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

BA (Hons) Hospitality & Hotel Management

Module Handbook Autumn Term 2025

Hospitality and Guest Services

BMIH4012/BMIH4012D

Level 4

Module Lead:

Lola Villard-Coles

l.villard-coles@uwtsd.ac.uk

Hospitality and Guest Services Autumn Term 2025

Welcome to this overview handbook for the above module. This is a Level 4, 20 credit module. This should be read in conjunction with all other materials available on Moodle, together with information and instructions delivered by the module tutor.

To get the most of this module, it is vital that you engage with the themes explored, as well as all the activities during tutorial sessions as these are designed to enrich the learning experience.

AIM(S)

- To provide students with an understanding of the role and importance of hospitality and guest services practices within hospitality industries. Students will be introduced, where appropriate to the proven Guest Service training standards and operational practices and appreciate the importance of identifying and satisfying guest needs.

INDICATIVE CONTENT

- International and UK Hospitality Industry - Concepts, definitions of hospitality, guest service and customer care, historical developments, role and function of hospitality services, market analysis of different sectors (hotels, guest services, restaurant, houses F+B providers, outlets, support services), franchising structure, relationship within national economies, economic impacts, organisational trends.

- Consumers – Understanding and appreciation of guest needs, identification of market segments for hospitality products, characteristics, structure, changing customer needs and demands, lifestyle trends, patterns of work, lifecycle, fashion fads, service expectations, internal and external factors, market trends. Sustainable (greening) good practice.

- Hospitality Skill Requirements and Operational Issues- Operational systems for provision of F&B, accommodation, resource co-ordination, specific service skills. Changing industry, consumer demands, training initiatives food hygiene, requirements, menu planning, legislation, cultural influences, performance measures, verification and grading. Social media influences (TripAdvisor) and digital management responses.

- Guest services- Nature, scope and role, guest service and training models, guest service standards, empowerment, ownership, guest service measures, quality awards, mystery shopper, guest needs, understanding and appreciation of philosophies, use of mystique case studies to include Marriott (Spirit to Serve), Disney, Ritz Carlton, West Pace Hotel Group, Solis, Capella Hotels and Bluestone.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Case study	3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

Module Code	BMIH4012	
Module Title	**Hospitality and Guest Services for the Hotel Industry**	
Classification	**Reading List entry**	**Electronic***
Essential	Walker, J. (2021) Introduction to Hospitality , Pearson, London	☒
Essential	Ford, R.C (2020) Managing hospitality organizations: achieving excellence in the guest experience , SAGE Publications	☐
Essential	Soloman, M (2018) The heart of hospitality: a great hotel and restaurant leaders share their secrets , SelectBooks	☐
Essential	Panchapakesan, P, Jiseon, A (2020) Guest satisfaction & dissatisfaction in luxury hotels: An application on big data	☒
Further	Minwoo, L, Seonjeong, L, Yoon, K. (2019) Multisensory experience for enhancing hotel guest experiences: Empirical evidence form big data analytics	☒
Further	Heppell, M. (2015) Five Star Service: How to deliver Exceptional Customer Service, Pearson, London	☐
Further	Wood, R.C (2015) Hospitality Management: a brief introduction, Sage , London	☐
Further	Tsao, W.C (2018) Star Power: the effect of start rating on service recovery in the hotel industry	☒
Further	Hospitality News – Big Hospitality	☒
Further	The Caterer	☒
Further	IOH Website – Institute of Hospitality www.instituteofhospitality.org	☒
Journals	Management Today	☒
Journals	International Journal of Hospitality Management	☒
Journals	International Journal of Contemporary Hospitality Management	☒
Journals	Journal of Hospitality Management and Tourism	☒
Websites	www.managementtoday.co.uk	☒
Websites	www.visitbritain.com	☒
Websites	www.ukhospitality.org.uk	☒

Week	Indicative content	Supporting Material	Assessment
W/C 22/09/25	**Induction**		
Week 1 W/C 29/09/25	Introduction to the module and the concept of hospitality Assessment Hand In	Group activity Lecturer slides	Assessment deadline Friday 16th January 2026
Week 2 W/C 06/10/25	The Role of guest service What is a case study?	Lecturer slides Practical examples Activities	
Week 3 W/C 13/10/25	Who are the consumers? Competitors	Research tasks Lecture slides	
Week 4 W/C 20/10/25	Practical task Presentation on different competitors	Student led session	
W/C 27/10/25	**READING WEEK – NO CLASSES**		
Week 5 W/C 03/11/25	Corporate culture vs service culture	Ted talks Group discussion Lecture slides	
Week 6 W/C 10/11/25	Hotel standards and branding	Lecture slides Videos	
Week 7 W/C 17/11/25	Content creation workshop	Group activity	
Week 8 W/C 24/11/25	Industry skills Reputation Management and customer loyalty	Scenario based activities Lecture slides	
Week 9 W/C 01/12/25	Hospitality structures	Lecture slides Videos	
Week 10 W/C 08/12/25	What does the future looks like?	Group based activities Lecture slides	
Xmas break - 4 Weeks			
Week 11 W/C 12/01/26	Assignment workshop	One to one student appointments	Assessment deadline Friday 16th January 2026
Week 12 W/C 12/01/26	Module Feedback and Evaluation		

APPENDIX GA36a

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**Hospitality and Hotel Management**		
Module:	**Hospitality and Guest Services**		
Module code:	**BMIH4012 / BMIH4012D**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Lola Villard-Coles**	**Internal Verifier:**	**Lisa Bassler**
Assignment Title:	**Case Study**	**Word count (or equivalent):**	**3000 Words**
Submission deadline:	**16/01/2026 by 23:59**	**Return date of provisional marks & written feedback:**	**13/02/2026 by 23:59**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

Upon the successful completion of this module, the student should be able to:

- Understand the importance of Guest Services strategies and appreciate their use in understanding guest needs and the value of empowerment and guest service measurements;
- Evaluate the range of hospitality services and provision in terms of the changing nature of consumer demands and understand operational systems and resource provision required to deliver service excellence.

TASK DESCRIPTION

Case Study – Guest Service Strategies in the Hospitality Industry

Title: Analyse the Importance of Implementing Effective Guest Service Strategies at a Hotel of Your Choice

Background:
You will assume the role of a mystery shopper and conduct an analysis of the guest service functions of a hotel that you have either:

- Personally visited,
- Visited as part of a class trip, or
- Thoroughly researched (with your chosen hotel confirmed by your lecturer in advance).

The hospitality industry is constantly evolving and highly competitive, making it essential for hotels to stay ahead of trends and meet the increasing expectations of guests regarding service and experiences.

Task:
Based on your chosen hotel, you are required to develop a 3,000-word report analysing how effectively it implements guest service strategies. Your analysis should cover the following aspects:

- Facilities and Services: Does the availability and quality of the facilities and services meet or exceed the expectations of the hotel's target audience?
- Staff Training and Culture: Are there sufficient training provisions in place for staff to maintain the hotel's desired standard of service? What kind of service culture is evident in this hotel?
- Online Presence and Reputation Management: How effectively does the hotel manage its online presence, and what impact does this have on its reputation and guest expectations?
- Recommendations for Industry Best Practices: What practical recommendations would you offer to guest service managers for implementing effective guest service strategies, particularly for hotels that may not operate with a large luxury budget?

Additional Guidance:

- Include a brief background section about your chosen hotel, outlining its market position, level of service (e.g., budget, mid-scale, or luxury), and its unique selling points.
- Ensure your report clearly links theory and practice by incorporating relevant concepts discussed in class and insights gained through independent research.
- Focus on analysing the effectiveness of guest service strategies rather than providing a purely descriptive overview. Compare your chosen hotel’s approach with other hotels and industry best practices where possible.
- Ensure that your recommendations are realistic, practical, and applicable to hotels across different market segments and budget levels.

Assignment Format and Requirements:

Your report should include the following sections:

1. **Title Page** (Not included in word count)
2. **Executive Summary** (Not included in word count)
3. **Table of Contents** (Not included in word count)
4. **Introduction** (300–400 words)
   - Brief background of chosen hotel, purpose of report, and outline of what will be covered.
5. **Main Findings** (1,800–2,000 words)
   - Facilities & Services: 600–700 words
   - Staff Training & Culture: 500–600 words
   - Online Presence & Reputation Management: 400–500 words
   - (Optional small section for general service observations): ~200 words
6. **Conclusion** (300–400 words)
   - Summarise key points and overall effectiveness of guest service strategies.
7. **Recommendations** (400–500 words)
   - Provide practical, feasible suggestions applicable to your chosen Hotel. Please note that recommendations should be based on your conclusions and new information should not be introduced.
8. **Reference List** (a minimum of 20 references) (Not included in word count)

Other Requirements:

- Use Microsoft Word with Arial, Calibri, or Times New Roman font, size 12, 1.5 line spacing, and justified text.
- In-text citations must be used throughout the report.

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

Guidance for students in the completion of tasks

1.Engagement with Literature Skills

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

Guidance specific to this assessment: *You should show a wide level of reading from a variety of sources including textbooks, academic journals and websites. You must reference in the Harvard References format. A minimum of 20 references is required*

1. **Knowledge and Understanding Skills**

At level 4, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *Ensure to draw upon topic learnt in class and from your own research regarding the importance of guest service provisions. This should be done in detail and show a depth of understanding*

2. **Cognitive and Intellectual Skills**

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation, and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments

using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Make sure to answer the question posed in the task description. Remain focused and consider why, how, when, where and who? Offer relevant recommendations for the hotel industry based on the conclusions drawn.*

3. **Practical Skills**

At level 4, you should be able to use/deploy a range of established techniques within the discipline and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You should draw upon a variety of example from hotel industry to compare to the case study. Discuss the similarities and differences between these industry examples*

4. **Transferable Skills for Life and Professional Practice**

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

Guidance specific to this assessment: *The layout should be in report format and be written in Arial, Calibri or Times New Roman Font 12, 1.5 line spacing and justified text.*

Student Feedback Form

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

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills .	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	30	
5. Transferable Skills for Life and Professional Practice	10	

GENERIC ASSESSMENT CRITERIA

Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency /	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		illogical and contradictory.	mis-interpretation.				
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.