

Hospitality & Tourism Management

BA (Hons) International Gastronomy Management

Diploma of Higher Education International Gastronomy Management

Certificate of Higher Education International Gastronomy Management

Module Handbook April 2024 Term

Placement: Developing Customer Experience and Service Skills BMGM5003 LEVEL 5

Placement Coordinator:
Antoinette Milne BA (Canada), Dip WSET
a.milne@uwtsd.ac.uk

Placement: Developing Customer Experience and Service Skills

April 2024

Welcome to this generic overview handbook for the above module. This is a Level 5, 20 credit module for Level 5 IGM students in the Academic Discipline Hospitality & Tourism Management. It should be read in conjunction with supplementary information and materials available on Moodle and your Teams page together with information and instructions delivered by your module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as both the online and offline activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To evolve students understanding of the role and importance of hospitality and guest services practices within the restaurant environment. Students will be introduced to appropriate customer experience management methods and operational practices and appreciate the importance of identifying and satisfying guest needs, supported by appropriate service skills.

LEARNING OUTCOMES

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

- Demonstrate critical understanding of the importance of maximising a positive customer experience, valuing the importance of guest opinion within the service experience and the practical skills to achieve this
- Evaluate the range of service skills available both personally and within the colleague team and the provision of these within the ever-changing environment of service in restaurants whilst achieving service excellence.
- Develop and demonstrate Reflective Practice from your experience, using Kolb to analyse what you have achieved, what you could improve upon and how this will guide your future direction

INDICATIVE CONTENT

- Demonstrating excellent service and understanding what this means for the diner and restaurant, including knowledge of all menus being offered, 'special' items, specific times menus for example, lunchtimes, afternoon tea or dinner service.
- Enhancing the customer experience by developing skill at beverage suggestions and recommendations achieved via practical experience and knowledge from the Placement Coordinator.
- Developing a strategic understanding of guest needs and how this impacts on customer service and making suitable service suggestions to improve diner experience and outcome for the restaurant and by managing complaints and maximising constructive and positive feedback.
- Sharing produce and menu knowledge with team colleagues and developing leadership traits in support of customer experience.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	0	0%
Placement learning	200	100%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective portfolio of practical tasks	6 Elements	100%

Assessment Summary

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

READING LIST

Module Code	BMGM5003	
Module Title	Placement: Developing Customer Experience and Service Skills	
Classification	Reading List entry	Electronic*
Essential	Brown, D.R (2019) 5thEdn. The Restaurant Managers Handbook. How to set Up, Operate, and Manage a Financially Successful Food Service Operation. Atlantic Publishing Group Inc. Florida	☒
Essential	Cousins, J. Lillicrap, D. Weekes, S. (2019) Food and Beverage Service 9thEdn. Hodder Education. London.	☒
Further	Solomon, M. (2018) The Heart of Hospitality. Great hotel and restaurant leaders share their secrets. Select Books. Inc New York.	☒
Further	Tesone, V. (2014) Principles of Management for the Hospitality Industry, Butterworth Heineman, Oxford	☒
Further	Johnston, R Clark, G. Shulver, M. (2012) Service Operations Management, Pearson, London	☒
Further	<i>Wood, R.C., 2015. Hospitality management: a brief introduction, Sage, London</i>	☒
Further	<i>Wood, R. (2013) Key Concepts in Hospitality Management, Sage, London</i>	☒
Further	<i>WSET (2023) Wines: Looking behind the label. WSET. London.</i>	☒
Journals	<i>MRM</i>	☒
Websites	www.thecaterer.com	☒
Websites	www.bighospitality.co.uk	☒
Websites	www.restaurantmagazine.com	☒
Websites	www.modernrestaurantmagazine.com	☒
Websites	www.wsetglobal.com	☒
Websites	www.instituteofhospitality.org	☒
Websites	www.flowhospitalitytraining.co.uk	☒

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Dip CerTHE International Gastronomy Management		
Module:	Placement: Developing Customer Experience and Service Skills		
Module code:	BMGM5003	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Antoinette Milne	Internal Verifier:	Christopher Wilkin
Assignment Title:	Reflective portfolio of practical tasks	Word count (or equivalent):	2000 (+ or -10% or penalties will be incurred)
Submission deadline:	Friday May 24, 2024	Return date of provisional marks & written feedback:	2024
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. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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:

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TASK DESCRIPTION

You are required to create a reflective portfolio consisting of 6 elements that document your learning experiences and progress in developing the skills and knowledge required to meet the above learning outcomes. You should use evidence to support your reflections and demonstrate your understanding and ability to apply what you have learned.

Provide a brief introduction to your reflective portfolio. Outline your aims and objectives, what you hope to achieve, and why this is important for your future career aspirations.

Element 1: First Impressions

Reflect on the importance of the first contact you have with the customer and how it may affect their experience. How true do you think the maxim 'it takes 7 seconds to make a first impression' is and how would you back up your experience? Does that first impression affect their behaviour and enjoyment of the experience. What evidence do you have to support this from the wider industry?

Element 2: Wine Knowledge

Reflect on your development in the field of wine knowledge and communication. How have you developed this knowledge and how has your ability to communicate this changed in relation to customers and colleagues. What do you think of the current wine list? Could you make any suggestions to the Manager and what are they? How would you approach this?

Element 3: Customer Communication Skills

Reflect on your development of skills in communicating with the customer. Do you think you have changed your approach and acted differently after your experiences? Do you feel you have a positive effect upon the customer and how is that manifested? What feedback do you get from customers and other members of your team?

Element 4: Reflections

How has your experience changed you and your perceptions of the Industry? What have you learned and what has had the greatest impact upon you? How has this experience changed you and what do you do now that perhaps you had not done before? Has the experience been positive or negative and why?

Element 5: Leading to the Future

Reflect on your future career aspirations and how the skills and knowledge you have gained during your placement will help you achieve these goals. How have the experiences and lessons you have

learned and learned from framed your thoughts regarding a future career direction? What aspirations do you now have and are there any areas you feel you need to improve on to get you to where you want to be?

Provide a conclusion to your reflective portfolio. Summarise your key learning experiences, how you have met the learning outcomes, and how you will apply what you have learned in your future career.

Element 6: Your final element is a **Viva (15 minutes)** with your placement tutor to discuss your written portfolio in detail and the practical experience you have gained on placement.

You must include Academic referencing to back up your arguments. Therefore this is not simply a piece of writing listing what you have done, it needs to be set against Academic principles and needs to reference your experiences within and using the Academic frameworks.

In your portfolio, you must reference your work by providing both in-text citations and a reference list containing a minimum of 20 references, with at least four relevant to each element. You should follow IHM's UWTSD Harvard Referencing Guide, which is available on Moodle under the Module Information tile.

The purpose of the portfolio is to provide a self-reflection of your progress and review the work you have undertaken, applying evidence of developing key skills criteria. These include self-management and development, task management, applying initiative in workplace problems, communication, and application of knowledge.

Your assessment will be based on your ability to critically evaluate your personal performance and development, your reflective analysis of the overall learning experience, outcome achievements, key skills development, application of theory in practice, identification of lost opportunities, and future career development/skills application. It is important to note that the record should be reflective, analytical, and critical, not descriptive in nature.

Your placement module lecturer will meet with you bi-weekly to review your progress, and you will also meet with your front of house supervisor to ensure you are progressing through your tasks and acquiring the support you need to be successful in the department rotation.

Upon completion of your placement, you will be required to upload your completed portfolio to the Turnitin link provided in Moodle. You are expected to submit your portfolio in a timely manner, according to the university guidelines, and the required dates will be posted in the Turnitin Link.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills /10

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: *Provide evidence of reading and researching relevant literature in the field of Customer Experience and Service Skills. Give examples of trends and changes, both in terms of customer behaviour and also in service in general. Back this up with source material and use it to amplify and strengthen your experiences. 20 references are required.*

2. Knowledge and Understanding Skills /30

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *Provide evidence of understanding of the learning outcomes and their relevance to the service industry. Use the knowledge you have gained from your Placement and ensure you make well thought out and reflective points that allow you to use structured arguments and examples to strengthen your experiences in a demonstrable fashion.*

3. Cognitive and Intellectual Skills /10

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: *Provide evidence of reflective thinking and critical analysis of your learning experiences. Demonstrate the ability to evaluate your own skills and knowledge, and to identify areas for improvement. Use appropriate language to express ideas and arguments effectively.*

4. Practical Skills /25

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You should provide evidence of practical application of the skills and techniques learned in the customer service arena, both with customers and with other team members. You should demonstrate the ability to apply your knowledge and skills in a practical setting. Use appropriate examples and evidence to support reflections.*

5. Transferable Skills for Life and Professional Practice /25

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: *You should write this assignment as a reflective essay, provide your student name, number, module name and module code and assignment title. You should use a font of Arial 12 point. Justify your text, in order for your journal to look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate.*

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		
	10	
2. Knowledge and Understanding Skills		
	30	
3. Cognitive and Intellectual Skills		
	10	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	25	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

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critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
							the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life	Communication medium is	Communication medium is poorly	Can communicate in	Can communicate	Can communicate	Can communicate	Can communicate

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and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH