grasp of the concepts and theories, with developing understanding of the complexities but limited to that taken from key texts only.	Detailed knowledge across full scope of assignment, with depth across the main topic areas. Some appreciation of the limits to the knowledge base.	Detailed understanding of issues with depth across the full range of assignment. Developing appreciation of the provisional nature of knowledge.	Demonstrates a comprehensive, detailed and in depth knowledge base. In places shows the ability to integrate substantive and theoretical knowledge. Some understanding of the limits to knowledge.
Application of theory	Insufficient, irrelevant or inadequate understanding of discipline.	Inaccurate or inappropriate application of theory. Minimal attempt demonstrated.	Satisfactory application of key theories but perfunctory, minor errors in understanding and/or application or inconsistently applied.	Full range of theories explored and applied with some detail but mainly imitative.	Full range of relevant theories appropriately applied, some areas showing depth and elements of originality	Systemic understanding and consistent application of theories, exploring the discipline in full. Significant areas of originality, supporting critical analysis	Full integration of relevant theories and exploration of discipline, and applied originality leading to critical analysis.
Evidence of reading	Little or no evidence of relevant engagement with the subject	Very limited evidence of engagement with subject and/or use of inappropriate sources.	Evidence of engagement with subject but limited use of independently sourced materials. Largely re-iterative, and/or materials of low quality	Evidence of engagement with subject, with developing independence in sourcing material, some evidence of discrimination between source quality.	Good engagement with the subject making use of mostly independently sourced material. Source selection showing good appreciation of quality sources	Full engagement demonstrating currency of information and relevant supplementary materials. Increased use of high quality sources	Outstanding level of engagement with the subject materials, fully demonstrating competent self-direction. Uses high quality sources throughout
Analysis and critical reasoning	Lacks any analysis and no evidence of any critical thought. Conclusions absent and/or invalid	Uninformed, unsupported or ineffective analysis. Critical thought incoherent and/or very limited. Ineffective/limited conclusion	Adequate analysis using established techniques, some skill in critical reasoning demonstrated. Some acknowledgement of alternative views. Generally sound conclusions derived from evidence presented	Acceptable use of analytical techniques, demonstrating critical reasoning and appreciation for the main alternative view points. Logical conclusions based upon the evidence presented	Good use of analytical techniques that shows developing appreciation of alternative view points and demonstrates some critical insight. Logical conclusions clearly derived from the evidence presented	Excellent use of analytical techniques, and an appreciation of alternative methods of analysis. Demonstrates a developing skill in the use of critical insight. Logical conclusions clearly relate to arguments developed in presented evidence	Excellent use of analytical techniques and shows a well developed ability to compare and/or use alternative methods. Consistent use of critical insight to support analysis. Leads to conclusions which show strong critical reasoning skills and an application of the relevant theory(s)
Referencing	In text citations and/or reference list missing	Inadequate, inaccurate or missing citations and/or reference list	An attempt to use a systematic approach to citations but with minor inaccuracies. Reference list generally accurate	Accurate in-text citation method and reference list. Developing use of citations to support discussion	Well developed use of citations to support argument development. Full adherence to referencing convention.	Excellent use of citations to produce compelling arguments. Full adherence to referencing convention	Outstanding use of citations to produce sophisticated and compelling arguments. Full adherence to referencing convention
Evidence of intellectual, practical and transferable skills	Poor organisational skills; neglects to address the brief in any way; unable to work independently; unable to contribute and/or actively disrupts group activities; fails to work within prescribed professional values or codes of conduct; incomplete, inappropriate or distorted self evaluation and reflection.	Limited and/or ineffective organisational skills; minimal attempt to address brief; requires significant support and guidance to achieve task(s); limited ability to take on tasks beyond those prescribed; fails to take account of the views/needs of others; avoids group work and/or fails to contribute constructively; limited scope to work within professional codes of conduct; limited self-evaluation and reflection leading to poor judgement	Basic organisational skills; addresses brief but limited technical/professional competence; works independently within clearly defined parameters; makes basic contributions in group activities; inconsistent adherence to professional codes of conduct; begins to recognise some of own strengths/weaknesses but dependent on criteria set by others; self evaluation dependent on prescribed frameworks leading to some identified actions	Acceptable organisational skills; addresses brief appropriately; works independently with minimal direction; shows awareness of needing to adopt a range of strategies to contribute towards group aims; adheres to professional codes of conduct; largely dependent on criteria set by others but capable of recognising own strengths/weaknesses; self evaluation draws on a number of frameworks leading to informed decisions	Good organisational skills; technical/professional competence demonstrated largely throughout; shows a degree of autonomy; able to adopt a range of strategies to achieve group aims; achieves good levels of professional standards; developing ability to evaluate own contribution and performance; interpretation includes that of others and considers alternative options	Excellent organisational skills; technical/ professional competence demonstrated throughout; demonstrates autonomy throughout; interacts effectively within a group, responding and modifying approach as needed; high levels of professionalism displayed; evaluates own contribution and performance and shows developing understanding of criteria; interpretation proposes future actions	Outstanding organisational skills; technical/professional competencies to an exemplar standard; autonomous and actively seeks feedback; strong evidence of intellectual rigour; skillful relationship management within group activities including addressing conflict; exemplary professionalism demonstrated; confident evaluation of own contribution and performance, prepared to interrogate opinion, prejudices and values; interpretation develops proposed future actions and explores diversifying experiences
Presentation, clarity of expression and coherence	Unstructured, disorganised and/or incoherent. Lacks focus. Style inappropriate for discipline and/or task. Poor expression, such that it severely affects meaning. Visual presentation medium inappropriate. Oral presentation is inaudible and/or inappropriate	Poorly structured and organised but partially understandable. Inappropriate style for discipline and/or task. poor expression such that meaning often unclear. Visual presentation is disorganised and/or lacks appropriate support. Oral presentation is disorganised and/or poorly paced; inaudible in parts.	Basic structure and generally understandable. Limited evidence of style appropriate for discipline and/or task. Limited clarity of expression that interrupts fluency and detracts from meaning in places. Visual presentation adequate but limited. Oral presentation shows adequate pace, organisation and audibility	Demonstrates sound, conventional organisation. Appropriate style for discipline and/or task. Fluency inconsistent, but meaning generally clear. Visual presentation uses tools appropriately. Oral presentation satisfactory for most of the time	Logically structure and organisation. Good use of style relevant to discipline and/or task. Fluent with minor errors with minor errors in expression. Visual presentation is clear and has some impact. Oral presentation attempts to engage audience and uses effective pace and audibility	Thoughtful structure and coherence. Effective use of style. Fluent, accurate expression with minimal errors. Visual presentation makes a strong impact. Oral presentation engaging and effective	Creative and thought provoking structure and organisation. Style demonstrated with flare. Fluency and clarity of expression achieved to a high standard with no errors. Visual presentation is innovative and creative. Oral presentation is engaging, confident and imaginative.

Level 6	0-34	35-39	40-49	50-59	60-69	70-79	80-100
	Fail	Marginal fail	Adequate work	Acceptable work	Good quality work	Excellent work	Outstanding
Knowledge and understanding	Insufficient, irrelevant or inadequate information base.	Limited information base with with significant gaps. Possible misuse of terminology	Adequate description of information, minor areas remain imitative. Majority of work showing developing appreciation of complexity.	Detailed knowledge across full range of issues, with depth across the main topic areas. Some appreciation of the limits to the knowledge base.	Good knowledge with depth across the full range of issues. Some evidence of discussion extending beyond those taken from key texts. Appreciation shown to the limits of the knowledge base.	Detailed and accurate knowledge of issues with evidence of depth, discussion and evaluation. Appropriate substantive and/or theoretical knowledge integrated into the task	Systematic and sophisticated understanding of the information base with evidence of original and critical evaluation. Substantive and theoretical knowledge fluently integrated. Full appreciation of the limits of theory.
Application of theory	Insufficient, irrelevant or inadequate understanding of discipline.	Inaccurate or inappropriate application of theory. Minimal attempt made.	Satisfactory application of full range of relevant theories but perfunctory, some errors in understanding and/or application.	Full range of theories explored and applied; key theories show depth and areas of originality.	Systemic and accurate application of the relevant theories with significant areas showing originality in support of argument development.	Detailed, accurate and systemic application of theories, exploring the discipline in full. Considerable originality demonstrated.	Exceptional and detailed integration of relevant theories and exploration of discipline, and applied with originality. Clear originality and autonomy shown.
Evidence of reading	Little or no evidence of relevant engagement with the subject	Limited evidence of engagement with subject and/or sole reliance on directed sources.	Evidence of engagement with subject, with developing independence in sourcing material, some evidence of discrimination between source quality.	Good engagement with the subject making use of mostly independently sourced material. Source selection showing good appreciation of quality sources	Full engagement demonstrating currency of information and relevant supplementary materials. Increased use of high quality sources	Outstanding level of engagement with the subject materials, fully demonstrating competent self-direction. Uses high quality sources throughout	Critical level of engagement with the subject materials, fully demonstrating competent self-direction. Uses high quality sources throughout that are at the forefront of research
Analysis and critical reasoning	Lacks any analysis and no evidence of any critical thought. Conclusions absent and/or invalid	Uninformed, unsupported or ineffective analysis. Critical thought incoherent and/or very limited. Ineffective/limited conclusion	Acceptable use of analytical techniques, demonstrating critical reasoning and appreciation for the main alternative view points. Logical conclusions based upon the evidence presented	Use of analytical techniques that shows acceptable appreciation of alternative view points and demonstrates some critical insight. Logical conclusions clearly derived from the evidence presented	Good use of analytical techniques, and an appreciation of alternative methods of analysis. Demonstrates a developing skill in the use of critical insight. Logical conclusions clearly relate to arguments developed in presented evidence	Excellent use of a range of analytical techniques showing strong critical reasoning and analysis skills, leading to convincing conclusions	Excellent use of analytical techniques showing a developing ability to compare alternative methods. Consistent use of critical insight to support analysis. Conclusions show skilful critical reasoning skills and an application of the relevant theories
Referencing and reference list	In text citations and/or reference list missing	Inadequate, inaccurate or missing citations and/or reference list	An attempt to use a systematic approach to citations but with minor inaccuracies. Reference list generally accurate	Accurate in-text citation method and reference list. Developing use of citations to support discussion	Well developed use of citations to support argument development. Full adherence to referencing convention.	Excellent use of citations to produce compelling arguments. Full adherence to referencing convention	Outstanding use of citations to produce sophisticated and compelling arguments. Full adherence to referencing convention
Evidence of intellectual, practical and transferable skills	Poor organisational skills; neglects to address the brief in any way; unable to work independently; unable to contribute and/or actively disrupts group activities; fails to work within prescribed professional values; incomplete, inappropriate or distorted self evaluation and reflection.	Limited and/or ineffective organisational skills; minimal attempt to address brief; requires significant support and guidance to achieve task(s); limited ability to take on tasks beyond those prescribed; fails to take account of the views/needs of others; avoids group work and/or fails to contribute constructively; limited scope to work within professional values; limited self-evaluation and reflection leading to poor judgement	Basic organisational skills; addresses brief but with limited technical or professional competence; works independently within clearly defined parameters; able to make basic contributions towards group activities; inconsistent adherence to professional values; developing ability for self evaluation but dependent on criteria set by others; interpretation dependent of prescribed frameworks leading to some identified actions	Acceptable organisational skills; addresses brief appropriately; works independently with minimal direction; shows awareness of needing to adopt a range of strategies in order to contribute towards group aims; adheres to professional values; sound self evaluation skills showing some scope beyond criteria set by others; interpretation draws on a number of frameworks leading to informed decisions	Good organisational skills; technical/professional competence demonstrated largely throughout; shows a degree of autonomy; able to adopt a range of strategies to achieve group aims; achieves good levels of professional standards; well developed self evaluation skills; interpretation includes that of others and considers alternative options	Excellent organisational skills; technical/ professional competence demonstrated throughout, demonstrates autonomy throughout; interacts effectively within a group, responding and modifying approach as needed; high levels of professionalism displayed; fully integrated and confident self evaluation showing understanding of criteria; interpretation proposes future actions	Outstanding organisational skills; technical/professional competencies to an exemplar standard; autonomous and actively seeks feedback; strong evidence of intellectual rigour; skilful relationship management within group activities including addressing conflict; exemplary professionalism demonstrated; continual self evaluation, prepared to interrogate opinion, prejudices and values; interpretation develops and implements proposed future actions and explores diversifying experiences
Presentation, clarity of expression and coherence	Unstructured, disorganised and/or incoherent. Lacks focus. Style inappropriate for discipline and/or task. Poor expression, such that it severely affects meaning. Visual presentation medium inappropriate. Oral presentation is inaudible and/or inappropriate	Poorly structured and organised but partially understandable. Inappropriate style for discipline and/or task. poor expression such that meaning often unclear. Visual presentation is disorganised and/or lacks appropriate support. Oral presentation is disorganised and/or poorly paced; inaudible in parts.	Basic structure and generally understandable. Limited evidence of style appropriate for discipline and/or task. Limited clarity of expression that interrupts fluency and detracts from meaning in places. Visual presentation adequate but limited. Oral presentation shows adequate pace, organisation and audibility	Demonstrates sound, conventional organisation. Appropriate style for discipline and/or task. Fluency inconsistent, but meaning generally clear. Visual presentation uses tools appropriately. Oral presentation satisfactory for most of the time	Logical structure and organisation. Good use of style relevant to discipline and/or task. Fluent with minor errors with minor errors in expression. Visual presentation is clear and has some impact. Oral presentation attempts to engage audience and uses effective pace and audibility	Thoughtful structure and coherence. Effective use of style. Fluent, accurate expression with minimal errors. Visual presentation makes a strong impact. Oral presentation engaging and effective	Creative and thought provoking structure and organisation. Style demonstrated with flare. Fluency and clarity of expression achieved to a high standard with no errors. Visual presentation is innovative and creative. Oral presentation is engaging, confident and imaginative.

Level 7	0-34	35-39	40-49	50-59	60-69	70-79	80-100
	Fail	Marginal fail	Adequate work	Acceptable work	Good quality work	Excellent work	Outstanding

Knowledge and understanding	Insufficient, irrelevant or inadequate information base.	Limited information base with with significant gaps and largely descriptive/ imitative. Possible misuse of terminology	Understanding shown of main issues but some areas remain imitative and/or some omissions; depth of understanding is inconsistent.	Understanding shown across full range of topic, with some areas showing evidence of evaluative discussion. Some appreciation shown of the limits of the knowledge base.	Detailed and largely evaluative discussion of issues with evidence of independent analysis in some areas	Insightful discussion of issues with strong evidence of independent critical evaluation. Significant substantive and/or theoretical knowledge integrated into the task	Sophisticated discussion with evidence of original and critical evaluation. Substantive and theoretical knowledge fluently integrated. Full appreciation of the limits of theory.
Application of theory	Insufficient, irrelevant or inadequate understanding of discipline. Minimal attempt made.	Inaccurate or inappropriate application of theory. Restricted to central theories only.	Full range of theories explored; key theories applied with some depth and showing areas of originality.	Systemic and accurate application of the relevant theories with significant areas showing originality in support of argument development.	Detailed, accurate and systemic application of theories, exploring the discipline in full. Considerable originality demonstrated.	Exceptional application of relevant theories and exploration of discipline, and applied with originality.	Exceptional and sophisticated integration of relevant theories and exploration of discipline, and applied with originality and flair. Full autonomy shown.
Evidence of reading	Little or no evidence of relevant engagement with the subject	Limited evidence of engagement with subject and/or sole reliance on directed sources.	Evidence of engagement with subject, with developing independence in sourcing material, some evidence of discrimination between source quality.	Engagement with the subject making balanced use a range of independently sourced material which are largely of higher quality	Good engagement with the subject making effective use of independently sourced material which is mostly at the forefront of research	Critical engagement with available resources, showing insightful and independent use of evidence, most of which is at the forefront of research	Outstanding level of critical engagement with resources at the forefront or research, fully demonstrating competent self-direction and highly developed research and/or advanced scholarship skills
Analysis and critical reasoning	Lacks any analysis and no evidence of any critical thought. Conclusions absent and/or invalid	Weak, uninformed, unsupported or ineffective analysis. Critical thought incoherent and/or limited. Ineffective/limited conclusions	Use of analytical techniques that shows adequate appreciation of alternative view points and demonstrates some critical insight. Logical conclusions clearly derived from the evidence presented	Acceptable use of analytical techniques, and an appreciation of alternative methods of analysis. Developing skills in critical insight. Logical conclusions clearly relate to arguments developed in presented evidence	Good use of a range of analytical techniques showing strong critical reasoning and analysis skills, leading to convincing conclusions	Excellent use of analytical techniques showing a developing ability to compare alternative methods. Consistent use of critical insight to support analysis. Conclusions show skilful critical reasoning skills and an application of the relevant theories	Excellent use of analytical techniques showing creativity, insight and originality. Incorporation of a range of analytical methods. Conclusions show skilful critical reasoning skills and an application of the relevant theory(s)
Referencing and reference list	In text citations and/or reference list missing	Inadequate, inaccurate or missing citations and/or reference list	An attempt to use a systematic approach to citations but with minor inaccuracies. Reference list generally accurate	Accurate in-text citation method and reference list. Developing use of citations to support discussion	Well developed use of citations to support argument development. Full adherence to referencing convention.	Excellent use of citations to produce compelling arguments. Full adherence to referencing convention	Outstanding use of citations to produce sophisticated and compelling arguments. Full adherence to referencing convention
Evidence of intellectual, practical and transferable skills	Poor organisational skills; neglects to address the brief in any way; unable to work independently; unable to contribute and/or actively disrupts group activities; fails to work within prescribed professional values; incomplete, inappropriate or distorted self evaluation and reflection.	Limited and/or ineffective organisational skills; minimal attempt to address brief; requires significant support and guidance to achieve task(s); limited ability to take on tasks beyond those prescribed; fails to take account of the views/needs of others; avoids group work and/or fails to contribute constructively; limited scope to work within professional values; limited self-evaluation and reflection leading to poor judgement	Basic organisational skills; addresses brief but with limited technical or professional competence; works independently within clearly defined parameters; able to make basic contributions towards group activities; inconsistent adherence to professional values; developing ability for self evaluation but dependent on criteria set by others; interpretation dependent of prescribed frameworks leading to some identified actions	Acceptable organisational skills; addresses brief appropriately; works independently with minimal direction; shows awareness of needing to adopt a range of strategies in order to contribute towards group aims; adheres to professional values; sound self evaluation skills showing some scope beyond criteria set by others; interpretation draws on a number of frameworks leading to informed decisions	Good organisational skills; technical/professional competence demonstrated largely throughout; shows a degree of autonomy; able to adopt a range of strategies to achieve group aims; achieves good levels of professional standards; well developed self evaluation skills; interpretation includes that of others and considers alternative options	Excellent organisational skills; technical/ professional competence demonstrated throughout, demonstrates autonomy throughout; interacts effectively within a group, responding and modifying approach as needed; high levels of professionalism displayed; fully integrated and confident self evaluation showing understanding of criteria; interpretation proposes future actions	Outstanding organisational skills; technical/ professional competencies to an exemplar standard; autonomous and actively seeks feedback; strong evidence of intellectual rigour; skilful relationship management within group activities including addressing conflict; exemplary professionalism demonstrated; continual self evaluation, prepared to interrogate opinion, prejudices and values; interpretation develops and implements proposed future actions and explores diversifying experiences
Presentation, clarity of expression and coherence	Unstructured, disorganised and/or incoherent. Lacks focus. Style inappropriate for discipline and/or task. Poor expression, such that it severely affects meaning. Visual presentation medium inappropriate. Oral presentation is inaudible and/or inappropriate	Poorly structured and organised but partially understandable. Inappropriate style for discipline and/or task. poor expression such that meaning often unclear. Visual presentation is disorganised and/or lacks appropriate support. Oral presentation is disorganised and/or poorly paced; inaudible in parts.	Basic structure and generally understandable. Limited evidence of style appropriate for discipline and/or task. Limited clarity of expression that interrupts fluency and detracts from meaning in places. Visual presentation adequate but limited. Oral presentation shows adequate pace, organisation and audibility	Demonstrates sound, conventional organisation. Appropriate style for discipline and/or task. Fluency inconsistent, but meaning generally clear. Visual presentation uses tools appropriately. Oral presentation satisfactory for most of the time	Logical structure and organisation. Good use of style relevant to discipline and/or task. Fluent with minor errors with minor errors in expression. Visual presentation is clear and has some impact. Oral presentation attempts to engage audience and uses effective pace and audibility	Thoughtful structure and coherence. Effective use of style to professional standards. Fluent, accurate expression with minimal errors. Visual presentation makes a strong impact. Oral presentation engaging and effective	Creative and thought provoking structure and organisation. Style demonstrated with flare. Fluency and clarity of expression achieved to the highest professional standard with no errors. Visual presentation is innovative and creative. Oral presentation is engaging, persuasive and imaginative.