

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Professional Graduate Certificate in Education (ProfGCE) Primary Pathway and Secondary Pathways		
Module:			
Module code:	ECAD6054	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jessica Roberts	Internal Verifier:	David Stacey
Assignment Title:	Assessment Component 1: Understanding the Role and Impact of School-Family Engagement: A Critical Examination of an Aspect of This Process in Your Placement School	Word count (or equivalent):	Practical: Individual Video Presentation (5 minutes)
Submission deadline:	TBA	Return date of provisional marks & written feedback:	TBA
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% (D) for the first attempt and will be awarded a mark of 0% (F) 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.		

AIM

- To develop student-teachers' critical understanding of how pupils' learning is influenced by factors beyond the classroom e.g. national policies, communities and families, and how this understanding relates to matters of social justice.
- To engage student-teachers with an evidence-based approach which connects the community in which the learner lives, to the pedagogical choices made in the classroom to inspire learners and their families.

MODULE LEARNING OUTCOMES

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

- critically reflect on the school context considering the cultural, linguistic and socio-economic factors that may impact on learners' progress and achievement;
- evidence a deep understanding and application of the professional role of the teacher in relation to working closely with parents, governors, local authorities and agencies which support schools and the wider community;
- accurately analyse and critically evaluate local and national data to inform decision-making at whole school and classroom level, illustrating a secure and comprehensive understanding of lines of accountability.

INDICATIVE CONTENT

- A critical review of the development of educational policy and practice in Wales, including current priorities identified by the Welsh Government and the inspectorate along with their arrangements to secure change.
- Reflection, discussion and critique of the impact of contemporary priorities and initiatives on whole school organisation and school development processes.
- Consideration of school improvement processes driven by contemporary issues to support improvements in standards of teaching and learning.
- Critical examination of the philosophical beliefs that underpin effective school learning environments e.g., vision, mission statements, values and ethos, and how these are established and agreed with the wider community.

TASK DESCRIPTION

The University recognises the importance of the development and mass access to Generative Artificial Intelligence (Generative AI), and its impact potential in higher education, including teaching, learning, assessment and access.

UWTSD's Generative Artificial Intelligence Guidance (Learning and Teaching) explains the University's position, pledges and expectations in the use of Generative AI tools.

The University has embarked on a journey of integrating AI in the curriculum and providing support to both students and staff to enhance their knowledge and literacy of AI.

From September 2024, all module assessments are expected to indicate the allowable use(s), if any, of AI in that assessment as part of the Assessment Specification Template.

The Library and Learning Resources has created bespoke training for students in AI literacy as part of the InfoSkills programme: [Academic and InfoSkills | UWTSD Intranet](#)

Support for students on the allowable uses of AI in assessment is available in Welsh and English. For the full set of materials, please see [AI Guidance » Hub](#)

The table below outlines the permissible use of AI for this module. Regardless of whether you choose to use AI, you **must** include an acknowledgement as specified in the [AI Acknowledgement Guidance](#) that is available on Hub.

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	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 rephrasing of your own work within specific standards.	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.	Yes ☐ No ☒

SUGGESTED ASSESSMENT STRUCTURE

Guidance for Students

To critically explore the role and impact of school-family engagement, select a specific aspect of the school's processes and rationale for meeting this need. Your presentation should:

- Identify and describe the selected school-family engagement process.
- Critically examine the reasons behind its implementation, drawing on relevant literature and frameworks.
- Explore the intended impact on learners, families, and the school community.
- Reflect on the strengths and areas for further development in the chosen process.

Suggested Examples (Non-Exhaustive)

1. **Socio-Disadvantaged Families:** Explore how the school works with families experiencing economic hardship, addressing barriers to engagement.
2. **Academic Needs:** Analyse strategies used by the school to collaborate with families in improving student academic outcomes.
3. **ALN (Additional Learning Needs):** Evaluate the processes in place to engage families of children with additional learning needs and how they foster inclusion.
4. **Minority Ethnic Groups:** Explore the school's approach to engaging families from diverse cultural and linguistic backgrounds.
5. **Attendance and Behaviour:** Investigate how the school works with families to improve student attendance or address behavioural challenges.
6. **Parental Education Programs:** Examine the rationale and impact of workshops or training sessions aimed at equipping parents with skills to support their child's learning.
7. **Technology and Communication:** Analyse the use of digital tools (e.g., apps, online portals) to enhance school-family communication and collaboration.

Critical Thinking Prompts for Students

To encourage depth, students should consider:

- What is the rationale behind the school's approach?
- How does the engagement process align with educational policies or social justice principles?
- What evidence exists or could be gathered to support its effectiveness?
- How do cultural, socio-economic, or linguistic factors influence the process and its outcomes?
- What recommendations could enhance the impact of the engagement process?

Slide 1: Title Slide

- **Content:**
 - Title of the presentation (e.g., "Understanding the Role and Impact of School-Family Engagement: A Focus on [Specific Aspect]")
 - ID/ Name

Slide 2: Introduction and Objectives

- **Content:**

- Brief introduction to the chosen aspect of family-school engagement (e.g., working with socio-disadvantaged families, academic support).
- Presentation objectives:
 1. Critically examine the rationale behind the school's engagement strategy.
 2. Evaluate its impact on learners and families.
 3. Reflect on improvements and future considerations.

Slide 3: Theoretical Framework and Literature

- **Content:**
 - Introduce the key theoretical framework(s) (e.g., Epstein's model of parental involvement, Bronfenbrenner's ecological systems theory).
 - Summary of relevant and credible literature supporting the analysis.
 - **Emphasise critical insights from current research** (e.g., innovations, gaps in literature).

Slide 4: Context of the Placement School

- **Content:**
 - Brief overview of the placement school (type, demographics, community context).
 - Description of the specific family engagement process chosen for analysis.
 - How this process aligns with Welsh educational policies or social justice principles.

Slide 5: Critical Analysis of the Engagement Process

- **Content:**
 - Detailed explanation of the chosen engagement strategy or process.
 - Critical evaluation of its rationale and implementation.
 - Strategies for collecting data on effectiveness

Slide 6: Reflection on Current Research and Innovative Practices

- **Content:**
 - Compare the school's approach with insights from literature and best practices.
 - Highlight contradictions, gaps, or innovative approaches seen elsewhere.
 - Propose **nuanced, original insights or potential solutions** for improvement.

Slide 7: Impact and Implications

- **Content:**
 - Discuss the impact of the engagement process on:
 - Learners' outcomes
 - Family participation
 - School-community relationships
 - Reflect on how this engagement process addresses inclusivity and equity.

Slide 8: Conclusion and Recommendations

- **Content:**

- Summarise the critical findings.
- Provide clear, sophisticated recommendations for enhancing the engagement process.
- Include reflections on implications for teaching practice and future research.

Slide 9: References

- **Content:**

- A professionally formatted reference list in line with academic standards (e.g. Harvard).
- Include recent, credible sources demonstrating a deep engagement with literature.

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

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *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:

- **Access a range of high-quality sources:** Use academic journal articles, books, government documents, and credible websites. Prioritise sources published within the last five years, except for seminal works.
- **Evaluate credibility:** Be critical about your sources, especially online content. Peer-reviewed journals are highly reliable.
- **Integrate sources:** Show evidence of extensive reading by embedding citations within your slides and verbal presentation. Avoid overloading slides with text—use your script to expand on referenced ideas.
- **Referencing:** Use a consistent referencing system, both on slides (in-text citations) and in the final reference slide. Ensure your references are properly formatted and follow academic conventions.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *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; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

- **Demonstrate depth of understanding:** Go beyond surface-level descriptions. Explain key concepts, models, and theories, such as Epstein's parental involvement framework or Bronfenbrenner's ecological systems theory.
- **Relate theory to practice:** Show how these theories apply to the school-family engagement process you're analysing.
- **Contextualise:** Discuss how the school's engagement strategy fits within broader educational priorities in Wales, such as social justice or bilingualism.
- **Clarity of explanation:** Avoid jargon where possible and ensure that the audience can follow your interpretation of the facts and theories.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 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 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. 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:

- *Critically analyse information: Break down the engagement process into its components. For example, evaluate the rationale, implementation, and outcomes of a specific strategy.*
- *Justify your points: Always explain why a strategy is effective (or not) and support your arguments with evidence. Ask questions like:*
 - *Why is this process significant?*
 - *How does it address specific challenges?*
 - *Who benefits, and why?*
- *Synthesise data: If appropriate, compare the school's approach with best practices from the literature. Highlight alternative perspectives.*
- *Provide sound conclusions: Derive conclusions logically from your analysis and suggest well-reasoned recommendations for improvement.*

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and 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:

- *Apply theories to real-world contexts: Use the chosen school engagement strategy as a case study or from best practice guidance (e.g. Welsh Government and ESTYN)*
- *Use examples and artefacts: Include relevant school policy documents (where appropriate) to support your points.*
- *Acknowledge limitations: Be transparent about challenges or constraints in applying theories to your placement school's context.*
- *Propose solutions: If gaps are identified, suggest realistic strategies based policy and guidance documents.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature 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:

- **Professional presentation:** *Your PowerPoint should be clear, visually appealing, and free of errors. Use consistent fonts, clean layouts, and relevant visuals.*
- **Effective communication:**
 - *Speak fluently and confidently in your video.*
 - *Tailor your language to engage both academic and non-specialist audiences.*
- **Structure and coherence:** *Ensure your presentation flows logically, with clear transitions between sections.*

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

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 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
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 research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed 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, informed by the latest research. Consistently accurate application of referencing.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
	advanced scholarship within the discipline.	advanced scholarship within the discipline.			research and scholarship.	established views and the limitations of the knowledge base.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. 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 thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of 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 in complex and	Rudimentary application of 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.	An adequate awareness and mostly appropriate application of well-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.	A good and appropriate application of standard 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	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
Category	F	E	D	C	B	A
	unpredictable contexts.	Weak problem-solving skills in complex and unpredictable contexts.	Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	in complex and unpredictable contexts.	Evidence of some innovation and creativity.	solutions. Innovation and creativity evident.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Communication medium is poorly 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. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Can communicate in a suitable medium 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 team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, 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 required in graduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. 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 graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.