

Hospitality & Tourism Management

BA (Hons) International Gastronomy Management

Diploma of Higher Education International Gastronomy Management

Certificate of Higher Education International Gastronomy Management

Module Handbook April 2025 Term

Specialist Placement: Self Performance Review BMGM6004 LEVEL 6

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Placement: Self Performance Review

April 2025

Welcome to this generic overview handbook for the above module. This is a Level 6, 20 credit module for Level 6 IGM students in the Academic Discipline Hospitality & Tourism Management. It should be read in conjunction with supplementary information and materials available on Moodle and your Teams page together with information and instructions delivered by your module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as 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)

- The student will have chosen a specialist area within the restaurant operation, to develop their pre-employment skills, and by doing so develop skills of reflexivity and self-performance review.
- Reflexivity acuity will allow the student to analyse their own development needs, their contemporary role within the workplace, and work practice adaptations required to achieve professional success.

LEARNING OUTCOMES

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

- Demonstrate a systematic understanding, of the restaurant operation, the mission values and vision statements and how these align with their own ability.
- Critically appraise their current performance and learning through the placement considering attitudinal modification and approach to skill acquisition.
- Critically evaluate the importance of work-based key skills and their current success rate regarding essential requirements within the person specification of their chosen job role.
- Systematically analyse management performance within the workplace environment and reflect on their personal contribution to this considering knowledge and skill gain, barriers to development and future development needs.

INDICATIVE CONTENT

- The experience will allow for the student to focus on the specialist area of study promoting opportunities for reflection on experience, needs, interests and chosen career pathway.
- Reflective models and the underpinning theory.
- Reaction to review processes, development of critical analysis skills for oneself.
- Reflect on self-understanding of new consumer trends, changing needs of consumers. National and international perspectives and how this affects them as individuals.
- Review critically, ability of oneself on the completion of supervisory responsibilities, identifying traits, strengths and weakness within managerial style, teamwork and achieving parity and equity within the workplace. Considering reaction to feedback.
- Key skills – communication, teamwork, task management, personal skills reflective of

their chosen specialism and operational issues.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	0	0%
Placement learning	200	100%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical self-performance review	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMGM6004	
Module Title	Specialist Placement: Self-performance Review	
Classification	Reading List entry	Electronic*
Essential	The Reflective Practice Guide: An interdisciplinary approach to critical reflection. (2015) Routledge. London.	☒
Essential	Dawson, P. Adriopoulos, C. (2021) Managing Change, Creativity & Innovation. Sage. London	☒
Essential	Kolb, D (2014) Experiential Learning: Experience as the source of learning and Development, 2 nd Edition, Pearson FT Press.	☒
Further	Brown, D.R (2019) 5 th Edn. The Restaurant Managers Handbook. <i>How to set Up, Operate, and Manage a Financially Successful Food Service Operation</i> . Atlantic Publishing Group Inc. Florida.	☒
Further	Cottrell S, (2015) Skills for Success Personal Development and Employability, 3 rd edition, Palgrave. London.	☒
Further	Gallagher K, (2016) Essential Study and Employment Skills for Business and Management Students, Oxford	☒
Further	ASET, 2017 Good Practice Guide for Work based Learning and Placement Learning in Higher Education	☒
Websites	www.thecaterer.com	☒
Websites	www.bighospitality.co.uk	☒
Module Code	BMGM6004	
Module Title	Specialist Placement: Self-performance Review	
Classification	Reading List entry	Electronic*
Websites	www.restaurantmagazine.com	☒
Websites	www.modernrestaurantmagazine.com	☒
Websites	www.instituteofhospitality.org	☒
Websites	www.gaultmillau.com	☒
Websites	www.guide.michelin.com	☒
Websites	www.wsetglobal.com	☒

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Dip CertHE International Gastronomy Management		
Module:	Placement: Self Performance Review		
Module code:	BMGM6004	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Antoinette Milne	Internal Verifier:	Jemma Smith
Assignment Title:	Self-Performance Review (Essay/Self-Reflection)	Word count (or equivalent):	4000 (+ or -10% or penalties may be incurred)
Submission deadline:	Friday June 13, 2025 at 23:59	Return date of provisional marks & written feedback:	July 11, 2025
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

- Demonstrate a systematic understanding, of the restaurant operation, the mission values and vision statements and how these align with their own ability.
- Critically appraise their current performance and learning through the placement considering attitudinal modification and approach to skill acquisition.
- Critically evaluate the importance of work-based key skills and their current success rate regarding essential requirements within the person specification of their chosen job role.
- Systematically analyse management performance within the workplace environment and reflect on their personal contribution to this considering knowledge and skill gain, barriers to development and future development needs.

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, including searching for bibliography, using tools to summarise, compare and interrogate materials.	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 rephrasing of your own work within specific standards.	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.	Yes ☐ No ☒

TASK DESCRIPTION

Using one of the reflective models (Kolb or Gibbs), write a self-performance review. For the introduction, start with an overview of the restaurant you are placed in currently, looking at the concept, values, mission and vision statements and management, and how these align with your current abilities and future role/s. Discuss your personal contribution to the operation. Briefly explain the reflective model you have chosen.

Discuss your specific goals/career ambitions and where you would like to be 5 years from now. Remember to choose a specific role. Discuss your areas of strength and how they align with your goals/career ambitions and how this has been affected by your placement

For the main body of the essay (using your chosen reflective model), **examine 3 specific areas** you believe you can develop, which will get you closer to your goals/career ambitions and use examples from your placement to underpin your reasons.

When using your chosen reflective model, use examples within your current placement.

- i) Name each specific area to develop and at which point you are currently at (where you are now)
- ii) To what extent you believe you would like to develop to (where you would like to be)
- iii) How you are specifically developing these areas within your placement
- iv) Other ways (outside of your placement, for example) to develop, using SMART targets, including the amount of time it will take to achieve
- v) Discuss any barriers to development and how you may overcome these.

Remember to use specific examples when self-reflecting, mentioning relevant detail from your placement. Finally, summarise your essay.

You must include Academic referencing to back up your arguments. Therefore this is not simply a piece of writing listing what you have done, it needs to be set against Academic principles and needs to reference your experiences within and using the Academic frameworks.

In your portfolio, you must reference your work by providing both in-text citations and a reference list containing a minimum of **40 references**. You should follow IGM's UWTSD Harvard Referencing Guide, which is available on Moodle under the Module Information tile.

The purpose of the portfolio is to provide a self-reflection of your progress and review the work you have undertaken, applying evidence of developing key skills criteria. These include self-management and development, task management, applying initiative in workplace problems, communication, and application of knowledge.

Your assessment will be based on your ability to critically evaluate your personal performance and development, your reflective analysis of the overall learning experience, outcome achievements, key skills development, application of theory in practice, identification of lost opportunities, and future career development/skills application. It is important to note that the record should be reflective, analytical, and critical, not descriptive in nature.

Your placement module lecturer will meet with you bi-weekly to review your progress.

Upon completion of your placement, you will be required to upload your completed assignment to the Turnitin link provided in Moodle. You are expected to submit in a timely manner, according to the university guidelines, and the required dates will be posted in the Turnitin Link

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. **40 references are required.**

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.

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.

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.

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.

STUDENT FEEDBACK FORM

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

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

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 non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and	Major gaps in knowledge and systematic understanding of the subject matter.	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant concepts and	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed. Exhibits very good	Excellent coherent and detailed knowledge and systematic understanding of	Exceptionally coherent and detailed knowledge and systematic

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%
systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	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.	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.	understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, 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 / 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 opinion rather than argue on the basis	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 grasp of the broader field

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%
				of reason and evidence.			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 personal responsibility; professional	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very	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	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas /	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.)	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.	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.	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.	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.	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.	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.	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.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH