

TM470 TMA01	17-20 – Distinction – 85-100	14-16 – Grade 2 – 70-84	11-13 – Grade 3 – 55-69	10-8 - Grade 4 – 40-54	0-7 - Fail – 0-39
LO2: Identify and refine the goals and content of your project which should be within the area of your chosen specialist route, if applicable.	Clear title and description of the project. The nature of the problem is well defined. The boundaries of the project and the solution that will be delivered are clear and within the area of your chosen specialist route, if applicable. The proposal is realistic and achievable.	As for Grade 1 but the description is less clear and boundaries of the project and the solution to be delivered may be less well defined.	As for Grade 2 but the description tends towards the general and the scope of the problem may be unrealistically large or too narrow, to the extent that the delivered solution is unlikely to adequately address the problem.	The scope of the problem is unclear, and it is not evident that the proposed work will address the problem adequately.	The project is very unclear and little progress has been made beyond identifying the topic area. A score of 0% indicates there has been no engagement or progress at all, beyond choosing a topic.
LO3: Identify, list and justify the resources, skills and activities needed to carry out the project successfully. Identify and address any associated risks.	Has identified key resources, the timely availability of which are essential to success. Has identified key skills and activities necessary for success. Has judged the risk (likelihood and impact) associated with both resources, skills and activities appropriately and has proposed appropriate measures to manage these risks.	Has missed at most a couple of less important resources, skills and activities and associated risks.	Has missed an important and obvious resource, skill and activity and associated risk or has underestimated the significance of one or more important risks and is thus proposing inadequate measures to manage them.	Considers only generic project resources, skills and activities and associated risks and offers 'routine' solutions that reflect a 'tick-box' approach to risk management.	Has not developed an adequate list of key resources, skills and activities needed plus an associated assessment of risk and how to manage them.
LO4: Gather, analyse and evaluate relevant information to complete the project successfully.	Has found and selected relevant and authoritative sources of information. An effective and succinct account of what has been found, clearly identifying how these relate to the work to be done.	The quality and/or relevance of the sources of information may be more diverse. How they relate to the project may be less clear.	As for Grade 2 but the quality, authority or relevance of the sources of information is uncertain, perhaps because of an over-reliance on search engines rather than libraries and academic publishers.	Very few sources have been identified or sources of information may be lacking relevance and/or authority. They may be out of date and may bear only general relevance to the project. Sources mainly based on OU modules.	Sources of information are very general and, although in the same area as the project, it is not clear that they can contribute at all to the work to be done.
LO7: Communicate information, ideas, problems and solutions clearly.	Clear, concise, structured communication using diagrams or other illustrations where appropriate. Opinions and judgements are always supported by relevant argument or evidence as appropriate. Written in a professional manner for an audience broadly knowledgeable in Computing and IT. Engaged in constructive and insightful project choice discussion with tutor.	Clear, concise, structured communication, using diagrams or other illustrations as appropriate. Opinions and judgements are sound but are not always fully justified. Broadly successful in writing for audience. Contacted tutor in a timely manner with clearly expressed project idea(s).	Accessible communication style, perhaps lacking in structure. Perhaps misjudging audience by explaining common and familiar concepts. Contacted tutor with project idea(s) that required clarification by tutor.	Ineffective communication, inclusion of irrelevant material. The most important opinions and judgements are supported with some reasons, though these may not be entirely convincing. Perhaps requires a second reading to glean what is being said. Contacted tutor with project idea(s) that required considerable clarification by tutor.	Style obscures what is being conveyed, difficult to comprehend, little or rambling structure. Features opinion and anecdote rather than informed opinion and evidence. Requires a third reading or more. Did not contact tutor before submitting TMA or did contact tutor but with very few, if any, ideas.
LO8: Learn independently and reflect on what has been done, with a view to improving skills and knowledge.	Has undertaken useful exploratory work that addresses an important aspect of the problem on which the eventual solution depends heavily and which increases confidence that the anticipated deliverable will be achieved. Insightful review and reflection. Is implementing a strategy for developing the skills needed to complete project.	Exploratory work addresses a valuable but more routine aspect of the project. Good review and reflection. Has started exploring one or more of the necessary skills.	Work has been inappropriately ambitious for this stage of the project. A variety of work including skills development has been initiated but some strands have been abandoned when further progress could have been readily made. Reflection is of limited value but is related to some aspect of the project.	Some exploratory work undertaken but it has focused on issues that are very peripheral to the successful outcome of the project. Reflection is limited and not well related to the project or not well focused on skills and risks.	Little or no work undertaken. Much or all of it may have very little relevance to the eventual solution/deliverable. A mark of 0% means no exploratory work has been undertaken. Reflection is missing or of little relevance.
LO9: Plan and organise your project work appropriately, and keep systematic records of plans, progress and outcomes.	Has selected an appropriate lifecycle for the project having considered all the alternatives in light of the characteristics of their specific project. Has given an appropriate schedule of future work that reflects their lifecycle and the characteristics of their chosen project.	Has chosen a plausible and appropriate approach or lifecycle model but may not have fully explained why they have dismissed leading alternatives. Schedule is realistic and reflects lifecycle.	Has chosen an adequate lifecycle model, though it may not be the most appropriate given the characteristics of the project. Has given less consideration than deserved to alternatives. Schedule has main elements but is underdeveloped or implausibly detailed. May not reflect lifecycle.	As for Grade 3 but there is only formulaic evaluation of alternatives based on 'rote learning' that doesn't relate to the chosen project. A formulaic schedule that doesn't effectively reflect the character of the project or the lifecycle. May just show a task list.	Has chosen an entirely inappropriate lifecycle model (or none at all). It may be too rigid for an uncertain and ill-defined problem domain or it may be inappropriately open-ended given a well-specified and well-understood project domain. Very undeveloped or highly implausible schedule. Does not reflect lifecycle.

TM470 TMA02	17-20 – Distinction – 85-100	14-16 – Grade 2 – 70-84	11-13 – Grade 3 – 55-69	10-8 - Grade 4 – 40-54	0-7 - Fail – 0-39
<p>LO2: Identify and refine the goals and content of your project which should be within the area of your specialist route, if applicable.</p> <p>LO10: Identify and address the legal, social, ethical and professional issues (LSEPIs) and the equality, diversity and inclusion (EDI) concerns that may arise during the development and use of computing and IT systems.</p>	<p>Describes and justifies any refinements to the project aims and objectives. Sound evaluation of risks in light of experience so far.</p> <p>Comprehensively identifies the relevant LSEPIs and EDI concerns arising during development and use and reflects on how they relate to their project work and their professional behaviour as they work on this project.</p>	<p>Describes refinements to the project aims and objectives with some justification. Amends plan appropriately. Some risks considered.</p> <p>As for Grade 1 but perhaps omits or inappropriately assesses an obvious LSEPI or EDI concerns arising during development and use or necessary change in their project work or professional behaviour.</p>	<p>Refinements proposed may be too modest or too radical. Rationale for changes is not always clear. Risks not always realistically assessed.</p> <p>As for Grade 2 but omits or inappropriately assesses more than one obvious LSEPI or EDI concern arising during development and use or necessary change to their project work or professional behaviour.</p>	<p>As Grade 3 but does not make adequate refinement in light of progress so far. Formulates new plan in a generic or 'rote' fashion. Nominal treatment of risks, if at all.</p> <p>Limited evidence of appropriate identification of LSEPIs or EDI concerns arising during development and use or how they relate to their project work and their professional behaviour.</p>	<p>Makes inappropriate changes, perhaps even for the sake of 'form'. The revised plan is not well formulated, and risks are not considered.</p> <p>No evidence of ability to recognise LSEPIs or EDI concerns arising during development and use and understand how they relate to their project work and professional behaviour.</p>
<p>LO4: Gather, analyse and evaluate relevant information to complete the project successfully.</p> <p>LO6: Make effective use of a variety of information sources including the internet, demonstrating awareness of the credibility of the source.</p> <p>LO7: Communicate information, ideas, problems, and solutions clearly.</p>	<p>Has continued to find relevant material, from a range of sources, clearly showing an understanding of the credibility and significance of the source of information. Effectively and succinctly identifies how they can contribute to the work to be done.</p> <p>A very clear, readable piece of work. Makes good use of language, diagrams, tables, etc. where necessary. Few or no spelling or grammatical errors.</p>	<p>The quality or relevance of the sources of information may be more diverse and credibility and authority of some of the sources may be less clear. How they relate to the project may be less clear.</p> <p>A clear, readable piece of work. Makes use of language, diagrams, tables, etc. where necessary. Few spelling or grammatical errors.</p>	<p>The relevance, credibility or authority of many of the sources of information is unclear.</p> <p>Readable work with some issues in the appropriate choice or use of communication methods.</p>	<p>Very few additional sources of information have been identified or sources may be lacking relevance, credibility and/or authority. They may be out of date. They may bear only general relevance to the project. Sources mainly based on OU modules.</p> <p>The basic ideas have been communicated, but not using the best methods and often unclearly.</p>	<p>Sources of information are very general, have little credibility or authority and it is not clear that they contribute at all to the work to be done.</p> <p>The basic ideas to communicate have not been presented in a comprehensible manner. Inappropriate use of diagrams, tables, etc.</p>
<p>LO1: Demonstrate and apply a systematic understanding of the fundamental technical concepts and principles relevant to your project.</p> <p>LO11: Analyse a practical problem and devise and implement a solution which should be within the area of your chosen specialist route, if applicable, building on, and extending, the knowledge and skills developed throughout your earlier OU studies and experience.</p>	<p>The work makes demonstrable correct use of concepts and principles from the literature and/or prior OU study and within the area of your chosen specialist route, if applicable.</p> <p>Has successfully undertaken purposeful project work that addresses one or more of the core aspects of the problem and its solution and shows how it extends their knowledge and skills.</p>	<p>The use of concepts and techniques is sound and any misunderstandings are minor.</p> <p>Has progressed with project work addressing a valuable but more routine aspect of the project without addressing the heart of the solution.</p>	<p>Comprehension and use of concepts and principles is less secure and there are several identifiable errors in the work that need correcting.</p> <p>Work may be either inappropriately ambitious or appropriately focused but underdeveloped.</p>	<p>Comprehension and use of concepts and principles is insecure and there are many errors to be corrected.</p> <p>Some project work undertaken but it may be underdeveloped or have focused on issues that are very peripheral to the successful outcome of the project.</p>	<p>Very little evidence that concepts and principles are understood.</p> <p>Little or no work undertaken. Much or all of it may have very little relevance to the eventual solution/deliverable. A mark of 0% means no project work has been undertaken.</p>
<p>LO8: Learn independently and reflect on what has been done, with a view to improving skills and knowledge.</p>	<p>Clearly identifies examples of how they work effectively and factors that frustrate effective work. Is clear about how factors impeding effective work can be addressed.</p>	<p>Identifies some examples of how they work effectively and factors that frustrate effective work. Less clear about how they will respond.</p>	<p>Some evidence of reflection on effective and ineffective ways of working.</p>	<p>Finds it difficult to identify factors that lead to effective or ineffective working.</p>	<p>Finds it difficult to identify factors that lead to effective or ineffective working.</p>
<p>LO3: Identify, list and justify the resources, skills and activities needed to carry out the project successfully. Identify and address any associated risks.</p> <p>LO9: Plan and organise your project work appropriately, and keep systematic records of plans, progress and outcomes.</p>	<p>Has identified the resources, skills and activities, the timely availability of which is essential.</p> <p>Considers when the assessment of risks has been good or weak.</p> <p>Has a plan and makes an accurate assessment of progress in relation to the original plan. Understands what has gone well and what has not gone to plan and, more importantly, why.</p>	<p>Has missed at most a couple of less important resources, skills, and activities.</p> <p>Some consideration of how effective the risk assessment has been.</p> <p>Has a plan and makes an accurate assessment of progress in relation to the original plan. Identifies things that have gone well and some things that have not gone to plan but is not always clear why.</p>	<p>Has missed an important and obvious resource, activity, skill or risk.</p> <p>As for Grade 2 but the assessment of progress against original plan is less accurate, perhaps a degree of 'denial' about what has not gone so well.</p>	<p>Identifies only 'routine' resources, skills, activities, and risks.</p> <p>The plan and/or assessment of progress against original plan is formulaic. Few lessons are drawn.</p>	<p>Has still not developed an adequate list of key resources, skills and activities. No risk identification.</p> <p>Inaccurate plan and/or assessment of progress against original plan that doesn't recognise when things have gone well or not.</p>

TM470 TMA03	17-20 – Distinction – 85-100	14-16 – Grade 2 – 70-84	11-13 – Grade 3 – 55-69	10-8 - Grade 4 – 40-54	0-7 - Fail – 0-39
LO2: Identify and refine the goals and content of your project which should be within the area of your specialist route, if applicable.	Based on progress to date has a realistic assessment of what can be achieved in the next phase and has a clear and plausible schedule to achieve it.	As Grade 1 but somewhat unrealistic about what can be achieved.	On the basis of experience and progress to date, the work proposed for the next phase is either too ambitious or too insubstantial.	Has not made a realistic assessment of progress to date and has not made appropriate refinements to the project specification. The plan and schedule are achievable, if slightly overambitious.	Has not made a realistic assessment of progress to date and has not made appropriate refinements to the project specification. The plan and schedule are highly overambitious and/or lacking in credibility.
LO4: Gather, analyse and evaluate relevant information to complete the project successfully. LO6: Make effective use of a variety of information sources including the internet, demonstrating awareness of the credibility of the source. LO7: Communicate information, ideas, problems and solutions clearly.	Has continued to find relevant material, from a range of sources of information, clearly showing an understanding of the credibility and significance of the source. Effectively and succinctly identifies how they can contribute to the work to be done. Clear, concise structured communication using diagrams or other illustrations where appropriate. Opinions and judgements are always supported by relevant argument or evidence as appropriate. Effectively written for a knowledgeable specialist audience.	The quality or relevance of the sources of information may be more diverse and credibility and authority of some of the sources may be less clear. How they relate to the project may be less clear. Clear, concise structured communication using diagrams or other illustrations where appropriate. Opinions and judgements are sound but are not always fully justified. Broadly successful in writing for audience.	The relevance, credibility, or authority of many of the sources of information is unclear. There may be high-risk elements of future work that threaten a successful outcome. Accessible communication style, perhaps lacking in structure. Perhaps misjudging audience by explaining common and familiar concepts.	Very few additional sources have been identified or sources of information may be lacking relevance, credibility and/or authority. They may be out of date. They may bear only general relevance to the project. Sources mainly based on OU modules. Ineffective communication, inclusion of irrelevant material. The most important opinions and judgements are supported with some reasons, though these may not be entirely convincing. Perhaps requires a second reading to glean what is being said.	Sources of information are very general, have little credibility or authority and it is not clear that they contribute at all to the work to be done. Style obscures what is being conveyed, difficult to comprehend, little or rambling structure. Features opinion and anecdote rather than informed opinion and evidence. Requires a third reading or more.
LO1: Demonstrate and apply a systematic understanding of the fundamental technical concepts and principles relevant to your project.	There is a comprehensive and clear account of the fundamental concepts and principles relevant to the work.	As for Grade 1, but less comprehensive.	Fundamental concepts and principles are used. There is some understanding of their relationship to the work but this is not clear.	Although fundamental concepts and principles are used there is little understanding of their relationship to the work.	There is little or no explicit use of principles and concepts.
LO8: Learn independently and reflect on what has been done, with a view to improving skills and knowledge.	Makes progress under own supervision, communicating regularly and accurately in respect of progress. Seeks guidance when needed, but offers own ideas when doing so.	Makes progress under own supervision but communication is more intermittent and is sometimes vague in respect of progress and/or problems. Seeks guidance when needed.	Makes some progress under own supervision. Communication is more intermittent and rarely specific about progress and problems. On occasions has struggled with a problem for too long without seeking guidance.	Either makes some progress but hardly ever initiates communication about progress, or does not ask for help when needed, which inhibits progress.	Even with close supervision and support, does not make progress. Communication is sporadic and doesn't highlight problems being encountered, except in the most general terms.
LO3: Identify, list and justify the resources, skills and activities needed to carry out the project successfully. Identify and address any associated risks. LO9: Plan and organise your project work appropriately, and keep systematic records of plans, progress and outcomes.	Has identified the resources, skills and activities, the timely availability of which is essential. Has judged risks (likelihood and impact) appropriately. High-risk elements have been excluded and other risks are manageable. Has a plan and makes an accurate assessment of progress in relation to the original plan. Understands what has gone well and what has not gone to plan.	Has missed at most a couple of less important resources, skills, activities and risks. Has a plan and makes an accurate assessment of progress in relation to the original plan. Identifies things that have gone well and some things that have not gone to plan.	Has missed an important and obvious resource, activity, skill or risk. As for Grade 2 but the assessment of progress against the plan is less accurate, perhaps a degree of 'denial' about what has not gone so well.	Identifies only 'routine' resources, skills and activities. The plan and/or assessment of progress against the plan is shallow and formulaic.	Has still not developed an adequate list of key resources, skills and activities. The plan and/or assessment of progress against the plan are inaccurate.

TM470 EMA	17-20 – Distinction – 85-100	14-16 – Grade 2 – 70-84	11-13 – Grade 3 – 55-69	10-8 - Grade 4 – 40-54	0-7 - Fail – 0-39
<p>LO2: Identify and refine the goals and content of your project which should be within the area of your specialist route, if applicable.</p> <p>LO10: Identify and address the legal, social, ethical and professional issues (LSEPIs) and the equality, diversity and inclusion (EDI) concerns that may arise during the development and use of computing and IT systems.</p>	<p>Clear title and description of the project. The problem addressed is well defined. The boundaries of the project and the outcome are clear and within the area of your chosen specialist route, if applicable. The proposal is realistic and achievable.</p> <p>Comprehensive statement of the likely impact of the outcome.</p> <p>Has comprehensively identified the relevant LSEPIs and EDI concerns arising during development and use and modified their project work to take these into account and behaved professionally in all aspects of their project work.</p>	<p>As for Grade 1 but the description is less clear, and boundaries of the project and outcome may be less well defined.</p> <p>Several aspects of the likely impact of the outcome are considered.</p> <p>As for Grade 1 but perhaps omits or inappropriately assesses an obvious LSEPI or EDI concern arising during development and use or necessary change in their project work or professional behaviour.</p>	<p>As for Grade 2 but the description tends towards the general and scope of the outcome is not well defined. Some consideration is given to impact but is stated in more general terms than warranted.</p> <p>As for Grade 2 but omits or inappropriately assesses more than one obvious LSEPI or EDI concern arising during development and use or necessary change in their project work or professional behaviour.</p>	<p>The scope of the project and the outcome remains very unclear.</p> <p>Impact is considered in a routine sense. One or more important aspects of likely impact are not considered.</p> <p>Limited evidence of appropriate identification of LSEPI or EDI concerns arising during development and use and consequent modification of their project work and professional behaviour.</p>	<p>The scope and outcome remain unclear.</p> <p>Impact is very inadequately considered, if at all. No evidence of ability to recognise these LSEPIs or EDI concerns arising during development and use and respond to them in an appropriate manner.</p>
<p>LO4: Gather, analyse and evaluate relevant information to complete the project successfully.</p> <p>LO6: Make effective use of a variety of information sources including the internet, demonstrating awareness of the credibility of the source.</p> <p>LO7: Communicate information, ideas, problems, and solutions clearly.</p>	<p>Has found relevant material, from a range of sources of information, clearly showing an understanding of the credibility and significance of the source. Effectively and succinctly identifies how they can contribute to the work to be done.</p> <p>Clear, concise, structured communication using diagrams or other illustrations where appropriate.</p> <p>Opinions and judgements are always supported by relevant argument or evidence (especially citation of others' work) as appropriate. Effectively written for a knowledgeable specialist audience.</p>	<p>The quality or relevance of the sources of information may be more diverse and credibility and authority of some of the sources may be less clear. How they relate to the project may be less clear.</p> <p>Clear, concise, structured communication, using diagrams or other illustrations as appropriate.</p> <p>Opinions and judgements are sound but are not always fully justified. Some use of citation. Broadly successful in writing for audience.</p>	<p>The relevance, credibility or authority of many of the sources of information is unclear. Accessible communication style, perhaps lacking in structure.</p> <p>The most important opinions and judgements are supported with some reasons, though these may not be entirely convincing.</p> <p>Perhaps misjudging audience by explaining common and familiar concepts.</p>	<p>Very few sources have been identified or sources of information may be lacking relevance, credibility and/or authority. They may be out of date. They may bear only general relevance to the project. Sources mainly based on OU modules.</p> <p>Awkward communication, inclusion of irrelevant material. Perhaps requires a second reading to glean what is being said.</p> <p>Some important statements not supported by evidence. Tendency to speculative opinion.</p>	<p>Sources of information are very general, have little credibility or authority and it is not clear that they contribute at all to the work to be done.</p> <p>Style obscures what is being conveyed, difficult to comprehend, little or rambling structure.</p> <p>Features opinion and anecdote rather than informed opinion and evidence.</p> <p>Requires a third reading or more.</p>
<p>LO1: Demonstrate and apply a systematic understanding of the fundamental technical concepts and principles relevant to your project.</p> <p>LO11: Analyse a practical problem and devise and implement a solution, which should be within the area of your chosen specialist route, if applicable, building on, and extending, the knowledge and skills developed throughout your earlier OU studies and experience.</p>	<p>There is a comprehensive and clear account of the fundamental concepts and principles relevant to the work.</p> <p>Has successfully undertaken purposeful project work that has addressed one or more of the core aspects of the problem to produce the basis of a working/workable outcome.</p>	<p>As for Grade 1 but less comprehensive.</p> <p>Has progressed with project work addressing valuable aspects of the project. Perhaps one or two core elements of the problem have been somewhat neglected. The use of concepts and techniques is sound, and any misunderstandings are minor.</p>	<p>Fundamental concepts and principles are used. There is some understanding of their relationship to the work, but this is not clear.</p> <p>Demonstrable progress has been made but work may have been inappropriately focused and is consequently underdeveloped. Comprehension and use of concepts and principles is less secure and there are several identifiable errors in the work that need correcting.</p>	<p>Although fundamental concepts and principles are used there is little understanding of their relationship to the work.</p> <p>Limited project work has been undertaken and it is underdeveloped. It may have focused on issues that were always peripheral to the successful key outcome sought. Comprehension and use of concepts and principles is insecure; many errors need correcting.</p>	<p>There is little or no explicit use of principles and concepts.</p> <p>Little or no project work undertaken. Much or all of it may have very little relevance to the eventual outcome. Very little evidence that concepts and principles are understood. A mark of 0% means no project work or analysis has been undertaken.</p>
<p>LO5: Critically review how you have tackled the project.</p> <p>LO8: Learn independently and reflect on what has been done, with a view to improving skills and knowledge.</p>	<p>Has clearly identified examples of effective work and factors that frustrate effective work and considered how they have been managed.</p> <p>Has worked under own supervision, communicating regularly and accurately in respect of progress. Sought guidance when needed but offered own ideas when doing so. Has clearly recognised new skills and knowledge.</p>	<p>Has identified some examples of effective work and factors that frustrate effective work. Less clear about how they respond.</p> <p>Made progress under own supervision with more intermittent communication and with a sometimes-vague description of progress and/or problems. Sought guidance when needed. Has developed new skills and knowledge.</p>	<p>There is some evidence of reflection on effective and ineffective ways of working.</p> <p>Made some progress under own supervision. Communication was more intermittent and rarely specific about progress and problems. On occasions has struggled with a problem for too long without seeking guidance. Some learning has taken place.</p>	<p>The student finds it difficult to identify factors that lead to effective or ineffective working.</p> <p>Some learning has taken place; either made some progress but hardly ever initiated communication about progress or did not ask for help when needed.</p>	<p>Evidence of self-awareness in relation to effective or ineffective working is very limited.</p> <p>Even with close supervision and support, did not make progress. Sporadic communication and little recognition of problems. Little learning has taken place</p>
<p>LO3: Identify, list and justify the resources, skills and activities needed to carry out the project successfully. Identify and address any associated risks.</p> <p>LO9: Plan and organise your project work appropriately, and keep systematic records of plans, progress and outcomes.</p>	<p>Has identified the resources, skills and activities, the timely availability of which is essential. Has judged risks appropriately.</p> <p>Has clearly planned and accurately managed progress in relation to the original plan. Understands what has gone well and what has not gone to plan.</p>	<p>Has missed at most a couple of less important resources, skills, activities, and risks.</p> <p>Has a plan and makes an accurate assessment of progress in relation to the original plan. Identifies things that have gone well and some things that have not gone to plan.</p>	<p>Has missed an important and obvious resource, activity, skill, or risk.</p> <p>As for Grade 2 but the assessment of progress against the plan is less accurate, perhaps a degree of 'denial' about what has not gone so well.</p>	<p>Identifies only 'routine' resources, skills and activities.</p> <p>The plan and/or assessment of progress against the plan are shallow and formulaic.</p>	<p>Has still not developed an adequate list of key resources, skill, activities, and risks.</p> <p>Inaccurate plan and/or assessment of progress against the plan.</p>

