Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME TITLE(S)

BA (Hons) Hospitality and Hotel Management

Certificate of Higher Education Hospitality and Hotel Management

Module Handbook Autumn Term 2025

Business Skills for the International Hotel Industry

BMIH4007/D

LEVEL 4

Module Lead:

Daniel Payne

d.payne@uwtsd.ac.uk

Business Skills for the Hotel and Hospitality Industry - Autumn Term

Welcome to this generic overview handbook for the above module. This is a level 4, 20-credit module taught in semester 1 to Level 4 HHM students.

It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with both the online and offline activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To provide students with the underlying communication skills, numeracy and IT skills to prepare them for the range of work that will be required by the hotel industry and an understanding of key legislation affecting the operation of a hotel.

INDICATIVE CONTENT

- Communicating and presenting information (e.g., presentation techniques, styles)
- Developing an appropriate writing style (e.g., planning, and structuring essays and reports, linking ideas together, using facts, opinions or arguments, analytical thinking, problem solving, etc.)
- Referencing convention (e.g., the Harvard System, the numeric system)
- Using computers and e-learning to support learning (e.g., the VLE, Internet search techniques)
- Organising study/work (e.g., time management, organising space, organising resources)
- Gathering relevant information (e.g., effective note-taking, using the library and internet resources, reflecting on experience)
- Key research skills/data collection methods (e.g., primary, and secondary sources, interview, questionnaire, observation, focus groups, questionnaire design, sampling methods)
- Presentation of data using varied formats such as charts, diagrams, and graphs.
- Developing and enhancing numerical competency

- Using varying word-processing software for document compilation (e.g. – formal reports, essays, presentations, minutes, letters, CVs, recruitment, and selection pro-forma / templates
- Develop the skills to read and understand Key legislation affecting the operation of a hotel: liability, health and safety, food hygiene, risk management, and licensing, including key provisions within the Hotel Proprietors Act 1956.
- Using spreadsheet software such as Excel for statistical analysis - use of formulae to include min, max, sum, AutoSum, autofill, function wizard, relative and absolute cell referencing, sorting and filtering data, generating charts from data sets
- Using presentation software (e.g., slide design, slide masters, importing images, animation)

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	4 elements, equivalent to 3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	**BMIH4007**	
Module Title	**Business Skills for the International Hotel Industry**	
Classification	**Reading List entry**	**Electronic***
Essential	Mullins, L. J. (2019) *Organisational behaviour in the workplace.* Harlow: Pearson Education	☒
Essential	Thomson, N. (2018) *Effective communication: A guide for the people professions.* 3rd Edition. Basingstoke: Palgrave Macmillan.	☒
Essential	Database: *Cite them right*: The essential reference guide. London: Bloomsbury Academic.	☒
Essential	Food Standard Agency https://www.hse.gov.uk/catering/	☒
Essential	Catering and Hospitality - HSE https://www.hse.gov.uk/catering/	☒
Further	Cottrell, S. (2021) *Skills for success: Personal development and employability* Palgrave Study Guides), 4th Edition. London: Red Globe Press.	☒
Further	Walker, J. (2021) *Introduction to hospitality* 8th Edition. Harlow: Pearson	☒
Further	McMillan, K. & Weyers, J. (2021) The study skills handbook 4th Edition: Harlow: Pearson Education.	☒
Further	Cottrell, S. (2019) *Study skills handbook*, 5th Edition., Palgrave Macmillan: Basingstoke.	☒
Further	Database: LinkedIn Learning Free access to thousands of useful courses to improve your academic, professional, and employability skills. Sign up with your UWTSD email to access.	☒
Further	UWTSD (n.d.) UWTSD Digicentre. https://digitalskills.uwtsd.ac.uk/. A collection of tools and resources to improve your digital skills.	☒

TEACHING PLAN

Week	Indicative Lecture Content	Supporting Material	Assessment
Week 1 W/C 29/09/25	**Module Introduction, Student Services.** **Communication Skills + InfoSkills – Types of Information**	Lecturer slides Group activity Videos Student Services Screening	**Assessment Handout**
Week 2 W/C 06/10/25	**Introduction to the online Library.** **Time management + InfoSkills - Academic Integrity**	Lecturer slides Group activity Videos	
Week 3 W/C 13/10/25	**Introduction to Digital Skills Workshop. Moodle and InfoSkills – The Basics of Referencing**	Lecturer slides Group activity	
Week 4 W/C 20/10/25	**Referencing Skills, Writing + Paraphrasing.**	Lecturer slides Student led session Group activity	
W/C 27/10/25	**Reading Week – No Classes**		
Week 5 W/C 03/11/25	**Reflective Models & LinkedIn**	Lecturer slides Group activity Videos	
Week 6 W/C 10/11/25	**Institute of Hospitality London Trip**	Fieldtrip	
Week 7 W/C 17/11/25	**Bluestone Day Trip**	Fieldtrip	
Week 8 W/C 24/11/25	**Content Creation Workshop** • PowerPoint Presentation Workshop • Canva and CV Creation	Lecturer slides Group activity	
Week 9 W/C 01/12/25	**Academic Misconduct, Legal Issues, People Skills and Teamwork** • Food Safety	Lecturer slides Group activity Videos	
Week 10 W/C 08/12/25	**Assignment Workshop**	1-1 Sessions	**Assessment Deadline Friday 9th January 23:59 pm**
W/C 15/12/25	**Winter Break – No Classes**		
Week 11 W/C 12/01/25	**Presentations**	**Individual Task**	
Week 12 W/C 19/01/25	**Module Feedback**		

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA Hospitality and Hotel Management**		
Module:	**Business Skills**		
Module code:	**BMIH4007 / BMIH4007D**	***Contribution to Overall Module Assessment (%):***	**100%**
Lecturer:	**Daniel Payne**	**Internal Verifier:**	**Jemma Smith**
Assignment Title:	**Portfolio – 4 Elements (4 Tasks)**	**Word count (or equivalent):**	**3000**
Submission Deadline:	**Friday 9th January 23:59 pm**	**The return date of provisional marks & written feedback:**	**Friday 6th February 23.59 pm**
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.)*** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, the 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)

Apply the written and IT skills necessary to fulfil all that will be required in the hotel industry.

Understand the main legal risks that the hotel industry faces.

<u>Please read the following information carefully. Ask your lecturer if there is anything you do not understand.</u>

Tasks must be compiled into *one Word document and submitted using the template provided on Moodle.*

***Written in First Person*, produce a reflective journal on what you have learned/experienced in Business Skills.**

Task 1: 1000 words +/- 10%

<u>Reflective Journal:</u>

Using the ERA model of reflection for guidance, you are required to reflect on your learning and what you experienced during weeks 2-8 of Business Skills (1000 words).

Task 2: 500 words +- 10%

<u>Action Plan</u>

Conclude your reflective journal with an action plan discussing areas for improvement and/or you may wish to discuss areas you excel in and how you could further enhance your core strengths opening up opportunities for professional practice (500 words).

You must provide a ***minimum of 2 references for your action plan*** referring to the sources of information that informed your response. Please ensure these are accurately cited within your action plan. Your reference list should be included on a new page after your action plan.

- This is a ***reflective journal*** – an account of what you have learned/experienced during weeks 2-8 of Business Skills. It is advised that you take notes during the sessions and ***write up*** every week so it is fresh in your mind.
- Consider the limitations of word count for both your reflective journal and action plan. You cannot possibly reflect on all you have learned or experienced in great depth – choose what to include carefully.
- Poor planning or a lack of planning results in students falling behind with assignments and deadlines being missed.

Task 3):

Professional development: build a personal brand and promote a professional identity. (700 words)

1. Produce a professional CV using a professional template Canva

2. Create a LinkedIn profile and start to build your industry connections .

Use the attributes outlined in your CV to build a LinkedIn Profile to manage your personal brand and promote your employability. Your LinkedIn summary should contain around 200 words and should be well written to highlight achievements that best demonstrate your values, skills, and/or progress towards your goals.

A LinkedIn profile is a professional landing page for you to manage your personal brand. Your profile will be your personal storyboard where people can find you and stay updated on your activity, so make sure your profile is complete and representative of you.

Having a profile on LinkedIn helps:

1. Manage your professional brand

2. Create opportunities for you

3. Build your network and track your professional milestones

Remember to fully complete your LinkedIn profile as it will increase your discoverability. Click on the link below to watch the video for tips on how to get started to create a good Linked in profile.
https://bit.ly/3j15Bo2

You will then be required to screen shot the LinkedIn profile and paste the image along with a link to the page into the final document for submission.

Task 4): Presentation

Using the information gathered throughout your module. Present a 5 minute PowerPoint presentation. The presentation should include the key attributes that a person working within the hospitality industry should possess. Showcase both the information you have acquired over the module and your personality and skills for employment.

**** Please note you will be assessed individually. Your lecturer will let you know the time of your presentation.***

Marks and feedback for task 4 will be included within your Portfolio of Evidence submission on Turnitin.

Requirements:

- Use Microsoft word and use Calibri, Arial or Times New Roman Font 12, 1.5 line spacing and Justify Text
-

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 ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Reflective Journal Action Plan: You must provide a minimum of 2 references for your action plan referring to the sources of information that informed your response.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should refer back to the activities you have undertaken throughout the module.*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment*: You will be assessed on the extent of your ability to reflect on what was learned during weeks 2-8 of Business Skills and what plans are in place to address opportunities/skills gaps.*

4. **Practical Skills**

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real-world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artifacts. This is likely to involve, for instance, the use of real-world artifacts, examples, and cases, the application of a model within an organisation, and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *Marks will be awarded based on all aspects of your portfolio.* Particular emphasis will be given to your reflection and your individual presentation.

5. **Transferable Skills for Life and Professional Practice**

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Marks will be awarded for clear demonstration of skills for life, your presentation and the completion of each required element.

Presentation of Document

- *Work should be coherent and structured in presentation and organisation with appropriate font style and size – Calibri, Arial, Times New Roman, size 10 or 12, and appropriately sized images*.

Essential Resources:

- *Resources listed on Moodle*
- *The Module Handbook*
- *Cite Them Right.*
- *The Generic Assessment Criteria: Included on the following page of this document*

Student Feedback Form

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

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	10 Marks	
2. Knowledge and Understanding Skills		
	30 Marks	
3. Cognitive and Intellectual Skills		
	15 Marks	
4. Practical Application Skills		
	20 Marks	
5. Transferable Skills for Life and Professional Practice		
	25 Marks	

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		and weak use of referencing.	evident though not always applied accurately or consistently.	minor inaccuracies or inconsistencies .	few inaccuracies or inconsistencies .		
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments,	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
make sound judgements.)	leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	evidence to support the argument. Mostly valid arguments and logical judgements.	arguments using evidence to make mostly appropriate and valid judgements.	to devise arguments using evidence and make appropriate and valid judgements.	quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	solving in particular contexts.	Weak evidence of different approaches to problem-solving in particular contexts.	particular contexts and propose basic alternative approaches or solutions though there may be errors.	solving in particular contexts and proposes mostly appropriate solutions.	approaches to problem-solving in particular contexts and proposes appropriate solutions.	different approaches to problem-solving in particular contexts and proposes appropriate solutions.	appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities.	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	some personal responsibility, with some areas of strength and some of minor weakness.	occasional minor weakness.	further development.	with an appetite for further development.