

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Data Warehousing and Data Mining		
Module code:	ACCA6026	Contribution to Overall Module Assessment (%):	50%
Lecturer:	John Williams	Internal Verifier:	Bev Holland
Assignment Title:	Data Warehousing	Word count (or equivalent):	3000
Submission deadline:	28th November 2021	Return date of provisional marks & written feedback:	25th December 2021
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: • Analyse critically the structure, capabilities and role of a data warehouse within a modern business environment. • Select and perform appropriate data analysis and reporting on data within a data warehouse environment and critically evaluate the results • Provide business intelligence through the creative application of appropriate data mining processes and the critical evaluation of their results.			

TASK DESCRIPTION

Case Study: Recovery Radio

'Recovery Radio Ltd.' is an independent company that provides hospital radio services to a number of smaller hospitals across north Wales and north-west England. These services are aimed specifically at local hospitals that do not have the capability to run their own in-house hospital radio stations. The company was formed in 1997 by the amalgamation of several smaller hospital radio companies, with shares split between a number of individuals and hospitals. Annual revenues are around £3.6 million, which is raised through a combination of radio-based advertising and charitable donations, while annual profits are in the £0.6 million region.

With the recent societal move towards streamed music Recovery Radio needs to rationalise its operations to improve its profits, and its senior officers are smart enough to recognise that this will include a major review of its IT systems. They would like to be able to expand into online broadcasting as well as on-site broadcasting in order to sell their services to hospitals in the UK and abroad. Your job is to carry out this review and to present a report to the CEO and the board on the data capture, storage, analysis and presentation of the data necessary to run a multi-site radio station. This will allow them to make better strategic decision relating to the future growth of the company.

Recovery Radio provides four different types of radio programme to its partner hospitals. Hospitals may take one or more of these programme types in any combination. All programmes are 4 hours long, and different hospitals may be playing different programmes at any point in time.

- No-presenter pre-recorded programmes. These consist of a pre-defined playlist that provides 50 minutes of music each hour, 8 minutes of adverts, and 2 minutes for a news bulletin bought in from an external provider. Hospitals often buy these programmes to play overnight, when there are relatively few listeners.
- Centralised pre-recorded programmes. These have a human presenter introducing the tracks, and are often bought to play in the evening. Each hour of the programme contains 42 minutes of music, 8 minutes of adverts, 2 minutes for a news bulletin, and 8 minutes of presenter time.
- Centralised live programmes. These have a live presenter based in Recovery Radio's head office in Carnforth, Lancashire, who introduces the music and provides interaction with listeners countrywide through SMS, email, and messages left on the website. Each hour of the programme contains 35 minutes of music, 8 minutes of adverts, 2 minutes for a news bulletin, and 15 minutes of presenter time. Unlike the pre-recorded programmes, the playlists for these programmes are generated 'on the fly' as people contact the station with their requests.
- Local live programmes. These involve taking a presenter and a mobile studio to a hospital and generally involve much more spoken word material as the presenter will include interviews with staff and patients. Each hour of the programme contains 25 minutes of music, 8 minutes of adverts, 2 minutes for a news bulletin, and 25 minutes of presenter time. As with the centralised live programmes, the playlists for these programmes are generated 'on the fly' as people contact the station with their requests. Listeners may make requests via SMS, email, messages left on the website, or on forms handed to Recovery Radio staff or placed into the "RR Postbox" in the hospital's main entrance lobby. The mobile studio normally changes its location every week, so hospitals can expect to host a live programme every couple of months.

As a radio station, Recovery Radio must pay public performance fees for all music that it plays. These are paid at rates agreed with the Performing Rights Society (PRS) who, in turn, distribute them to the artists whose music was played. It is therefore essential that a complete record is kept of what music has been played, including the track name, artist, track length, International Standard Recording Code (the ISRC is a unique code that identifies a performance of a song, so each recording of a particular track will have a different code), which Recovery Radio programme it was played in and at what time it was played. Each Recovery Radio programme will have a related playlist consisting of a set of these records, which can be used for the calculation of performance fees.

The rates agreed with the PRS depend upon the time of day at which the song was played. These are calculated on a per-hour basis, so a programme that includes 45 minutes of music would be charged 0.75 times the hourly rate. The current rates are:

- 23:00-07:00: £1.63 per hour
- 07:00-14:00: £2.49 per hour
- 14:00-19:00: £2.17 per hour
- 19:00-23:00: £1.98 per hour.

Pre-recorded programmes are created automatically on a computer by an programme compiler who enters the length of the programme, the number and position of adverts, and some parameters relating to the genres or periods of music to include. This will then output a working playlist that can be uploaded to the broadcasting software. Where a programme has a presenter, the working playlist is generated and then the presenter will record the track introductions (known as 'continuity tracks') as separate files. These files are then added to the working playlist as voice tracks between the music tracks. When the programme is played the broadcasting software writes a record of each track as it is played to the day's primary playlist. Details of any continuity tracks are not saved to the primary playlist.

Live programmes have the working playlist for the first hour compiled before the start of the programme by a music compiler based upon requests that were not played in the previous programme. As more requests come in they update the working playlist with further tracks and, in parallel, add notes that will appear on the presenter's screen so that they can see what the next few tracks will be, who has requested them, and who the track is being dedicated to. As each track is broadcast, the track details, but not the request details) are written to the day's primary playlist.

On Monday, all of the preceding week's playlists will be processed to provide a report that lists the tracks played throughout the week and the cost per track (based upon the appropriate rate for the time at which it was played). The primary playlist is then uploaded to the playlist history database where it can be accessed for further analysis. The playlist history database contains a record of every track played on Recovery Radio since its formation in 1997.

Every month the company's programme compilers will extract the data for requests from the playlist history database to see which artists, genres and individual tracks are popular that month, and they will use this information to tweak the parameters used to generate the working playlists for the pre-recorded programmes. The playlist history database is also accessed by the music department of a local university, who are using it as part of an ongoing project to look at how popular music has changed over the past twenty years.

Recovery Radio funds some of its operating costs by selling advertising on its programmes. The cost to advertisers is banded in the same way that royalty fees are, where the station charges a fixed amount for each 30-second advert according to the timing of the programme when the advert is played:

- 23:00-07:00: £341 per advert
- 07:00-14:00: £589 per advert
- 14:00-19:00: £552 per advert □ 19:00-23:00: £407 per advert.

Some advertising slots are sold directly to companies, while others are sold through media advertising agencies. Advertisers are becoming interested in whether the music played around the adverts has any effect on the power of the advert, so the timing of each advert needs to be stored both for calculating the advert cost and for further analysis. Reports on advertising revenue are generated every week, while the music/advert interaction analysis may occur at any time and require a great deal of processing power.

Using the above scenario, you should write a report that addresses the tasks provided below. This should be appropriately referenced and contain such diagrams as are necessary to each section. You should frame your answer based upon the case study company and their specific needs. Some background information is required in places but try to keep your focus on the case study rather than giving a general answer.

Task 1 (50%)

Imagine that you are a data warehousing consultant who has been asked to provide a report to the chief executive and board of directors of the above company on the following technical issues. The CEO and the directors are not computing specialists, but have been advised that a data warehouse might be suitable for their organisation.

Discuss the difference between an online transaction processing (OLTP) database and a data warehouse. The company already has a working OLTP system and the CEO needs to learn the benefits that investing in a data warehouse system will bring to their company.

(10
marks)

Explain, with the aid of appropriate diagrams, the architecture of a data warehouse and its source systems. Show how the different internal and external sources of data can be used to populate a data warehouse. The CEO has heard the term 'ETL' but does not understand it, so they will need to be convinced that this will not affect the data-to-day operations of the company.

(20
marks)

The managing director, finance director, and the sales and marketing director have their own specific needs in terms of seeing relevant data to allow them to make well-founded management decisions. Explain how data marts may be used to provide targeted information for these managers and their departments.

(10
marks)

The IT director knows a lot about OLTP systems but little about data warehousing. Explain to them the difference between the 'normalised' structure of an OLTP system and the 'dimensional' structure of a data warehouse. Use a suitable diagram to explain how facts and dimensions can be used to develop a suitable star schema for their system. N.b. As this is a management report you do not need to develop the entire schema at this state, but should instead use examples related to the company's data to illustrate the concepts involved.

(10
marks)

Task 2 (50%)

The CEO and the board have been convinced that a data warehouse is the way forward for their company and you have been employed as a contractor to support the company in its development of the new data warehouse solution. You should now produce a report that develops and describes a suitable star schema for the company's new data warehouse. This should include the following elements:

- Identification of internal and external source systems
(5 marks)
- An appropriate star schema (which may include multiple stars) for the system which includes and clearly shows tables for master data, metadata and aggregate data.
(25 marks)
- Identification of appropriate data marts, and the schema for data that would be extracted to each data mart
(10 marks)
- A simplified ETL plan that describes where the data for each table will be sourced and what, if any, transformations need to be applied to that data before it can be loaded into the data warehouse.
(10 marks)

All design decisions should be explained and justified

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: *You should be able to justify your design decisions with relevant references to the literature.*

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: *Think about the processes described in the case study and how these map to the elements of data warehouse structure and the ETL process.*

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: *Remember to identify your source systems and your user groups, and use these to inform the design of your system.*

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: *As you're building a data warehouse remember that you should be using dimensional modelling and star schemas rather than a normalised database.*

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: *The report should be aimed at readers who understand database basics but do not have specific knowledge of data warehousing. Phrase your explanations accordingly.*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	10	
4. Practical Application Skills		
	40	
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 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 (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 nonauthoritative. 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.
Knowledge and understanding (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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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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 research 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, wellinformed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
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 / misinterpretation. 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	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.	Exceptional critical thinking, analysis, synthesis and evaluation 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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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				the basis of reason and evidence.			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 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 two. 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 cutting edge processes and techniques.

Transferable skills for life and professional practice (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 format, but may have minor errors.	Can communicate well, confidently 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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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, 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.	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.

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