

# Template C4

# Programme Specification

# Title of Course: Drama and English BA Hons.

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| Version number | QAE to provide |
| Faculty | KSA |
| School | School of Arts |
| Department | Performing Arts |
| Delivery Institution | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

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| --- | --- | --- |
| Award(s) and Title(s): | |  | | --- | | BA (Hons) Drama and English | |
| Intermediate Awards(s) and Title(s): | Cert HE in Drama and English  Dip HE in Drama and English  BA in Drama and English |
| FHEQ Level for the Final Award: | Honours degree level 6 |
| Awarding Institution: | Kingston University |
| Teaching Institution: | n/a |
| Location: | Kingston University, Penrhyn Road |
| Language of Delivery: | English |
| Modes of Delivery: | Full time, Part time |
| Available as: | Full field |
| Minimum period of registration: | |  | | --- | | 3 years Full-time, 4 years Full-time including Foundation Year, 6 years Part-time, | |
| Maximum period of registration: | 6 years Full-time, 7 years Full-time including Foundation Year, 12 years Part-time |
| Entry Requirements: | The minimum entry qualifications for the programme are:  From A levels:  From A levels: 104-112 points to include a minimum of two A-levels  BTEC National: DMM  Access Diploma: Access Diploma: D21M19P9 (109 points)  GCSE requirements utilising the new 1-9 grading scheme:  English grade (score 9-4)  A minimum International English Language Testing System (IELTS) score of 6.5 (min 6.0 in Writing and Reading) or equivalent is required for those for whom English is not their first language.  Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September  The course will allow recognition of Prior Learning (RPCL and RPEL).  Some projects and placements completed in levels 5 and 6 require working with children, young people and vulnerable adults. To comply with safeguarding procedures an Enhanced Disclosure and Barring Services (DBS) clearance will be required if students complete this assessment choice. |
| Programme Accredited by: | n/a |
| QAA Subject Benchmark Statements: | |  | | --- | | Dance, Drama and Performance  <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-dance-drama-and-performance.pdf?sfvrsn=32e2cb81_5>  English  <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf> | |
| Approved Variants: | none |
| UCAS Code: | WQK3 (Full-time)  WQ34 (Full-time including Foundation Year) |

## SECTION 2: THE COURSE

The BA Drama and English is an ideal choice for you if you have an interest in the theatre but wish to continue to study other literary forms. The programme provides you with knowledge, understanding and experience of the theatre as a cultural institution, through the study of drama, literature, dramatic theory and performance practice. As a London based University, we pay particular attention to the ways the theatre and literature have been shaped by the city and in turn have shaped the city in our imagination.

The Drama department at Kingston is a dynamic, challenging and supportive community, located in its own designated building, the Reg Bailey, which contains one large, fully-equipped, flexible black box studio, one smaller studio and a number of rehearsal rooms. In combination with English, we offer a vibrant and diverse curriculum covering traditional subjects such as Shakespeare and Victorian fiction, as well as contemporary topics including gender and sexuality, multiculturalism, avant-garde and popular performance, and a range of practical skills in contemporary theatre-making.

The Drama and English degree is designed to engage you in a rigorous, intellectual and practical exploration of the history, theory, criticism and practice of theatre-making and literature. You are able to study playwriting alongside textual analysis of plays, for instance, or Shakespeare alongside world literatures. You also develop a range of transferable skills to equip you for the demands of a competitive world: the ability to formulate and articulate ideas; the ability to communicate effectively in written English; the ability to evaluate and revise your own work; the facility to solve problems in collaborative and creative ways and the capacity to negotiate outcomes informed by a breadth and depth of thinking. You will also develop a practical understanding of the transferability of these and other graduate skills of resilience, adaptability, digital competency, empathy, and a questioning mindset to a variety of contexts and careers.

Our philosophy of interweaving intellectual study and creative practice, facilitated by extensive use of practical workshops in modules, begins at Level 4 and continues through Levels 5 and 6. At levels 5 and 6 you will benefit from electives in modules that ensure the continued development of your core knowledge and skills, while providing valuable opportunities to pursue various specialisms led by staff with a reputation for excellence in research and professional practice.

You are supported throughout your degree via the personal tutor system, which offers general as well as subject-specific academic support and guidance in both group and one-to-one contexts, ensuring that you have a named personal tutor who keeps track of your progress and is your first point of contact for any problems they may encounter.

Drama and English share a vibrant programme of extra-curricular activity including theatre productions and public readings, offering opportunities for you to get involved in organising and performing in projects within the Department, the Rose Theatre Studio and at outside venues. Our students regularly take work to both the Edinburgh and Camden Fringe Festivals where we traditionally have a focus on the production of new undergraduate plays. This element of our provision is enhanced by our close relationship with Kingston’s Rose Theatre. Many students and graduates – often collaborating – have performed in productions both in the Rose Studio, which is run by Kingston University, and on the Main Stage and at the end of every year we collaborate with the Dance and Music departments and take over the Rose to produce Kingston University on Stage. This is a celebration of the most interesting work produced throughout the year by students

Studying Drama and English at Kingston encourages the development of the whole person. We produce highly employable graduates who are creative and independent thinkers, excellent team-workers and able communicators, and who have the initiative and confidence to make the most of the knowledge and skills they have acquired.

### Aims of the Course

The aims of the Drama and English programme are:

* + to provide the opportunity for students from a wide range of backgrounds, ages, education, work and life experiences to engage productively in the study of Drama and English
* to generate knowledge and understanding of theatre as a potent agent for cultural definition and social change
* to introduce you to the history and traditions of Drama and English literature, including a substantial number of writers and texts from different periods, to specific literary and dramatic movements, and their social and intellectual contexts
* to enable you to realise and develop your creative potential
* to expose you to a diverse selection of writers and kinds of writing, through the study of a range of literatures in English, including world literatures
* to stimulate your intellectual curiosity and to foster your capacity for critical thought via reading, practical investigation and performance
* to foster the capacity for critical thought and articulate expression, allowing you to develop the ability to argue lucidly and use appropriate and precise critical terminology, both orally and in writing
* to prepare you for graduate employment, research, further study and lifelong learning by developing your intellectual, creative, practical and key (transferable) skills desirable to employers.

### Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks for [Dance, Drama and the Performing Arts](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-dance-drama-and-performance.pdf?sfvrsn=32e2cb81_5) and for [English](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-english.pdf)

and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) And relate to the typical student. The course provides opportunities for you to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

### Programme Learning Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Knowledge and Understanding**  On completion of the course you will be able to: |  | **Intellectual Skills**  On completion of the course you will be able to |  | **Subject Practical Skills**  On completion of the course you will be able to |
| A1 | Apply the theory and practice of writing for performance and theatre-making | B1 | Describe, interpret and evaluate literary and performance texts, production techniques and performance events | C1 | Demonstrate understanding of group and collective process by which performance is developed and realised |
| A2 | Analyse key practitioners and practices in Drama and English and their cultural and historical contexts | B2 | Develop ideas and construct arguments and present them in appropriate ways | C2 | Demonstrate a capacity to analyse and evaluate a variety of techniques which may be used in the process of theatre-making and reflect upon their own application of these techniques |
| A3 | Show and awareness of the effects achieved through figurative, linguistic, dramaturgical and other strategies in the construction of literature and performance | B3 | Demonstrate understanding of the interplay between theory and practice in the creation of texts and performance | C3 | Present an argument cogently in writing, with clarity and precision |
| A4 | Utilise some of the current critical and theoretical debates involving literary and dramatic texts and a range of theoretical perspectives | B4 | Engage critically with a range of critical and theoretical perspectives and utilise them as tools for analysis | C4 | Demonstrate effective time management skills and be able to work to deadlines individually and in a group |
|  |  |  |  |  | Present independent research outcomes in a variety of ways, including via performance |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow you to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### Outline Programme Structure

DA6017

Staging Contexts 3: the experimental

(30 credits)

DA5013

Staging Contexts 2: the play

(30 credits)

DA4008

Staging Contexts 1: Histories

(30 credits)

EL4006

Reading London: Drama, Poetry & Prose

(30 credits)

EL4008

Race, Nation, Identity: literatures of the world

(30 credits)

DA4003

Actor and the Text

(30 credits)

EL5010

Sex and the City: from Victorian Metropolis to Modernist Wasteland (30 credits)

EL5011

Transforming Realities: Innovation and Social Change in 20th Century and contemporary literature

(30 credits)

DA5010

Actor/Director: Stage and Screen

(30 credits)

EL6029

Making Shakespeare: Text, performance and adaptation

(30 credits)

EL6023

Radical Writers

(30 credits)

DA6013

Drama Production Project

(30 credits)

**Level 4**

**Level 6**

**Level 5**

### Level 4 (all core)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block |
| Staging Contexts 1 : Histories | DA4008 | 30 | 4 | 1 & 2 |
| The Actor and the Text | DA4003 | 30 | 4 | 1 & 2 |
| Reading London: Drama, Poetry and Prose | EL4006 | 30 | 4 | 1 & 2 |
| Race, Nation, Identity: Literatures of the World | EL4008 | 30 | 4 | 1 & 2 |

Progression to Level 5 requires 120 credits including passes in all level 4 modules.

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Drama and English.

### Level 5 (all core)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block |
| Staging Contexts 2: The Play | DA5013 | 30 | 5 | 1 & 2 |
| Actor/Director: Stage and Screen | DA5010 | 30 | 5 | 1 & 2 |
| Transforming Realities: Innovation and Social Change in Twentieth Century and Contemporary Literature | EL5011 | 30 | 5 | 1 & 2 |
| Sex and the City: From Victorian Metropolis to Modernist Wasteland | EL5010 |  |  |  |

Progression to level 6 requires 120 credit including passes in all level 5 modules

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award or progression to level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in PLEASE Drama and English

### Level 6 (all core)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block |
| Drama Production Projects | DA6013 | 30 | 6 | 1 & 2 |
| Staging Contexts 3: The Experimental | DA6017 | 30 | 6 | 1 & 2 |
| Radical Writers | EL6023 | 30 | 6 | 1 & 2 |
| Making Shakespeare: Text, Performance and Adaptation | EL6029 | 30 | 6 | 1 & 2 |

Level 6 requires the completion of the all level 6 modules.

This course permits progression from level 6 to level 7 with 90 credits at level 6 or above. The outstanding 30 credits from level 6 can be trailed into level 7 and must be passed before consideration for an award.

## Principles of Teaching, Learning and Assessment

The main themes of the course: the history and practice of theatre-making and writing in the global city, are introduced at Level 4, enabling you to identify and understand the focus that will characterise your learning throughout. You are encouraged to make links between these themes from an early stage in EL4006 Reading London. As you progress you will come to a fuller understanding of the relationships between various practices of writing and authorship, and the London theatre scene in its myriad contexts. This approach translates into a range of more specific strategies. Emphasis is given to reading and being exposed to contemporary global writers and their works, since it is considered essential for you to read widely and attend performances, in order to enrich and diversify your learning. This is achieved through the study of texts, and also through the involvement of Writers in Residence in some modules, as well as the participation of visiting speakers and practitioners in relation to specific skills. The importance of time-management and regular work is stressed and reflected in the expectation of self-reflective practice in all modules. A considerable proportion of study time is given to drafting, revision, rehearsal and review. You are provided the opportunity to develop personal and key (transferable) skills in a broad range of classroom and coursework formats, which are finessed to remain fully in tune with the demands of contemporary creative economies and job markets.

Helping you to make connections between theory and practice in Drama and English is an acknowledged aspect of good practice in both fields and something for which the course team has been praised by External Examiners. BA Drama and English incorporates this approach by utilizing blending modes of learning, teaching and assessment within modules so that practical projects are conceived and developed in relation to historical and theoretical research and understanding of research materials is underpinned by practical experience and experiment.

Level 4 formative and summative assessments introduce the principal elements on which students will be assessed, and also constitutes a general, incremental induction. There is an emphasis on the acquisition of writing skills through workshop and seminar activities. In terms of practice - planning, creative process, performance and reflection are covered. In terms of academic skills - research methods, essay-planning, referencing and the presentation of research in verbal and visual formats are also explored. The Personal Tutor system is used to support you as you reflect upon these activities as well as to help you familiarise yourself with University systems and pastoral support networks (for more information about the Personal Tutor system, see Section G below). Formative assessment features in all modules as a means of giving you experience of different assessment modes and providing feedback on your progress towards your summative assessment. Independent, project-based learning and assessment is also introduced at level 4 and as you progress through the course, this becomes a consistent feature of your experience. Supervision of this kind of learning is heaviest at Level 4 and lightest at Level 6. Independent thinking, imagination and creativity, group-working skills and project-management – all essential aspects of Drama and English – are thus embedded and nurtured so that when you come to your final independent projects in Level 6, you feel confident and prepared, and have the skills to shape, direct and manage them. Key employability skills such as self-awareness, creativity and problem-solving, management and leadership and communication are inherent to learning in Drama and English and form an integral part of many assessments. Personal Development Planning, undertaken through the tutorial system helps you to recognise that you are gaining these transferable skills. Our policy of supporting extra-curricular work means that some students may be able to take projects on to the public stage in the International Youth Arts Festival and at the Camden or Edinburgh Fringes.

The ‘cultural contexts’ theme of the course reflects the key course aim of presenting theatre and literature as potent agents for cultural definition and social change. Consideration of audience and of the social impact of theatre and literature feature in all modules.

1. **Support for Students and their Learning**

You will be supported by:

* A Module Leader for each module, who coordinates teaching and assessment when there is more than one tutor on a module, acts as a point of contact for all student enquiries, organises liaison between students and technical staff where necessary, ensures Canvas provision is kept up to date and communicates information about the module to you on an ongoing basis (for instance, about relevant theatre productions or Writers in Residence events)
* Detailed and accessible information about all modules. Module Leaders make innovative use of Canvas to ensure students you are provided with: an introduction to the module, learning outcomes, teaching schedule, assessment information including module-specific assessment criteria, assessment deadlines, assessment rubrics, Module Leader and tutor contact details, reading/viewing lists (including information on relevant live theatre productions or public readings) and information about plagiarism and CASE
* A Course Leader who helps you understand the programme structure, liaise with student year representatives, organise year-group activities such as induction, option-choice information or employability sessions and, and alumni events where current students meet and talk to graduates who have gone on to work in a variety of professions.
* Personal Tutors to provide academic and personal support. At Level 4, all students are allocated a Personal Tutor with whom they meet once a week throughout the year, either in a small group context or in one-to-one tutorials. Tutorial groups number between 10 and 12 students but personal tutors also see students in smaller groups (4-6) when they are working towards group-based practical assessments. One-to-ones are scheduled at appropriate points during the year, for instance when you have received your first feedback, but you may also make an appointment to see your personal tutor as and when you wish. As far as is practicable, you retain the same personal tutor throughout your undergraduate studies. Level 5 and 6 students are you will be formally invited to meet individually with your personal tutor at the beginning of each academic year and several times thereafter.
* Specialist Technicians who will advise you on IT, the use of software and the technical operation of the studio theatre and to advise and support you in the creation of curricular and extra-curricular theatre projects. Our technical team are based in the Reg Bailey building and are therefore easily accessible to you and, like their academic colleagues, happy to operate on an ‘open-door’ basis. They run an online room-booking system for rehearsal space, which they introduce to Level 4 students in a tutorial session, and regularly come into classes in the approach to practical assessments to advise on technical issues.
* The Reg Bailey Building. which contains a fully-equipped, flexible black box studio with retractable raked seating, a second, slightly smaller studio with a semi-sprung floor, a third large space and 3 rehearsal rooms. The Rose Theatre Studio, a large black box space with removable raked seating, is also used for teaching and performance. These are all bookable by you whenever teaching is not taking place within them, including in the evenings and at weekends.
* A designated programme administrator located in the Student Office, who helps and advises you with anything connected to the regulatory and administrative side of your degree
* An induction week for Level 4 students at the beginning of each new academic session and shorter re-induction sessions for Levels 5 and 6. Level 4 induction provides an introduction to the course, the staff team and the Drama building and resources. Level 4 students also meet students from Levels 5 and 6, who talk to them about the extra-curricular opportunities available and generally help out.
* Student Voice Committee (SVC) at which year reps formally consult with the Course Director and staff on behalf of their cohort, raising any issues of concern
* Canvas – a versatile on-line interactive intranet and learning environment. In addition to standard items such as the module information and grading guidelines, Module Leaders post lecture-slides, links to theatre company websites, images and videos, digitised chapters and articles, and examples of good work (as appropriate to the module) as well as setting up discussion threads and blogs. We also use Canvas to advise you, via email, of the many opportunities for theatrical activity of which we are informed by professional companies and practitioners, for instance, film extra work.
* LinkedIn Learning – an online platform offering self-paced software tutorials
* Facebook pages, which can be accessed by current, potential and former students and which operate very effectively as an informal information system about both in-house and external events and activities.
* A vibrant extra-curricular programme of events across the School of Arts
* A substantial Academic Success Centre that provides academic skills support including one-to-one sessions to support you with assessments.You are introduced to the Academic Success Centre in a tutorial session and Drama staff liaise with the Centre staff to ensure appropriate subject-specific provision.
* LRC: dedicated subject librarians provides information skills teaching tailored to meet the subject needs of students, with an introduction at Level 4 and further refresher sessions at Levels 5 and 6. These include information on how to access e-resources
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Disabled student support
* The Kingston Union of Students
* Careers and Employability Service
* Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
* A placement officer to give general advice on placements
* Your self-managed learning time is carefully plotted across the three levels of the programme to ensure that you are supported to become an increasingly independent, self-motivated and reflexive learners. Drama and English students spend a significant amount of self-managed learning time in rehearsal in preparation for practical assessments. The booking and use of rehearsal space is carefully monitored by the technical team. Each module makes use of the VLE, to provide a range of guided activities for you outside of classroom activities. These might include guided reading with discussion boards, structured research tasks and online quizzes to check understanding and practice skills. These are carefully designed in accordance with the specific requirements of the module and level of study, and you will find more detailed information on the *Succeed on this module* page of Canvas for each module. As a general principle, guided activities are more closely structured at level 4 to support you in making the transition to learning at HE level. In addition to these module specific activities, at each level on the course you are provided with a co-curricular timetable of activities that draws across the provision within the Careers and Employability Service. These include, but are not limited to, careers skills workshops targeted to level (e.g. CV writing workshops), personal development planning service learning through the Kingston Hub, and academic skills development through the Writing and Oral Skills (WOS) workshops and structured developmental interactions with the Academic Success Centre.

## Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
* Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers

## Employability and work-based learning

The Creative and Cultural industries are major contributors to the UK’s economy and our graduates have the skills they are looking for. A Drama and English degree equips you with skills that make you desirable to employers in a wide range of professional contexts.

Kingston’s Drama and English graduates work in the creative industries as actors, writers, directors, stand-up comedians, outreach workers, technicians, producers and events managers. In addition to pursuing careers as writers, they work in publishing, journalism, advertising and marketing, arts management, new media, education, community arts, the public relations industry, business, and therapeutic fields. A number of graduates go on to postgraduate study in Theatre and English Literature, or to teacher training.Our alumni have published novels in a variety of countries as well as gaining employment in a range of industries where accurate writing is valued. We have industry links with publishers, theatre professionals and literary agents, as well as working writers in a variety of fields.

Employability skills are introduced at Level 4 both through the embedding of key skills within the curriculum and through the personal tutorial system, which includes employability activities such as personal development planning and CV writing. These continue to be developed at Levels 5 and 6, in collaboration with the Careers and Employability Services. In addition to this, a number of modules at these levels require students to undertake assessment tasks with a professional focus that are designed to enhance post graduate employability. We run a number of events for final year students where they can seek advice, get help with CVs and meet alumni working in a range of areas.

**Work-based learning, including sandwich courses and higher or degree apprenticeships**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

## Other sources of information that you may wish to consult

**QAA benchmark statements:**

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-dance-drama-performance-15.pdf?sfvrsn=8ae2f781_10>

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-english-15.pdf?sfvrsn=4f9df781_12>

**Course Webpage:**

<https://www.kingston.ac.uk/undergraduate-course/drama-english/>

## Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Level | **4** | **4** | **4** | **4** | **5** | **5** | **5** | **5** | **6** | **6** | **6** | **6** |
|  | **Module code** | DA4008 | DA4003 | EL4008 | EL4006 | DA5010 | DA5013 | EL5010 | EL5011 | DA6013 | DA6017 | EL6023 | EL6029 |
| **Knowledge & Understanding** | A1 |  | S |  |  | S |  | S |  |  |  |  | S |
|  | A2 |  | S | S | S | S |  |  | S |  | S | S |  |
|  | A3 |  | S |  | S |  | S |  | S |  |  | S | S |
|  | A4 |  | S |  |  | S |  | S |  | S |  | S |  |
| **Intellectual Skills** | B1 | S |  | S |  | S |  |  | S |  | S |  | S |
|  | B2 | S |  | S | S |  | S | S | S | S |  | S | S |
|  | B3 |  | S | S | S |  |  | S |  |  | S | S |  |
|  | B4 |  |  | S | S |  |  | S | S | S |  | S | S |
| **Practical Skills** | C1 | S | S | S |  | S | S |  | S | S |  |  | S |
|  | C2 |  | S | S |  |  | S |  | S | S | S |  | S |
|  | C3 |  |  | S | S |  |  |  |  |  |  | S |  |
|  | C4 | S |  |  |  |  | S |  | S | S | S | S | S |
|  | C5 |  |  |  | S |  |  |  | S | S | S | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**