



Re-visiting the assignment brief:

Design, conduct and critically evaluate a close-to practice research project (case study) focusing on the model of the transformative teacher in developing practice that has a positive impact on the learner.

- The word count for this assignment is equivalent to 5000 words (4500 words for the written text; ethics form and appendix equivalent to 500 words).
- A typical assignment will be 4500 words (+/- 10%) including tables, figures and captions. You should include a word count with your work.
- Essays should be submitted to Turnitin as follows:
  - To the 'Part 1' site - Title page (including student code and research question), text-assignment, reference list.
  - To the 'Part 2' site – Appendices (These should include ethics form, research tools (e.g. questionnaire, observations, interviews. These could also be lesson plans, copies of pupils' work, details of the assent process.)

| Section                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Suggested word count (4500 total) |
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| <b>Aim, focus and purpose of the research / Research Context</b><br><br>What was the purpose/aim of your research?<br>What was the issue that you wanted to address in your research? Why were you interested in this? How does it link to your reflection in your PLP?<br><br>BRIEFLY note the school context within which the research took place.<br>(You need to give information only if it is relevant to the research question. For example, there is no need to give details of the percentage of pupils with ALN / FSM eligibility if this has no bearing on your research topic.)<br><br>BRIEFLY note the context of the class within which your research took place.<br><br>What was your research question?                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 300                               |
| <b>Overview of relevant literature.</b><br><br>This section should be based on your research topic. It should consist of a discussion of key literature that relates to your study / research question.<br><br>Remember to: <ul style="list-style-type: none"> <li>• <b>Summarise and synthesise:</b> give an overview of the main points of each source and combine them into a coherent whole;</li> <li>• <b>Analyse and interpret:</b> don't just paraphrase other researchers. If possible, discuss the significance of the findings in relation to the literature as a <u>whole</u>;</li> <li>• <b>Critically evaluate:</b> mention the strengths and weaknesses of your sources, consider the author(s) and their expertise;</li> <li>• <b>Write in well-structured paragraphs:</b> use transitions and topic sentences to draw connections, <u>comparisons</u> and contrasts.</li> </ul><br>What is the relevance of this literature to your own study?<br>How did this literature lead you to form your research question?<br>Did you hope to fill a gap in the current literature?<br>were you taking the research of another author further within your school/class context? | 800                               |
| <b>Discussion of research design: Case Study</b><br><br>Refer to relevant literature to explain the purpose of using a Case Study approach.<br>What is Case Study research?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 600                               |

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| What are its strengths and limitations in relation to your research question?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |
| Discuss your 'case' - who will the participants be in your case study? If relevant, discuss the method that you used to ensure a representative sample.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |
| <b>Being ethical</b><br><br>Explain any ethical considerations that are <b>relevant to your study</b> .<br><br>You <b>must</b> discuss positionality, <u>i.e.</u> the teacher/pupil relationship.<br><br>You <b>should</b> include information about anonymity and confidentiality.<br><br>You <b>must</b> discuss the process that you carried out <u>in order to</u> gain pupil assent.<br><br>Remember to refer explicitly to your Ethics Form, which you will include in your appendices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 300  |
| <b>Research methods</b><br><br>Write about the research methods that you chose to give you the data to answer your research question.<br><br>Did you seek to answer your question in words, numbers or <u>both?</u> ; e.g. observation, interview, questionnaire, another method.<br><br>For each method, discuss these points justifying the choices you made: <ul style="list-style-type: none"> <li>• What does the research literature tell us about the method?</li> <li>• What are the strengths and limitations of the method?</li> </ul><br>Explain your observation schedule / interview questions / questionnaire questions / other method. Have you used a specific structure? ( <u>closed</u> or open questions, tick boxes etc.); a specific scale? ( <u>e.g.</u> Leuven)<br><br>Discuss any information that had an impact on the research method, <u>e.g.</u> the age or attainment of pupils.<br><br>You <b>should</b> <u>refer back</u> to the literature wherever possible.<br><br>Remember to refer to your research tools, which you should label individually (Appendix 1, Appendix 2 etc.) and include these as one document in your appendices. | 1000 |
| <b>Data Presentation and Analysis Method(s)</b><br><br>Include information about any processes that you carried out to ensure trustworthiness (credibility, transferability, <u>dependability</u> and confirmability) if relevant.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 400  |

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| Explain the method(s) that you have used to report your data. Refer to relevant literature to support your decisions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |
| <b>Results / Analysis of results / Discussion</b><br><br>The content of this section will depend on the research methods that you have used.<br><br>Once you have presented the data and discussed it, you should consider:<br><br>What does the data mean? What did you find out?<br><br><ul style="list-style-type: none"> <li>• What does that mean for your class/the participants/the school?</li> <li>• How does this link to literature?</li> </ul>                                                                                                                                                            | 700 |
| <b>Conclusions - Reflection</b><br><br>Critically examine the work that you undertook when preparing for your research <u>study</u> ; for example:<br><br><ul style="list-style-type: none"> <li>• Were the methods of collecting data reliable within your context?</li> <li>• How valid were the methods?</li> <li>• Would the findings be able to be generalisable?</li> </ul> (You could merge the Conclusions with the Recommendations section if you prefer.)                                                                                                                                                   | 200 |
| <b>Recommendations - Action</b><br><br>What recommendations would you make <u>in light of</u> your research? Is there an intervention that you would like to put in place to address an issue that you have found in your summer placement?<br><br>How might your findings be taken forward to inform further research?                                                                                                                                                                                                                                                                                               | 200 |
| <b>Reference List</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |
| <b>Appendices</b><br>These <b>must</b> include: <ul style="list-style-type: none"> <li>• Any research tools that you created, <u>e.g.</u> Observation Schedule, Interview Questions, Questionnaire, details of any other research method.</li> <li>• Ethics Form</li> <li>• Blank parental consent letter and details of the method used <u>in order to</u> gain pupil assent</li> </ul> These <b>can</b> include: <ul style="list-style-type: none"> <li>• Lesson Plan (if relevant)</li> <li>• Anything else that you think would be useful so that the reader can fully understand your research study.</li> </ul> |     |

## 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:**

*Your essay requires engagement with academic literature/theory; therefore, you should show a wide level of reading from sources such as textbooks and academic journals. Through reference to the literature, you should demonstrate your knowledge and understanding of your chosen research focus **and** of case study as a method of research. You could also refer to relevant Welsh Government publications, including curriculum documentation, and any other reports (e.g. WG, Estyn) that are relevant to your research focus.*

## 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:***

*With reference to your own practice, you should demonstrate a systematic understanding of classroom research and of the benefits and drawbacks of using a case study approach in particular as a method of research. Knowledge of the background of, and theory behind, your chosen research focus should also be*

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*demonstrated, with an appreciation of the possible contribution of your specific research study within the field. You should critically reflect on relevant ethical frameworks that underpin educational research and consider specific ethical implications of research for and with children within your context. You should demonstrate an understanding and application of concepts and underlying principles associated with the specific context of study.*

### 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:**

*You should devise and sustain arguments, and discuss issues relating to the practical application of your case study within your classroom. You should evaluate and synthesise ideas in order to come to sound judgements. Recommendations should be convincing, persuasive, possibly challenging and derived from evaluation of the evidence. You should demonstrate an appropriate use of relevant ethical frameworks.*

#### 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, 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:**

*You should refer to your own experience within a classroom context in order to demonstrate your understanding of the elements involved in the case study process. Your work should refer to the planning and implementing of your chosen study, including a discussion of any issues encountered and of the decision-making process during the study. Your personal responsibility in managing your own learning should be demonstrated through engagement with module content, self-directed study and reflective practice.*

## 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

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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 undertake critical analysis and evaluation of the research methodology, identifying implications for future practice. You should demonstrate the attributes expected in professional practice including individual initiative, project management, collaborative working and inter-personal skills. Your essay should be written in a formal style, including appendices if relevant. You should consider your audience and ensure that your style and approach engages' the reader.*

| Level 6                                                                                                          | FAIL                                                                                                                                                                                                 | MARGINAL FAIL                                                                                                                                                                                                                                         | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                        | GOOD<br>(2.2 / Pass)                                                                                                                                                                                      | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                           | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                               | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                              |
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| Category                                                                                                         | 0-29%                                                                                                                                                                                                | 30-39%                                                                                                                                                                                                                                                | 40-49%                                                                                                                                                                                          | 50-59%                                                                                                                                                                                                    | 60-69%                                                                                                                                                                                                                               | 70-84%                                                                                                                                                     | 85-100%                                                                                                                                                                                     |
| <b>Engagement with literature</b><br>(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. | Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied. |

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| <b>Knowledge and understanding</b><br>(Coherent and detailed)                                                                                                             | Major gaps in knowledge and systematic understanding of the subject                                                                   | Gaps in knowledge, with only superficial systematic understanding.                                                                                            | Limited knowledge and systematic understanding of the relevant                                                                 | Knowledge is reasonably detailed, accurate with a good systematic                                | Knowledge is reasonably extensive coherent and detailed.                                                                                                              | Excellent coherent and detailed knowledge and systematic                                                                                                                        | Exceptionally coherent and detailed knowledge and systematic                                                                                                                                                            |
|                                                                                                                                                                           |                                                                                                                                       |                                                                                                                                                               |                                                                                                                                |                                                                                                  |                                                                                                                                                                       |                                                                                                                                                                                 |                                                                                                                                                                                                                         |
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| <b>Level 6</b>                                                                                                                                                            | <b>FAIL</b>                                                                                                                           | <b>MARGINAL FAIL</b>                                                                                                                                          | <b>SATISFACTORY<br/>(3<sup>rd</sup> / Pass)</b>                                                                                | <b>GOOD<br/>(2.2 / Pass)</b>                                                                     | <b>VERY GOOD<br/>(2.1 / Merit)</b>                                                                                                                                    | <b>EXCELLENT<br/>(1<sup>st</sup> / Distinction)</b>                                                                                                                             | <b>EXCEPTIONAL<br/>(1<sup>st</sup> / Distinction)</b>                                                                                                                                                                   |
| <b>Category</b>                                                                                                                                                           | <b>0-29%</b>                                                                                                                          | <b>30-39%</b>                                                                                                                                                 | <b>40-49%</b>                                                                                                                  | <b>50-59%</b>                                                                                    | <b>60-69%</b>                                                                                                                                                         | <b>70-84%</b>                                                                                                                                                                   | <b>85-100%</b>                                                                                                                                                                                                          |
| 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.) | matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline. | Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline. | concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship. | understanding of the field of study and to some extent, current <u>research</u> and scholarship. | Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship. | understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base. | understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, <u>sophisticated</u> and nuanced awareness of the ambiguities and limitations of knowledge. |

| <b>Cognitive and intellectual skills</b><br>(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, <u>synthesis or evaluation</u> . 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, <u>synthesis and evaluation</u> , tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / <u>mis-interpretation</u> . Asserts rather than argues a case. | Some critical thinking, analysis, <u>synthesis and evaluation</u> . 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 <u>.....</u> | Sound critical thinking, analysis, <u>synthesis and evaluation</u> demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, <u>validity and significance</u> of evidence (that may be incomplete) to make mostly appropriate and valid judgements. | Excellent critical thinking, analysis, <u>synthesis and evaluation</u> . Ability to investigate contradictory or incomplete information and make strong, persuasive, <u>arguments and sophisticated judgements</u> . Some evidence of independent thought and ability to ‘see beyond the question’, suggesting a grasp of the broader field and wider concepts. | Exceptional critical thinking, analysis, <u>synthesis and evaluation</u> based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to ‘see beyond the question’, suggesting an outstanding |
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| <b>Practical skills</b><br>(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 unpredictable contexts. | 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. Weak problem-solving skills in complex and unpredictable contexts. | 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. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity. | 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 <u>two</u> . Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts. | 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. Evidence of some innovation and creativity. | 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 solutions. Innovation and creativity evident. | Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of <u>cutting edge</u> processes and techniques. |
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| <b>Transferable skills for life and professional practice</b><br>(Exercise of initiative and | Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised | Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a | Can communicate in a suitable medium but with some room for improvement. | Can communicate effectively in a suitable <u>format</u> , <u>but</u> may have minor errors. | Can communicate well, <u>confidently</u> and consistently in a suitable format. | Can communicate professionally confidently and consistently in a suitable format. | Can communicate with an exceptionally high level of professionalism. |
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| Level 6                                                                                                                                                                                                                                                                   | FAIL                                                                                                                                                                                                                                                           | MARGINAL FAIL                                                                                                                                                                                                                                                                                             | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                  | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                            | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                         | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                              |
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| Category                                                                                                                                                                                                                                                                  | 0-29%                                                                                                                                                                                                                                                          | 30-39%                                                                                                                                                                                                                                                                                                    | 40-49%                                                                                                                                                                                                                                                                                                                    | 50-59%                                                                                                                                                                                                                                                                                                                          | 60-69%                                                                                                                                                                                                                                                             | 70-84%                                                                                                                                                                                                                                                                                                                                      | 85-100%                                                                                                                                                                                                                                                                     |
| 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.) | 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. | 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. | 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. | 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. | Work is coherent, fluent, <u>well-structured</u> 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. | 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. | Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development. |



Questions?