

Skills for the Workplace

Module Assignment Guides

Module No:	BMSK4005
Module Title:	Professional Career Development

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Module Assessment Guide

The assessment criteria for this module asks you to:

- Identify your own learning styles and the learning styles of another member of the team
- Use a simple technique for identifying own development needs and the development needs of another member of the team
- Identify potential barriers to learning
- Explain how barriers to learning can be overcome
- Briefly analyse learning/development options to meet needs of self and another member of the team
- Identify support mechanisms for the development of self and another member of the team
- Prepare a development plan to achieve a learning objective for self and another team member
- Describe a method that could be used to monitor the development of self and another member of the team
- Complete a job application form with cover letter (email)
- Create a CV focused for the specific role you have chosen
- Reflect upon the recruitment interview process and techniques using a recognised reflective model.

The entire assignment should be of approximately 4000 words - not including Appendices and References as these are NEVER part of your 'word count'

Assignment Layout

It is easier and more practical to sub-divide your assignment into 3 sections to ensure you have covered all aspects in sufficient detail to pass the assignment.

Sections 1 and 2 are all about your Personal Development; including Learning Styles, SWOT, barriers to success, development needs, monitoring progress etc. for you and a colleague/friend and producing a Personal Development Plan for both of you.

Section 3 covers the recruitment process and should focus on how you personally would go about selecting, preparing for and applying for a job.

Section 1: Know how to identify development needs

1.1 Identify learning styles for self and another

Using the 2 recognised models shown below, identify your own learning styles.
Discuss the findings from the models used on both yourself and another person.



[Vark Questionnaire](#)

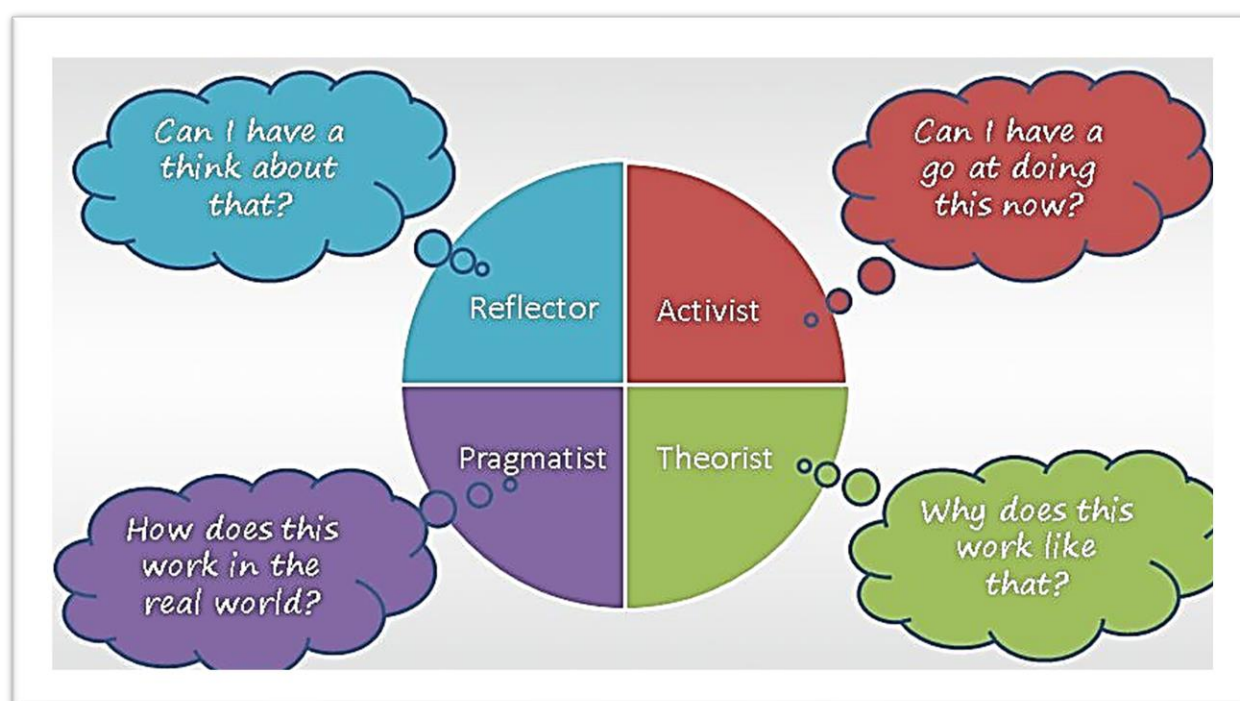
Sample VARK Results

The image is a screenshot of a 'Your VARK Results' page. At the top, it says 'Your VARK Results' in large black font. Below that, it states 'YOUR LEARNING PREFERENCE: Mild Read/Write'. To the left is a thumbnail of a VARK Learning Profile for Example. To the right, it says 'Full information about your preference is available in your VARK Academic Profile or Business Profile (approx. US\$9.95). View Example Profile'. Further right, under 'Your scores were:', it lists: Visual 8, Aural 5, Read/Write 14, and Kinesthetic 9. At the bottom, it says 'Use the following helpsheet for strategies that apply to your VARK preference:' followed by a red box containing the link '• Read/Write Strategies'. A red arrow points from this link to a text box that says 'Click on Strategies link for more details to help you expand in this section'.

Honey and Mumford Questionnaire - **available as a separate file on Moodle**

Copy and paste your results into your own assignment appendix as shown below.

Total Y	Total Y	Total Y	Total Y
ACTIVIST	REFLECTOR	THEORIST	PRAGMATIST



1.2 Use a simple technique for identifying development needs for self & another.

Begin by conducting a **SWOT** analysis on self and the other person. Create two separate SWOT tables (as shown below) – one for each person.

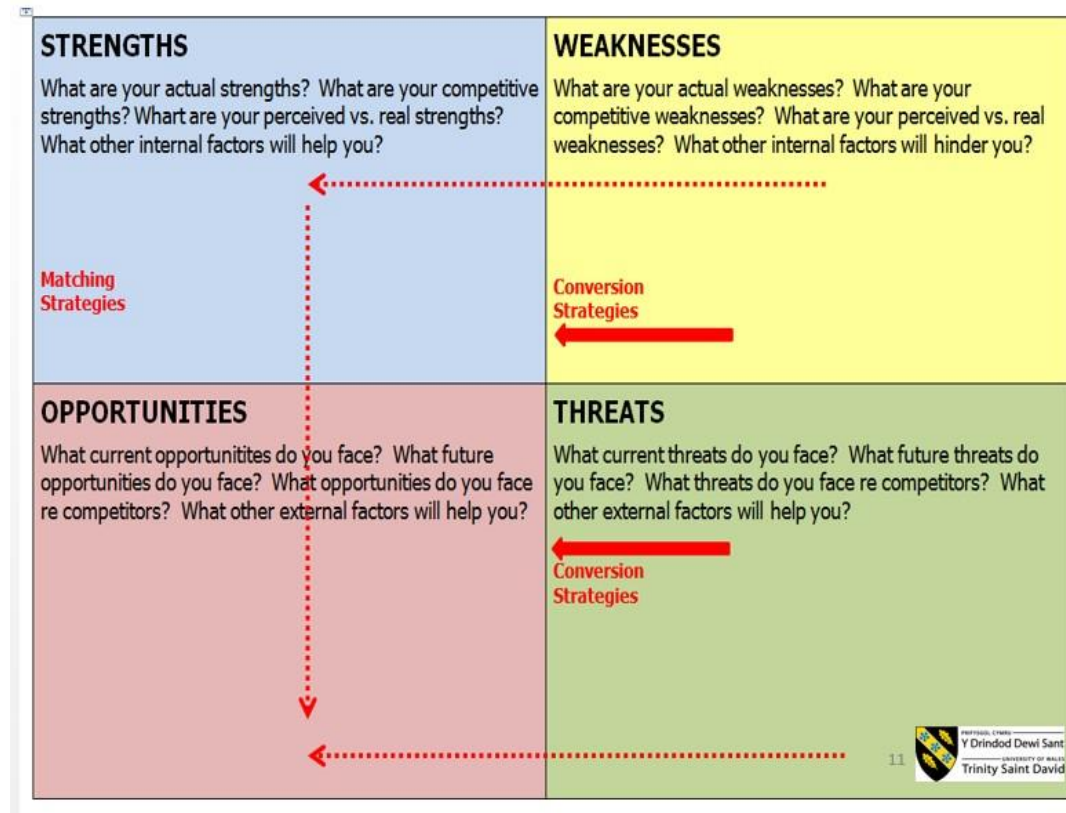
The SWOT should have identified *weaknesses* that may be holding you back in terms of career progression but which could be turned into *strengths* and *threats* which could be turned into *opportunities* if certain actions are taken. *Talk about these in this section.*

You are looking at '**Conversion Strategies**' when you talk about which actions could be taken to convert weaknesses into strengths and threats to opportunities. You will be using '**Matching Strategies**' to match your strengths to opportunities – *which strength maps to which opportunity.*

For example: *I could use my strength as being very good with IT as an opportunity to open a computer repair shop.*

I could use my 15 years in home catering as an opportunity to become a professional chef.

The strength in IT does not map across to the opportunity to become a professional chef or the catering strength to open a computer repair shop.



1.3 Identify potential barriers to learning for self and another.

You should be able to identify several of these, **but only talk about those that apply to either or both of you**. Some suggestions to consider are:

Childcare

- Can someone look after your children whilst you study – either at home or attending class?
- Do you have a backup strategy for emergencies, holidays etc.?

Work-Life-Balance

- You should also consider work responsibilities, home life, caring for elderly, taking holidays and so on.

- How will you manage to fit time to study into an overcrowded schedule?

Financial Barriers

Can you afford to study?

Are you comfortable with paying back student loans?

Geographical Barriers

Can you get to class easily?

Do you have to travel to class from work?

Do you have a car or have to rely on lifts from others?

Social Barriers?

Are you the first in your family to go into Higher Education?

How do your parents/ siblings/partner/children feel about your learning

What are their expectations of you? Are they supportive or resentful?

If resentful and possibly obstructive, how will you overcome this barrier?

1.4 Explain how these barriers to learning can be overcome.

You can answer the questions raised in the above section, here.

Section 2: Know how to develop self & others to achieve organisational objectives

2.1 Analyse learning/development options to meet needs of self & another.

Examination of the information gathered through the SWOT analysis and other information such as job appraisal feedback, job description etc. to **identify the development needs** of both yourself and another person should be used here to determine **the learning development options** open to both of you (two each would be sufficient).

2.2 Identify support mechanisms for the development of self & another

Following on from barriers discussed above, who can help both of you overcome these barriers and how?

2.3 Prepare a development plan for self & another

Now you move on to preparing a **personal development plan (PDP)** for each of you.

Use a suitable PDP Template like the one on Moodle and in the assignment template (as shown in images below)

Personal Development Plan

Part 1: Personal Analysis

Use your SWOT here

Part 2: Setting Goals

What do I want to learn?	What do I have to do?	What support and resources will I need?	How will I measure success?	Target Date for Review

Part 3: Personal Objectives

Short Term Goals (next 12 months)
Medium Term Goals (2-3 years)
Long Term Goals (3-5 years)

2.4 Method used to monitor the development of self & another.

This is where a detailed Learning Log and/or reviewing your PDP could be used.

See the Learning Logs guide on Moodle for more information about learning logs generally. A more comprehensive Learning Log you can use to monitor your PDP is attached at Appendix A below and is also available for download on Moodle.

Section 3: Know how to prepare for the recruitment process

This part of your assignment will be focused on how you would go about selecting, preparing for and applying for a job.

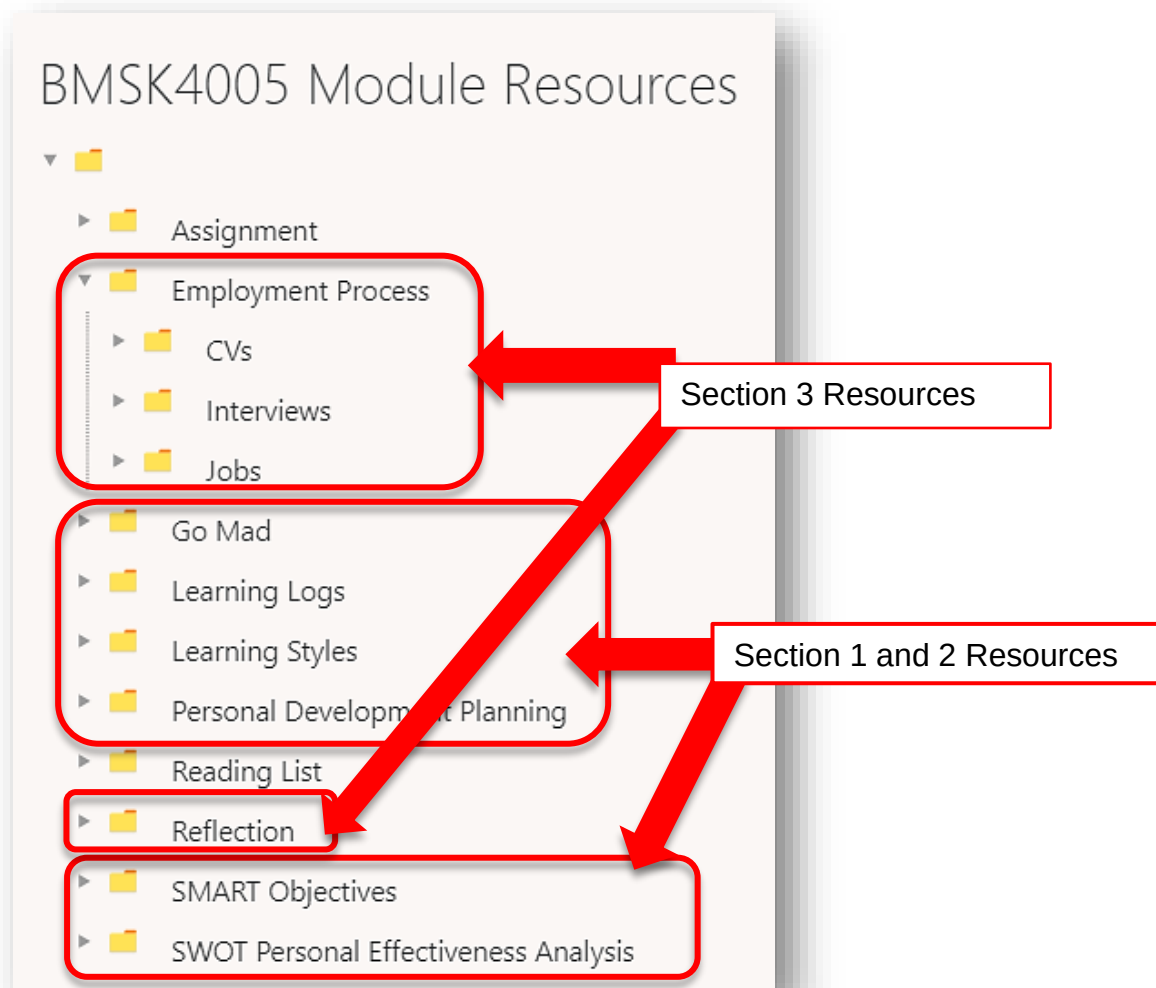
This will entail you demonstrating your understanding of the key points in the recruitment process by explaining them AND THEN using them to apply for a job.

3.1 Deliverables:

- Identify a suitable job and explain what is involved in deciding this.
- Apply for the job by:
 - Completing an Application Form
 - Preparing a job-focused CV that includes all relevant sections and uses an appropriate layout
 - Devising a tailored Covering Letter to email to the company concerned with your CV
- All of the above should be included in your assignment as appendices
- Using a recognised reflective model such as Gibbs, Kohl etc.
 - Discuss and evaluate your past interview experience
 - Combine it with your new learned knowledge from your research for this module in order to draw conclusions that will better prepare you for future interviews
 - Examples of areas for discussion could include organisational culture, dress code, interview questions, first impressions...etc.

Module Resources

Use the module resources on Moodle to help you with each Section



Appendix A PDP Monitoring Log

BMSK4005 Professional Career Development PDP Monitoring Learning Log

Date:

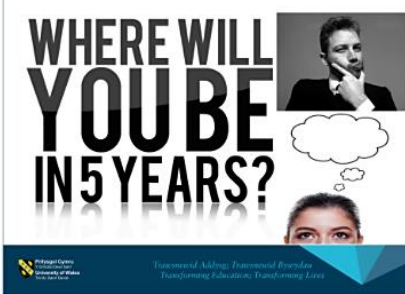
STUDENT NAME:

What happened?
What did I do?
How do I think/feel about this?
How well or how badly did it go?
My conclusions/reflections/lessons learned
What did I learn?
What have I achieved?
How have I put any theory into practice?
What have I learned about myself?
How does what I am doing lead me to becoming better at a skill?
How can I use this to plan for the future?
How can I use this to plan new learning experiences?
My plan to do something better/different by using what I have learned
What will I do differently next time?
How will I do it differently next time?

Appendix B: Moodle Module

All Resources and online session materials can be found on Moodle in the course
BMSK4005 Professional Career Development





Professional Career Development

By the end of this module, you should be able to: -

- Understand the skills and knowledge needed for working effectively
- Demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development
- Establish employment goals and develop a personal action plan

Module Assignment
assignment

Assignment Podcasts

Module Resources

Learning Styles

VISUAL AUDITORY
READ/WRITE KINAESTHETIC

Turnitin Assignment Submission Links

Online Session 1 and 2
Online Session

Online Session 3
Online Session

Online Session 4
Online Session

Online Session 5
Online Session

Online Session 6 and 7
Online Session

Online Session 8
Online Session

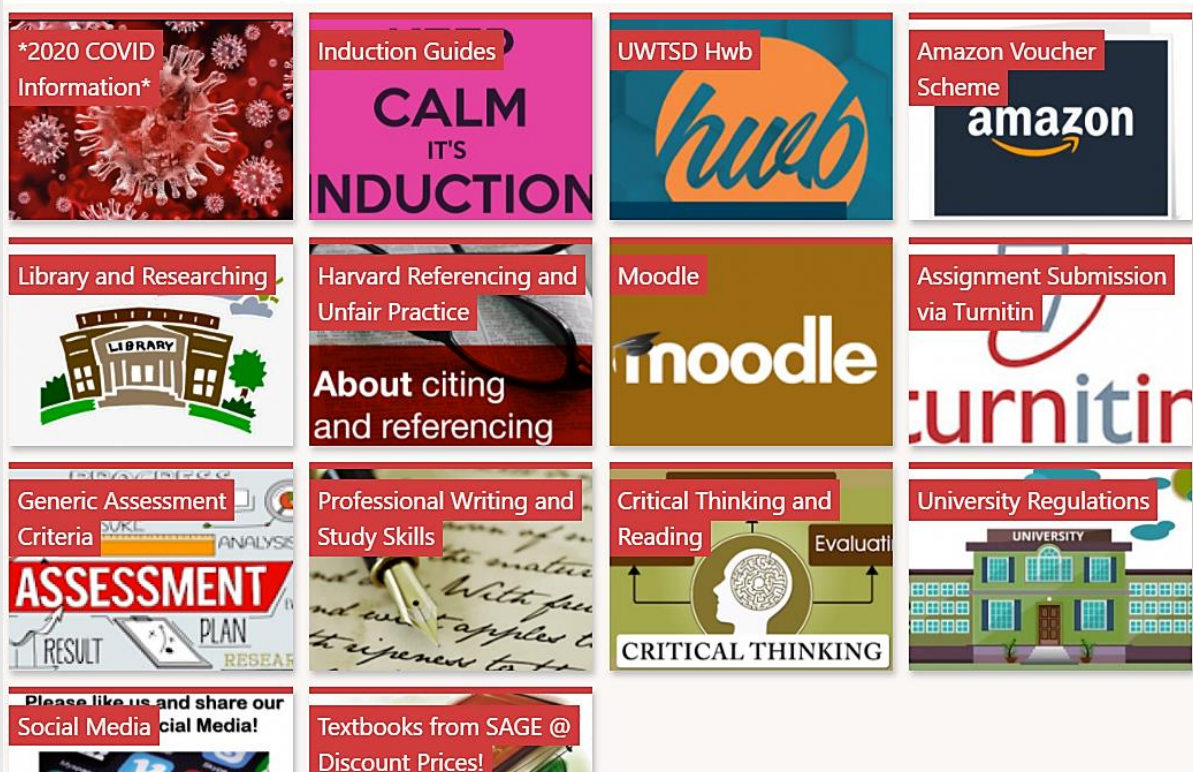
Online Session 9
Online Session

Appendix C: Additional Learning Materials

Additional useful materials for your course can also be found in the Skills for the Workplace Homepage on Moodle.



The tiles below contain a wide range of information guides and videos designed to enable you to consistently produce high-quality academic work at all Levels. Please consult your individual tutor if you need any help with these resources.



Appendix D: BMSK4005 Assignment



APPENDIX GA36a

Student name:		Student ID number:	
Programme:	CertHE Skills for the Workplace Outreach		
Module:	Professional Career Development		
Module code:	BMSK4005	Contribution to Overall Module Assessment (%):	100%
Lecturer:		Internal Verifier:	
Assignment Title:	Professional Career Development	Word count (or equivalent):	4000
Submission deadline:		Return date of provisional marks & written feedback:	
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 demonstrate the ability to:

1. Understand the skills and knowledge needed for working effectively;
2. Demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development;
3. Establish employment goals and develop a personal action plan

TASK DESCRIPTION

Assessment Criteria	What You Should Focus Upon
- Identify your own learning styles and the learning styles of another member of the team - Use a simple technique for identifying own development needs and the development needs of another member of the team - Identify potential barriers to learning - Explain how barriers to learning can be overcome	Use a recognised technique to identify the learning styles of yourself and another member of the team What tool/technique will you use to identify your own development needs and the development needs of one other person and provide a discussion of your results? Identify any barriers to your learning (and another person) that might occur and explain how these can be overcome.
- Briefly analyse learning/development options to meet needs of self and another member of the team - Identify support mechanisms for the development of self and another member of the team - Prepare a development plan to achieve a learning objective for self and another team member - Describe a method that could be used to monitor the development of self and another member of the team	You need to demonstrate your awareness and understanding of potential learning and development options for yourself and one other person and provide a discussion. Briefly analyse learning/development options for yourself and the other member. Identify support mechanisms, such as family, spouses, peers, training resources, job rotation or coaching, for the development of yourself and the other team member. Produce development plans using SMART objectives and provide an appropriate discussion. Prepare a personal development plan (PDP) to achieve the learning objectives for yourself and the other team member Demonstrate your awareness of an appropriate method that could be used to monitor the development of self and another member of the team. Describe how a method such as a PDP, could be used to monitor development
- Complete a job application form with cover letter (email) - Create a CV focused for the specific role you have chosen - Reflect upon recruitment interview process and techniques	Demonstrate your understanding of what is involved in identifying and applying for a suitable job role. Identify and apply for a suitable job position. Demonstrate your understanding of a job-focused CV that includes all relevant sections and has an appropriate layout by creating a job focused CV. Using a recognised reflective model -Discuss and evaluate your past interview experience and combine it with new learned knowledge in

	order to draw conclusions that will better prepare you for future interviews, for example: organisational culture, dress code, interview questions, first impressions...etc.
Organise the knowledge and learning through use of a range of information resources. The layout, structure and grammar are presented at the appropriate level and include Harvard style references.	Your work should be checked for grammar errors, follow a report structure, include in-text citations and have a separate Reference section populated with full references of all your information sources – and follow Harvard style of referencing.

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 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 include at least ten references. These should be taken from appropriate journals, textbooks and reliable websites. A reference list should be provided using Harvard referencing convention.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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. 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:

Demonstrate your knowledge of the relevant models and theories such as SWOT, SMART, KOLB, Johari etc. Consider barriers to learning and suggest some strategies for overcoming them. Briefly analyse learning and development opportunities and options for both; self and another. Identify support mechanisms for self and another.

3. Cognitive and Intellectual Skills

You 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 your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Apply the GO MAD framework and conduct three learning style questionnaires on self (and any two on your team member), drawing out best learning methods to improve one's skills. Reflect on the recruitment process from the employee's and employer's point of view.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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. 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.

Guidance specific to this assessment:

Practical use of all the tools and techniques in this report. Apply all the learning from the SWOT and linking them to learning styles make a PDP specific to self (and a team member) with minimum three objectives to improve employability skills. Describe a method that could be used to monitor the development of self and another member of the team

Set up a profile for self and compare to other social media. Identify and fill in an application form for the desired job. Create a job-specific CV and cover letter to accompany the CV.

5. 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 some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; 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:

Demonstrate effective formal report writing skills, with appropriate diagrams, graphs, charts and tables inserted where necessary and/ or questionnaires results summary in Appendix. Consider your layout, grammar and report structure.

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

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 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 (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 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.
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	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data,	Limited attempt at evaluation of the underlying concepts and principles, tending towards description.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative	Exceptional evaluation of the underlying concepts and

Level 4	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%
principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	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 / mis-interpretation.	An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
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

Level 4	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%
							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 structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individually or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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 individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy 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.	Mostly coherent, organised and accurate 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 some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of 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

