Programme Specification

BSc (Hons) Countryside Management (Top-up)

For Students Starting in Year One in Academic Year 2019-20

NB
The information contained in this document is intended only as a guide to the programme. It does not constitute a legally binding document or contract between the individual and the Royal Agricultural University.

The information contained herein is correct at the time of going to print, but the University reserves the right to make changes to the structure of the programme, assessment methods, etc. at any time without prior notification. Any changes made however will be made known as soon as possible.

Dr Ian Grange - Programme Manager

1. Awarding Institution	The Royal Agricultural University, Cirencester, Glos, GL7 6JS, UK
2. Teaching Institution	Royal Agricultural University (RAU) & Cirencester College (CC)
3. Final Award Title(s)	BSc Honours Countryside Management
4. Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 6
5. **UCAS Code(s)**	D444
6. **Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FdSc qualification benchmark**	QAA Subject Benchmark Statement for Agriculture, Horticulture, Forestry, Food and Consumer Sciences (2009) Subject Benchmark Statement – Archaeology (QAA 2014) The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2008)
7. **Details of accreditation by a professional/statutory body**	None. However, this BSc Degree has been developed to meet the needs of employers.
8. **Mode of study**	This programme is offered as both a full-time and part-time award, and is also suitable for those with existing and continuing positions of employment.
9. **Language of Study**	The programme is delivered and assessed in English
10. **Date of Production/Revision**	Date of re-validation: 2019-20 Date current document revised: 27 March 2017

11. Educational Aims of the Programme

BSc Countryside Management has been offered as a top-up programme by the RAU since 2008. This is primarily aimed at those students wishing to address the application of fundamental environmental, economic and sociological principles to the sustainable management of the countryside in the interests of society as a whole.

The University intends that the following capability statements will provide an overarching framework for all its graduates, and inform specific course aims and outcomes. Thus the University expects that all graduates will:

(i) apply creative, critical and compassionate thinking processes to social and organisational issues

(ii) develop communication abilities using people, ideas, texts, media and technology

(iii) work with, manage and lead others in ways which value their diversity and equality and which facilitates their contribution to the organisation and the wider community

(iv) acquire and apply appropriate management, technical and practical skills and knowledge

(v) display an ability to reflect on and learn from one's own experiences

(vi) recognise and accept continuing learning as being central to one's capacity to realise potential

(vii) develop, express and be able to defend personal values, beliefs and ethics

(viii) hold a perspective which acknowledges local, national and international issues

(ix) value a citizenship role which is connected to and responsible for the social, environmental, political and economic systems in which we live

In relation to the above general capability statements, the BSc Honours in Countryside Management aims to:

(a) Develop the learner's interest in and knowledge and understanding of the policies and drivers for change affecting the natural landscape and ecosystems, and influencing the businesses, organisations and agencies associated with the management, conservation and utilisation of natural resources

(b) Provide the opportunity for the individual study of particular interest and for self-expression through the Honours dissertation or work-based equivalent

(c)   Further develop critical learning skills and transferable skills to prepare the learner for graduate employment

(d)   Enhance and develop the learner's interpersonal skills

12. Intended Learning Outcomes (see also Appendix 1)

These programmes are designed to enhance the outcomes of previous studies and will result in the achievement of the following intended learning outcomes:

i. Knowledge and Understanding
A1   The policies and pressures affecting the landscape
A2   Appropriate solutions to environmental/ archaeological problems
A3   Sustainability and conservation of environmental / archaeological resources
A4   The roles and responsibilities of regulatory and advisory bodies

Acquisition of knowledge is achieved mainly through lectures and directed student-centred learning. Where appropriate, understanding is reinforced through tutor and student-led tutorials and seminars.

ii. Intellectual Skills
B1   An understanding of subject-specific theories, concepts and principles
B2   Application of the skills necessary for academic study and enquiry
B3   Critically assemble, evaluate and research a wide variety of types of information and evidence
B4   Demonstrate the skills necessary to plan, conduct and report a programme of individual research
B5   Development and utilisation of problem-solving skills

In addition to lectures, intellectual skills will be developed through tutor-led tutorials, student-led seminars, coursework assignments and the dissertation

iii. Practical / Professional Skills
C1   Plan and execute an independent research enquiry
C2   Understand environmental impact and strategic environmental assessments
C3   Develop personal information resources
C4   Critically evaluate verbal and written communication to inform decision making

Practical skills are developed by means of tutorials and seminars, through coursework assignments and the honours dissertation

iv. Transferable Skills

D1   Communicate clearly and effectively using a range of communication media
D2   Source information and apply knowledge systematically and appropriately
D3   Development and enhancement of reflective skills
D4   Manage time and tasks, prioritise work and seek advice when appropriate

Transferable skills are generally incorporated within modules and relate to relevant assessments as appropriate.

13. Programme Structure and Requirements

The programme is offered as either a one-year full-time programme or part-time programme, normally to be completed over two academic years and designed to build on previous studies at HND/Foundation Degree. Hence the RAU Honours conversion programme should be considered as the culmination of a period of academic progression, rather than as an independent stand-alone course.

The flexible design of the programme also enables graduates from a wide range of related fields to enter the programme, and provides the ability to tailor the modular programme, through the selection of suitable elective modules, to meet individual career aspirations.

The programme is of a modular format, with each module representing a value of 15 credits or multiples thereof. Each 15-credit module represents a minimum of 150 hours of student learning, effort and assessment. To achieve the award of BSc Honours in Countryside Management a student must achieve a minimum of 120 credits at level 6.

Within this total time, students can expect to participate in formal timetabled activities such as lectures, seminars, tutorials, practicals and visits; for approximately one third of the total time – usually around 2 hours per week for a 15-credit module studied over 24 weeks of the year. Thus the majority of module activities such as reading around the subject, preparing for tutorials and seminars, completing module assessments and revision for examinations; will take place outside of these scheduled activities, but are an essential part of a student's learning journey.

One of the unique features of the programme is the inclusion of two work-based modules that provide an opportunity for those already in employment to complete 50% of the programme within their current working situation, thus significantly reducing the time required to attend campus-based activities.

Students attempting to short-cut their learning activities may find themselves experiencing difficulties as each module progresses, and as the level of assumed understanding increases. Thus it is vitally important that new students establish an effective routine for their studies as soon as possible.

Maintaining a balanced workload from the start of the programme will help to avoid intense periods of activity, and ensure knowledge and understanding gradually develop throughout the year in readiness for any end-of-module examinations. Additional Study Skills sessions are available to support students in developing these generic skills.

Modules:

In addition to the core module/s for the selected degree, students should select from the list of designated elective modules:

Honours Research Project	30 credits
or	
Work-based Research Project#	30 credits
Improving Personal Professional Practice#	30 credits

Students should note that the Work-based Research Project and Improving Personal Professional Practice modules are **only** available to those with current and continuing positions of employment.

BSc (Hons) Countryside Management (CM3)
Core modules
3092 Countryside Management
Elective modules (5 choices)
3080 Heritage Property
3093 Farmland Ecology
3207 Farming & Integrated Environmental Local Delivery (FIELD)
3010 Game and Deer Management
3090 Forestry & Woodland Management
3011 Rural Business Diversification
3013 Sustainable Management of Soil and Water
3085 Climate Change and Development
3203 Natural Resource Management
*3250 Heritage Study Tour
*3230 Ecology Study Tour
#3102 Improving Personal Professional Practice
Other
3015 Honours Research Project

#3101 Work-based Research Project

*If the student wishes to select a 'Study Tour' module from the elective list, they can only choose one, alongside their other elective choices.

14. Student Support Services

The Programme Manager is Dr Ian Grange who will be available to discuss particular issues related to the programme, and to assist with selection of appropriate elective modules. In addition, all students will have access to a personal tutor who will be a member of academic staff with a direct input to the programme of study and who will be able to provide further advice and guidance on academic matters.

In addition to the above, and as part of the University's commitment to supporting student learning, all students will have access to the following:

- A formal induction programme when you first arrive at University that will introduce you to all aspects of student life, including support services available, and outline the study skills you will need to complete your programme successfully
- The RAU Student Handbook that provides details of all facilities available to students.
- The Programme Specification and individual module guides that provide clear details of the assessment regulations and outline the teaching and assessment programme for each module of study
- On-line module teaching resources available through the University's VLE (Gateway)
- Access to extensive Library and study skill packages, many of which are available on-line
- Student e-mail and internet facilities
- Personal access to all lecturing staff to enable you to discuss problems relating to specific modules or assessment activities
- Access to additional learning support services, such as dyslexia or disability support services
- Access to the Student Liaison Officer, the Student Welfare Officer and the University Health Centre
- Access to independent and confidential Cirencester Counselling services
- Careers advise through sessions with Careers Guidance personnel.

15. Criteria for Admissions

The BSc Countryside Management is an Honours conversion programme designed to build on previous study and work experience.

Students will be expected to have already achieved an acceptable Foundation Degree or HND qualification prior to entry. Students progressing from approved cognate FdSc programmes will be eligible for direct entry onto the BSc Honours Programme with no additional requirements to complete bridging studies.

Students from Foundation Degree and HND feeder programmes that do not articulate directly may be required to complete additional work in order to gain entry onto the BSc Honours programmes. The nature of such additional work will be determined following discussion/ interview with the Programme Manager and will relate to identified gaps in prior learning. This may involve the completion of coursework, or the sitting of an examination. (In exceptional cases, students may be required to complete additional level 2 modules prior to enrolment onto the BSc Honours Programme).

Students will also have the opportunity to register for an Ordinary BSc degree award, in which case they will not undertake the Dissertation/Work-Based Research module. They may, however, have the opportunity to return and register for their Honours award in a subsequent year and at additional cost.

Further guidance can be obtained from the Programme Manager or the Admissions Office at the Royal Agricultural University.

16. Teaching, Learning and Assessment

This programme is inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired) with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the University's Teaching Quality Handbook and the Equality Act 2010. Students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support can be provided. Students have the right to request that the nature of their impairment be treated as confidential.

The programme will be taught using a mixture of lectures, seminars, tutorials and practical instruction. It is helpful to make clear distinctions between these methods of teaching and to consider the role and purpose of each.

Lectures

Lectures are not intended to be seen as the founts of all knowledge. Higher education is a partnership between students and tutors. The purpose of lectures is to interest students in a particular subject matter in order that they can research it further.

Lectures are normally presented to a large group of students (often all the students on the same year of a course or module). Usually students listen to the lecturer for most of the session, as the organisation of these sessions,

combined with the numbers attending, does not lend itself to generalised debate. There may be question times offered at various intervals.

Lectures can be helpful to study by:-
- Stimulating interest in the subject matter
- Giving information
- Offering different perspectives on a subject
- Explaining difficult concepts and theories
- Showing students how to deepen their knowledge
- Providing an opportunity to listen to specialist guest lecturers

Seminars & Tutorials

Seminars and tutorials are primarily interactive and will only work if students engage. They provide an opportunity for students to interact with each other in an academic context. They are an occasion for the exchange of ideas and information under the guidance of a lecturer/tutor.

Seminars and tutorials can be helpful to study by:-
- Offering the chance for students to express their views
- Allowing academic interaction
- Giving students valuable practice in making presentations
- Facilitating discussions
- Encouraging structured research
- Sharing and diversification of information and experience
- Introducing group work

Practicals

Student practicals, visits and demonstrations will take a variety of forms on farms, agricultural businesses and laboratories. They form an important part of overall course provision and help to reinforce and apply the subject principles received in the lecture room.

Honours Research Project/Work-based Research Project

Both the Honours Research project and the Work-based Research Project require the completion and submission of a formal, structured document, usually based on some form of original research activity. Students are expected to develop and demonstrate their research skills and critical ability through the medium of this piece of work. The main purpose of this research is to demonstrate the application of knowledge gained in the taught element of the course and to show that a research activity can be handled with the right level of academic competence.

The project may take a variety of forms, depending on the interests and abilities of the individual student and the particular requirements of the study agreed with their supervisor - for students in work and completing the Work-based Project, this may involve discussion and agreement with both their University supervisor and employer on a suitable research topic.

Both the Honours Research Project and the Work-based Research Project will be used as a vehicle for encouraging individual student efforts and expression. Whilst there is no minimum length requirement, students are advised to aim for a final report length of around 10,000 words.

Directed and Private Study

Students are expected to undertake private study as an important learning method within the course. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial/seminar work, preparation of coursework, case study submissions and preparation of major projects. The use of the University Library is very important for the effective use of private study time.

The Library staff provide advice and assistance on both finding and using relevant material. Guidance in private study is also given by the academic staff.

Please note:
(a)   The complete BSc Honours award will require, on average, a total of 1200 hours of student effort for a one-year programme, comprising of timetabled activities, private study and assessments. Students in employment and completing the work-based learning modules, should be aware of the total effort required, and of the need to undertake this in addition to that required by their employer.

(b)   This programme is inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired) with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the University's Teaching Quality Handbook and the Equality Act 2010. Students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support can be provided. Students have the right to request that the nature of their impairment be treated as confidential.

17. Work-based Learning

Students registering for the BSc Honours in Countryside Management will have the option of completing either a full-time campus-based programme of study or a split programme whereby up to 50% of the credits may be achieved through activities undertaken within their existing working environment. Whilst the former will be more suited to those progressing from more traditional HND and FdSc awards, the latter will appeal to those in relevant employment who have the support of their employer/line manager in raising their academic qualifications.

The work-based learning activities comprise two 30-credit modules. A Work-based Research project which may be completed in place of the more usual BSc Honours dissertation and a professional development module, Improving

Personal Professional Practice, which will require students to reflect on their current position and to develop and acquire new or enhanced skills in order to further progress their career path.

Students should discuss their proposed pathway and study approach with the Programme Manager when initially applying for the programme. Those opting for the work-based route will be required to ensure the University is provided with sufficient assurances from their employer or line manager that the planned activities can and will be supported within the workplace throughout the period of registration.

18. Quality Assurance Procedures

The procedures in place at the University are described in the Student Handbook, sent to students in advance of commencing their programme of study. Students are urged to read the handbook carefully and to be aware of its contents.

All assessment marks may be subject to independent internal moderation and review by the External Examiner for the programme. Students are advised to make copies of all coursework assignment available should an External Examiner request a more formal review of marking standards.

The Programme Manager will convene at least two Programme Committee Meetings during each academic year. The student cohort for the programme will elect up to two representatives to sit on this committee to reflect the views of the cohort as a whole. Minutes of these meetings, together with results of annual module and University evaluation questionnaires completed by the students and a report from the External Examiner for the programme will be incorporated into an annual report compiled by the Programme Manager.

19. Marking Guides and Assessment Regulations

The marking guide for student assignments and for examinations, and the University regulations for assessment and progression are available from the University website.

20. Ownership of Programme Specification

The Programme Management Group (PMG) will be responsible for the management of the programme and maintenance of programme documentation.

21. Curriculum Map

The curriculum map, detailing how the programme outcomes relate to the core modules is shown in Appendix 1.

22. Career Prospects

As a leading educator serving the countryside and rural business sectors, the RAU is well placed to provide networking opportunities for graduates interested in careers in countryside management and heritage. This programme is specifically designed to equip graduates with the additional knowledge within these sectors to be employable within the countryside/ heritage management sectors. Potential employers might include:

- Statutory organisations (e.g. Natural England, Historic England, Environment Agency)
- NGOs (e.g. Wildlife Trusts, RSPB, FWAG, National Trust, English Heritage)
- County Councils (e.g. country parks)
- Private estates
- Archaeological/ heritage consultancies (e.g. Cotswold Archaeology)
- Ecological consultancies (e.g. Wildwood Ecology, Keystone Ecology)
- Curator: Museums and Records Offices (e.g. Corinium Museum).
- Heritage Project Manager
- Building Conservationist

Graduates will also possess qualifications sufficient to support applications for further study at Masters or PhD level on completion of this BSc Honours award.

23. Further Information

Further information about the University can be found on the RAU website, and more detailed information about the BSc (Hons) Countryside Management and BSc (Hons) programme can be obtained from the RAU website.

Please also check the 'Student One Stop Shop' found on the Intranet: https://gateway.rau.ac.uk/course/view.php?id=416 . This contains information on the following:

- The Student Handbook
- General academic assessment rules
- Extension paperwork for exceptional circumstances
- Dissertation guidance forms
- Past exam papers.
- General rules & regulations
- Amongst other things – please visit the page.

The Student Handbook includes details of the University's Equal Opportunities and Disabilities statements and the details of the learning resources available to students.

Prospective students are advised to contact the Programme Manager for further details and/or attend for interview prior to registration.

24. Module Reference Sheets

The Module Reference Sheets are available on the University website: https://gateway.rau.ac.uk/pluginfile.php/834534/mod_resource/content/8/RAU-marking-criteria-current.pdf

Appendix 1: Curriculum Map: Please cross-reference to the detailed learning outcomes in Section 12.

The following map shows how the core modules of the BSc Countryside Management & BSc Countryside Management (Archaeology) combine to develop the programme intended learning outcomes outlined in section 12 above: Learning Outcomes	Countryside Management	Heritage Study Tour	Heritage Property	Game & Deer Management	Forestry & Woodland Management	Honours Research Project	Work-based Research Project	IPPP
i. Knowledge & understanding								
A1	✓	✓	✓		✓	✓	✓	
A2	✓						✓	✓
A3	✓	✓	✓	✓	✓		✓	✓
A4	✓	✓				✓	✓	
ii. Intellectual Skills								
B1			✓		✓	✓	✓	✓
B2	✓	✓				✓	✓	✓
B3	✓	✓		✓		✓	✓	
B4		✓	✓			✓	✓	✓
B5	✓					✓	✓	✓
iii. Practical/ Professional Skills								
C1						✓	✓	
C2	✓	✓						
C3	✓	✓						
C4	✓	✓	✓	✓	✓	✓	✓	✓
iv. Transferable Skills								
D1	✓	✓		✓	✓			✓
D2	✓		✓		✓	✓	✓	
D3		✓					✓	✓
D4	✓	✓				✓	✓	✓

Appendix 2
RAU Undergraduate Level 6 Coursework Marking Criteria.

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 engagment with the subject materials, fully demonstrating competent self-direction. Uses high quality sources throughout	Critical level of engagment 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 interupts 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.