

LEVEL 6 ASSESSMENT SPECIFICATION

Programme:	BA Animation and VFX		
Module:	Advanced Lighting and Rendering		
Module code:	ACCA6032	Contribution to Overall Module Assessment (%):	70% 30%
Lecturer:	Nabeel Masih	Internal Verifier:	Adam Head
Assignment Title:	Transforming Visions: The Impact of Lighting and Rendering on Animation and VFX Production Written Assessment 30% Practical Application 70%	Word count (or equivalent):	2000-2500
Submission deadline:	16th January 2026	Return date of provisional marks & written feedback:	
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)

- Create evocative and/or compelling imagery/scenes within the control of studio and CGI lighting techniques
- Extend their technical prowess in the production and manipulation of rendering passes in an advanced compositing workflow

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, 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 ☒
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.	Yes ☐ No ☐



Introduction

Lighting and rendering are pivotal elements in crafting top-notch animation and visual effects (VFX). These techniques not only elevate the aesthetic charm of scenes but also serve as essential tools in narrative development by establishing the atmosphere, highlighting crucial features, and ensuring either a lifelike representation or a stylized interpretation as dictated by the project. This task centres around the utilisation of lighting and rendering strategies in animation and VFX, calling upon you to showcase your comprehension through both theoretical exploration and hands-on execution.

Assignment Objective

The objective of this assignment is to develop and apply advanced lighting and rendering techniques in the context of animation and VFX production. You will be required to analyse key concepts, create a rendered scene, and reflect on the process and outcomes.

The assignment is divided into three parts:

1. **Research and Analysis:**

A written analysis of lighting and rendering techniques used in animation and VFX.

2. **Practical Application:**

A project where you will apply these techniques to create a rendered scene.

3. **Reflective Report:**

A reflective report on the process, challenges, and insights gained during the practical application.

Part 1: Research and Analysis (2000-2500 words) – 30%

Task:

Select and analyse **three** lighting and rendering techniques commonly used in animation and VFX production. These techniques could include, but are not limited to:

- **Global Illumination:**

Discuss how this technique contributes to realistic lighting by simulating the way light bounces off surfaces.



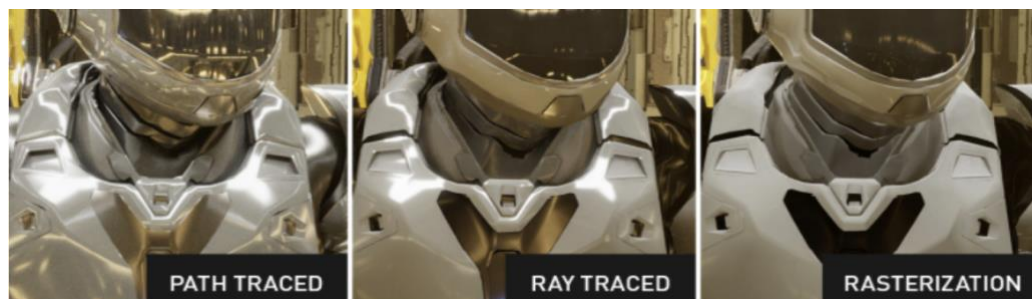
- **Ambient Occlusion:**

Analyse the role of ambient occlusion in adding depth and realism to 3D scenes by simulating soft shadows in occluded areas.

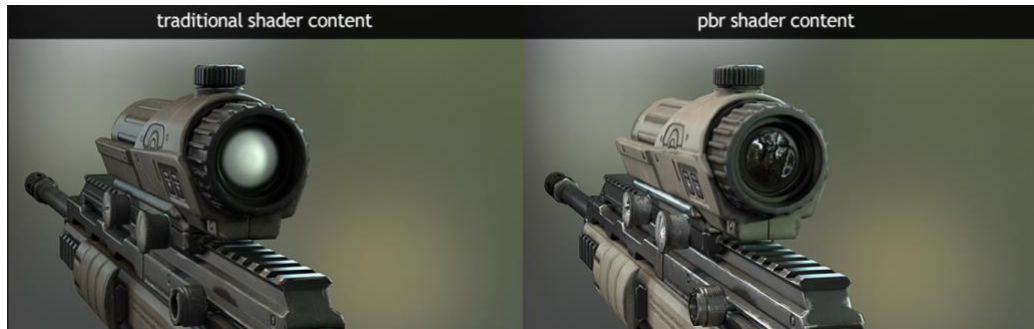


- **Ray Tracing vs. Rasterization:**

Compare these two rendering methods, focusing on their applications, advantages, and limitations in VFX and animation.



- **Physically Based Rendering (PBR):** Explore how PBR simulates the physical properties of materials to achieve realistic surfaces and lighting.



- **Stylised Lighting:** Investigate how non-realistic lighting techniques are used to create specific artistic effects or moods in animation.



Guidelines:

- Begin with an introduction that sets the context for your analysis, focusing on the importance of lighting and rendering in animation and VFX.
- Discuss each technique in detail, explaining its principles, applications, and impact on the final visual output.
- Use examples from well-known animated films or VFX-heavy movies to illustrate the practical application of these techniques.
- Incorporate academic references and industry sources to support your analysis.

Assessment Criteria:

- Depth of research and understanding of lighting and rendering techniques.
- Ability to critically analyse and contextualize the techniques within animation and VFX.
- Quality of writing, including clarity, coherence, and academic rigor.

Part 2: Practical Application – 70%

Task:

This task entails utilising  Maya to create lighting techniques for a straightforward interior scene. You will find "Eight" Maya ".ma" files in the Link below, and you can select one of the Maya scenes files and reference image from that list. In your scene, you'll choose textures, materials, and a camera position. A top, perspective, front, and side, a certain angle of the scene that you feel will best display your lighting design could be your final render.

To light and render a scene, you will use all the skills you have studied in the lab sessions, such as Arnold rendering concepts, Using Arnold and Maya lights for lighting controlling exposure, light attenuation with decay, image-based lighting with skydome, natural sunlight outside with physical sky, material properties of the Arnold Standard Surface, and rendering refractions.

PART 1: CHOOSE "TWO" OF THE MAYA INTERIOR SCENES AND MATCH THE LIGHTING:

You must try your best to replicate the image lighting that has been provided.

- 1 To get the Maya file containing the reference image, click on the image below that you wish to light and render.

"Note please remember to periodically save versions while working! If a file is corrupted or if you change your mind, you can always go back".

- 2 **Examine your reference image and think about how the various fills, shadows, and light sources are dispersed throughout the image, think about the approach you'll need to take to lighting and rendering the different components of your scene.**
- 3 For the tutor to know which Maya interior scene you have chosen, please click on the [**Excel Sheet**](#) link and fill out your full name. This will help the tutor understand the Maya interior scene that the student has chosen.



- 4 Light up the scene, make every effort to match the desired image. Examine the light's intended use, the overall colour of the environment, the intensity, etc. Where are the lights for casting shadows, where are the fills needed, and where are the rims needed? From what angle is the light coming? Select the kind of illumination that will assist you in achieving your objectives.
- 5 Organise In Maya Outliner, create a group called "lights" (Ctrl+g). Put all your lights in this area. You are free to further organise this group by subdividing it, give your lights sensible names that include information about the objects they are hitting and what they are used for. (For examples include lamp shade fill and lamp light on wall.)
- 6 **Rendering your Maya interior scene, achieve the high quality by using the Arnold Maya Sampling settings change the Width and Height are 1024 and 769.**

Experiment with Sampling options Camera (AA), Diffuse, Specular, Transmission, sub-surface scattering and Volume indirect samples.

- 7 Utilising Maya Arnold Ray Depth and Environment settings to achieve high quality visuals, experiment with Total, Diffuse, Specular Transmission Volume and Transmission depth.
- 8 **Then, make sure to render from render cam by pressing the render button again.**
- 9 **Put [lastname] [firstname] part1 beauty.jpg in the filename.**

Guidelines:

- Plan your project by deciding on the type of scene you want to create the style (realistic, stylized, etc.), and the lighting and rendering techniques you will use.
- Implement the lighting setup, choose appropriate materials, and render the scene using 3D software using Maya.
- Document your process, including screenshots of your lighting setup, material settings, and render settings.
- The final render should showcase your technical skills and creative application of the discussed techniques.

Submission Requirements:

- A high-quality render of your 3D scene (JPEG or PNG format).
- A project file from your 3D software showing the lighting and rendering setup.
- Screenshots documenting your process, including lighting setup, material settings, and render passes.

Assessment Criteria:

- Technical proficiency in applying lighting and rendering techniques.
 - Creativity and originality in your scene design.
 - Quality of the final rendered image.
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Part 3: Reflective Report (1000-1500 words)

Task:

Write a reflective report discussing your experience during the practical application of lighting and rendering techniques.

Guidelines:

- Reflect on the planning and execution of your project.
- Discuss any challenges you faced, such as achieving desired lighting effects, optimizing render times, or working with complex materials.
- Analyse the effectiveness of the techniques used in achieving your visual goals.

- Consider how this experience has influenced your understanding of lighting and rendering in animation and VFX and any lessons learned.

Assessment Criteria:

- Insightfulness and depth of reflection.
- Ability to critically evaluate your own work and process.
- Clarity and coherence of writing.

Submission Checklist:

- **Part 1:** Research and Analysis (1500-2000 words)
- **Part 2:** Practical Application (Rendered image, project file, screenshots)
- **Part 3:** Reflective Report (1000-1500 words)

Submission Format:

Submit all written components as a single PDF document. Rendered images, project files, and screenshots should be submitted in a compressed ZIP folder.

Grading Rubric

Criteria	Excellent (80-100%)	Good (70-79%)	Satisfactory (60-69%)	Pass (50-59%)	Fail (<50%)
Research &	In-depth	Good	Adequate	Basic	Inadequate

Criteria	Excellent (80-100%)	Good (70-79%)	Satisfactory (60-69%)	Pass (50-59%)	Fail (<50%)
Analysis	analysis, well-supported by references	analysis, mostly well-supported	analysis, some references	analysis, few references	analysis, poorly supported
Practical Application	Highly creative, excellent technical execution	Creative, good technical execution	Some creativity, adequate technical execution	Basic creativity, technical flaws	Lacks creativity, significant technical flaws
Reflective Report	Insightful, critical reflection	Good reflection, some critical insight	Basic reflection, limited critical insight	Surface-level reflection	Lacks reflection or critical insight

Instructor's Notes:

This assignment has been thoughtfully crafted with the intention of assisting you in cultivating a profound and comprehensive understanding of the indispensable and pivotal roles that lighting and rendering play in the realms of animation and visual effects, commonly referred to as VFX. As you embark on this exciting journey, I wholeheartedly encourage you to seize this wonderful opportunity to explore a variety of techniques, allowing yourself the freedom to push the limits of your imagination and technical prowess to new and exhilarating heights. Please, do not hesitate for even a moment to reach out for any guidance or constructive feedback as you diligently work on your project, as I am here to support you every step of the way.

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:

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:

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:

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:

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:

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		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		

5. Transferable Skills for Life and Professional Practice		

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	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings	Poor engagement with essential reading. No evidence of wider reading. Reliance on	Engagement with a limited range of mostly relevant and credible sources. Some	Engagement with an appropriate range of research-informed literature, including sources	Engagement with a wide range of research-informed literature, including sources retrieved	Engagement with an extensive range of relevant and credible literature, informed by the latest	Exceptional engagement with an extensive range of relevant and credible literature, informed by

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academic honesty)	mostly unsupported and non-authoritative . Referencing conventions used incoherently or largely absent.	inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	research. Consistently accurate application of referencing.	the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies . No awareness	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	of knowledge of the latest research and/or advanced scholarship within the discipline.	of knowledge of the latest research and/or advanced scholarship within the discipline.	some limited extent, is informed by current research and scholarship.	and scholarship.	views, and the work is, at least in part, well-informed by current research and scholarship.	and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	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)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments,	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong,	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
and data (that may be incomplete) ; logic, argument and judgement.)	Unsubstantiated generalisations, made without use of any credible evidence.	uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	arguments and judgements but these may be underdeveloped or with a little inconsistency / misinterpretation. Asserts rather than argues a case.	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 of reason and evidence.	and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	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.	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 and wider concepts.
Practical skills (Apply/deploy accurately established	Limited or no use of methods, materials, tools and/or techniques.	Rudimentary application of methods, materials, tools and/or techniques	An adequate awareness and mostly appropriate application	A good and appropriate application of standard methods, materials,	A very good application of a range of methods, materials, tools and/or	An advanced application of a range of methods, materials,	Exceptional levels of application and deployment skills in

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tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	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.	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.	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	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.	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.	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.	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.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
			and unpredictable contexts without fully appreciating the complexity.				
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; use appropriate	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 expressed. Weak use of	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	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 and/or as part of a team, with	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 contribution to group	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 professionally	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 advanced

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.	language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	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.	clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	y within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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