

APPENDIX GA36c

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student number:	ID
Programme:	BA (Hons) Leadership and Management Skills in the Workplace		
Module:	Independent Project		
Module code:	LCLM6005	Contribution to Overall Module Assessment (%):	100%
Module Leaders	Md Kalam Samuel Ofori	Internal Verifier:	Dr Hoang Dang Nguyen
Assignment Title:	Component 1: Portfolio (including 3 elements)	Word count (or equivalent):	10,000 words
Submission deadline:	Submission of Element 1: Submit an independent project/Dissertation of 9,000 words ($\pm$ 10%) in a Word document (90% of Overall Module Contribution)- Submission Deadline- 01/05/2026- 14:00 (2PM) Submission of Element 2: <i>Research Process Reflection</i> of 500 words ($\pm$ 10%) in a Word document (5% of Overall Module Contribution)- Submission Deadline- 01/05/2026- 14:00 (2PM) Submission of Element 3: Poster Submission with summary research process (Methodology) and findings (Research Output)- 500 words equivalent (5% of Overall Module Contribution) 01/05/2026- 14:00 (2PM)	Return date of provisional marks & written feedback:	01/06/2026

Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

LO. 1 Demonstrate intellectual skills in the identification of an appropriate topic, problem, or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.

LO. 2 Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem-solving techniques applicable to this.

LO. 3 Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.

LO. 4 Organise their knowledge and learning through use of a range of media and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

Assessment Grid				
Type of assessment	Module Learning Outcome(s)	Word count equivalent or	Pass mark	Weighting
Portfolio (Minimum of 3 elements)	LO1, LO2, LO3, LO4	10,000	40	100%

TASK DESCRIPTION

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

Assessment Task:

Produce an independent project/dissertation which is a research project based around a topic to be investigated. It will require you to set research questions and gather and analyse the primary or secondary data. The core of the research project topic can fall within the single, major, or joint field of study of their chosen degree, e.g. Leadership and/or Business Management, or Finance or Marketing or digital marketing etc.

Your task is portfolio which is comprised with 3 compulsory elements including Submission of Independent Research Project/Dissertation and Reflective Essay and Poster Submission of the Methodology used in the project.

Brief Summary of the Tasks:

Elements	Portfolio elements' overview	% of the total word count
Element 1: Dissertation document	Submit an independent project/Dissertation of 9,000 words ($\pm 10\%$) in a Word document, including the following parts of the project:	90% (9,000 words) in total (suggested word counts)
	CHAPTER 1: Introduction	<i>1,000 words</i>
	CHAPTER 2: Literature Review	<i>2,000 words</i>
	CHAPTER 3: Methodology	<i>1,000 words</i>
	CHAPTER 4: Results and Discussion	<i>4,000 words</i>
	CHAPTER 5: Recommendations, Conclusion and limitations of the research	<i>1,000 words</i>
	References and Appendices (if needed)	<i>Excluded from word count</i>
Element 2: Research Process Reflection	Use ONE established reflective model (such as Gibb's Reflective Cycle or Kolb's Learning Cycle) to write a reflective essay.	5% (500 words)$\pm 10\%$
Element 3: Methodology poster	Poster Submission with summary research process (Methodology) and findings (Research Output)- 500 words equivalent (5% of Overall Module Contribution)	5% (500 words equivalent)
Total word count		100% (10,000 words)

- Please note that Ethics Application Form **MUST** be submitted and approved prior to the data collection whether it is primary or secondary research. This is applicable to both primary and secondary research. Ethics Application needs to be submitted by week 3
- Supervisory sessions will start from week 6. You will meet your supervisor in week 6-7-8-9 for an hour in each week.

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: *Use of at least 40 references in the independent project/dissertation. Appropriate material used as source of information. Harvard referencing style of Cite them right and consistent referencing of resources used. Demonstrate a range of research skills for the rationale of a research topic and conducting a thorough literature review, based on a chosen research topic and analysis of reliable sources for academic purposes, relevant to the chosen topic.*

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: *Produce an independent research project demonstrating knowledge and understanding of the development and analysis of suitable research.*

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: *Demonstrate intellectual skills in the identification and evidence-based response on a current business management and leadership management issues and produce a critical analysis of the chosen topic, in a comprehensive and clear manner to demonstrate the key aspects of the response to the aim of the project. Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating critical thinking skills through exercising initiative and personal responsibility in planning own learning and self-management.*

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: *Utilising relevant investigative methods in order to produce a response that can contribute to business management problem resolution. Demonstrate ability to follow methodological techniques and theory applied in practice, taking into consideration the context(s) of application and any implications for business management.*

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: *Demonstrate skills for developing a project proposal and identifying a topic and relevant investigation techniques and methods. Being able to formulate feasible aims and objectives for a project related to the field of study, using planning and time management skills. Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.*

Additional Guidance:

- The Dissertation document should be submitted in a Microsoft Word format using Arial font size 11 for main text, size 16 for headings, and size 14 for sub-headings, line spacing of 1.5, and justified paragraphs.
- All information included should be supported by cited sources, following the UWTSD's Harvard Referencing style.
- Each of the assignment elements should be submitted on the Turnitin links available on the Moodle page for this module before the given deadlines.

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	
Use of at least 30-40 references in the dissertation. Appropriate material used as source of information. Referencing format accuracy and consistent referencing of resources used.	Task 1- 18	
Demonstrate a range of research skills for the rationale of a research topic and conducting a thorough literature review, based on a chosen research topic and analysis of reliable sources for academic purposes, relevant to the chosen topic.	Task 2- 1 Task 3- 1	
2. Knowledge and Understanding Skills	20	
Produce an independent research project demonstrating knowledge and understanding of the development and analysis of a suitable research.	Task 1- 18	
Utilising relevant investigative methods in order to produce a response that can contribute to the knowledge in the field of Leadership and/or Business Management, or Finance or Marketing or digital marketing etc.	Task 2- 1 Task 3- 1	
Demonstrate ability to follow methodological techniques and theory applied in practice, taking into consideration the context(s) of application and any implications for leadership and management practice.		
3. Cognitive and Intellectual Skills	20	
Demonstrate intellectual skills in the identification and evidence-based response on a current Leadership and/or Business Management, or Finance or Marketing or digital marketing etc topic and produce a critical analysis of the chosen topic, in a comprehensive and clear manner to demonstrate the key aspects of the response to the aim of the project.	Task 1- 18	
Evidence in-depth knowledge and critical analysis and understanding of principles necessary to underpin their education within Leadership and/or Business Management, or Finance or Marketing or digital marketing etc topic and problem-solving techniques applicable to this project.	Task 2- 1 Task 3- 1	
4. Practical Application Skills	20	
Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management. Demonstrate organisational skills and ability to carry out a research project, with a clear and coherent structure.	Task 1- 18	
	Task 2- 1 Task 3- 1	
5. Transferable Skills for Life and Professional Practice	20	
Demonstrate skills for developing a project proposal and identifying a topic and relevant investigation techniques and methods. Being able to formulate feasible aims and objectives for a project related to the field of study, using planning and time management skills.	Task 1- 18	
Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.	Task 2- 1 Task 3- 1	

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)		100%
	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	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-	Engagement with a wide range of research-informed literature, including sources retrieved independently.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	and non-authoritative. Referencing conventions used incoherently or largely absent.	sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	application of referencing.	referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
within the discipline.)		within the discipline.				knowledge base.	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 / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state	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	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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				opinion rather than argue on the basis of reason and evidence.		and wider concepts.	question', suggesting an outstanding 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	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	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	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	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	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	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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	and unpredictable contexts.	appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	innovation and creativity.	solutions. Innovation and creativity evident.	edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
y; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	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.	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.	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.	contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	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.	advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH