Template C4

Kingston University London

Programme Specification

Title of Course: *BSc (Hons) Multimedia*

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Version number	3
Faculty	Faculty of Engineering, Computing and the Environment
School	School of Computer Science and Mathematics
Department	Department of Computer Science
Delivery Institution	ESOFT Metro Campus

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 modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Multimedia
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	N/A
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	N/A

RQF Level for the Final Award:	6
Awarding Institution:	Kingston University
Teaching Institution:	ESOFT Metro Campus
Location:	Sri Lanka
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	
Minimum period of registration:	Full-time - 1
Maximum period of registration:	Full-time - 2
Entry Requirements:	The minimum entry qualifications for the programme are: 1. Edexcel HND Levels: A pass in the relevant HND to include a pass in the sixteen units listed in Table 1 and / or Table 2 below (or their equivalent) and the achievement of an overall score of 240 credit points of which 120 would be at Level 5 Or 1. Completed the 2nd year of University of Colombo, School of Computing's Bachelor of Information Technology External Degree, covering the subjects shown in Table 3. Or 1. Completed the British Computer Society's (BCS) Higher Education Qualification's (HEQ) Certificate and Diploma levels, shown in Table 4. Or 1. Case by case consideration of equivalent academic and professional qualifications achieved at comparable levels

Table 1: Pearson BTEC HND in Computing (Software Engineering)

Subject Details	QCF Level	Credit Value
Programming	4	15
Networking	4	15
Professional practice	4	15
Database design and development	4	15
Security	4	15
Managing a successful computing project	4	15
Maths for computing	4	15
Web design and development	4	15
Computing research project	5	15
Business intelligence	5	15
Data structures and algorithms	5	15
User experience and interface design	5	15
Computing research project	5	15
Discrete maths	5	15
Advanced programming	5	15
Application development	5	15

Table 2: Pearson BTEC HND in Computing

Subject Details	QCF Level	Credit Value
Programming	4	15
Networking	4	15
Professional practice	4	15
Database design and development	4	15
Security	4	15
Managing a successful computing project	4	15
Web design and development	4	15
Strategic information systems	4	15
Computing research project	5	15
Business intelligence	5	15
Systems analysis and design	5	15
User experience and interface design	5	15
Computing research project	5	15
Prototyping	5	15
Application programming interfaces	5	15
Application development	5	15

Table 3: UCSC BIT Degree Year 1 and Year 2

Subject Details	QCF Level	Credit Value
Information Systems & Technology	4	Equivalent to the first 2 years of a UK Hons Degree.
Computer Systems I	4	
Web Application Development I	4	
Communication Skills	4	
Introductory Mathematics	4	
Personal Computing	4	
Mathematics for Computing I	4	
Programming I	4	
Database Systems I	4	
Systems Analysis & Design	4	
Object Oriented Analysis & Design	5	
Fundamentals of Software Engineering	5	
Mathematics for Computing II	5	
User Interface Design	5	
Web Application Development II	5	
Programming II	5	
Information Technology Project Management	5	
Rapid Software Development	5	
Computer Networks	5	

Table 4: BCS HEQ Certificate & Diploma Level

Subject Details	QCF Level	Credit Value
		Equivalent to the first 2 years of a UK Hons Degree.
Information Systems	4	Level 4 100/6181/2
		Level 5 100/6190/3
Software Development	4	
Computer & Network Technology	4	
Professionals issues in IS practice	5	

	Option to be selected	5
	Option to be selected	5
	Option to be selected	5
	A minimum overall IELTS score of 6.0 with a minimum of 5.5 each element, iBT TOEFL 80 with R at 20, L at 19, S at 21 and W at 20 or equivalent is required for those for whom English is not their first language. A minimum of a Credit pass at the Sri Lankan G.C.E O/L English Language exam will also be considered as equivalent to this level.	
	We will consider a range of alternative qualifications or experience that is equivalent to the typical offer. Applications from international students with equivalent qualifications are welcome.	
	All applications will be subject to the Kingston University Accreditation of Prior Learning (APL) rules and regulations applicable at the time of application.	
Programme Accredited by:	Non-accredited programme	
QAA Subject Benchmark Statements:	Computing, Art and Design	
Approved Variants:	Not applicable.	
Is this Higher or Degree Apprenticeship course?		

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	
End Point Assessment Organisation(s):	

SECTION 2: THE COURSE

A. Aims of the Course

- To give students the skills and confidence to produce digital interactive media and graphics products to a professional standard.
- To produce intellectually adaptable graduates with an appreciation of scientific, computational, technological and creative design methodologies that are receptive to new ideas and change.
- To produce graduates who have the ability to apply skills from the fields of computing, technology and the arts to solve problems in the field of Multimedia.
- To equip students with advanced skills of oral, visual and written communication, problem solving, planning and teamwork.
- To give a firm foundation of good working practices for the development of 2D and 3D assets and their use in interactive applications
- To assess the appropriate ability and inclination, and are equipped, to undertake advanced studies and/or research and development in the computing discipline particularly in relation to Multimedia technology

B. Intended Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A1	The Multimedia based skills used for digital imaging, interactive computing, multimedia or visual effects including 2D or 3D graphics	B1	Have an interdisciplinary approach to work in multimedia developments through acquiring an understanding of, and intellectual flexibility towards, a range of visual arts, sciences and/or computer based technologies	C1	Plan a creative development task relevant to an application in industry that exploits new media/computing technology, to a high level of technical competence
A2	The technical computer based skills for the generation, manipulation and storage of images, sound, data and other artefacts	B2	Assemble, interpret and critically evaluate information from a variety of sources (including academic literature) including where information is missing or unclear	C2	Use appropriate skills and technologies for the development of a creative media work
A3	How innovative use of technology can be applied to solve design based problems within the fields of interactive multimedia, visual effects and/or computing generally	B3	Report on their work critically in Written format, at meetings, or by formal Oral presentation	C3	Demonstrate project management controls and communication skills
A4	Explain how computing as a technology employed by society relates to, and interacts with, other technologies and an awareness of its current, and likely future, role in and effect upon society	B4	Critically evaluate issues which arise in the development of Multimedia assets and applications with regard to legal, social and ethical issues	C4	Design and develop interactive computing and multimedia applications
		B5	Approach work in Multimedia development through acquiring and understanding of an intellectually flexibility towards a range of disciplines	C5	Implement and test a creative computer based project to agreed criteria

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students 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

C. Outline Programme Structure

This programme is offered in full-time mode and leads to the award of a BSc (Hons) degree. Entry is normally at level 6 with HND (See section D). Transfer from a similar programme is possible but is at the discretion of the admissions tutor. Intakes are normally in January and September.

BSc (Hons) Multimedia Technology – Top-up year

LEVEL 6

| Option | Option | EM6001 Visual Effects |

| EM6100 Individual Project |
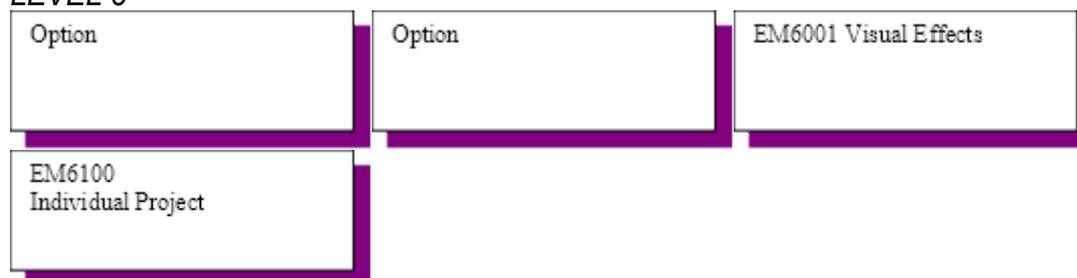
Level 6 Modules
Student must take two core modules (including the Individual Project module) and select two option modules.

Core Modules
Level 6

Module Name	Module code	Credit Value	Level	Teaching Block	Pre-requisites
Visual Effects	CI6001E	30	6	1 and 2	None
Individual Project	CI6100	30	6	1 and 2	None
Optional Modules					
Media Creation Processes	CI6535	30	6	1 and 2	none
Mobile Application Development	CI6330E	30	6	1 and 2	none
Digital Entrepreneurship	CI6415E	30	6	1 and 2	none

Level 6 requires the completion of the compulsory module EM6100 Individual project, additional two core modules and one option module. Level 6 requires the completion of the compulsory module EM6100 Individual project, additional two core modules and one option module. The complete list of option modules available will be determined annually and subject to resourcing.

BSc (Hons) Multimedia

Level 6							
BSc (Hons) Multimedia							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Individual Project	CI6100	30	6	1 and 2	None		
Visual Effects	CI6001E	30	6	1 and 2	None		
Optional Modules							
Digital Entrepreneurship	CI6415E	30	6	1 and 2	none		
Mobile Application Development	CI6330E	30	6	1 and 2	none		

D. Principles of Teaching, Learning and Assessment

The learning and teaching strategies reflect the field aims and learning outcomes, student background, potential employer requirements and the need to develop a broad range of technical and professional skills, with the ability to apply them appropriately. The strategies ensure that students have a sound understanding of areas in computing and multimedia technology and have acquired the transferable skills expected of modern-day graduates.

The programme is designed according to the Kingston University's Curriculum Design Principles and it utilises a wide range of teaching and learning methods to enable all students to be actively engaged throughout the course. The learning, teaching and assessment strategies reflect the programme aims and learning outcomes, student background, potential employer requirements, and the need to develop a broad range of both creative and technical skills with the ability to apply them appropriately.

The academic year includes scheduled contact time for lectures, workshops, enhancement activities, and revision. The standard module provision includes laboratory sessions, seminars, group work – to underpin the principles taught in the lectures – but, also dedicated programming aid sessions for students needing further help.

The Personal tutoring scheme is used to continuously monitor student progress and provide tailor made support to those who need it and is embedded within the Professional Environments modules.

The capstone project is a mandatory part of the programme. It offers students the opportunity to integrate their cumulative academic studies and practical skills with a single project, which may be for a real client. Students are provided with opportunities to engage with the project

earlier on in their programme before the start of the project to ensure that they are adequately prepared to undertake this in their final year.

Learning Multimedia/computing is often most readily undertaken in the context of the search for solutions to real-life problems. This is reflected in the approach that will be gradually introduced to this programme, alongside conventional classroom teaching, and is epitomised in the problem-centred learning practice. Students will be frequently working in groups, focusing on real-world problem solving. This will contribute to creating a rich learning environment in which students and their teachers collaborate as a team. It significantly enhances students' readiness for employment in industries where different skills and backgrounds complement each other to deliver a better product.

ESOFT Learning Management System (ELMS), the campus's virtual learning environment (VLE), is used extensively in all modules as a communication tool and means of dissemination of learning and reference materials, formative worksheets, assignments, links, videos and lecturer-annotated slides. In this way it acts as a dynamic study guide in each module and going further it provides a structured learning space to support students for independent study, facilitate discussion, and in addition in some modules, for formative and summative tests and surveys. ELMS is also used to facilitate group work, both formatively and summatively.
Study materials, including examples and exercises, are published on ELMS in advance of the time-tabled sessions, to allow students to prepare and fully benefit from classroom time. The availability of this material assists students from various backgrounds to achieve a common level at the start of the session or to highlight any deficiencies which they can then address with the lecturer.

Students are encouraged to develop as independent learners as they progress through their course. This is supported explicitly through the individual project module.

Assessment and Feedback

The assessment is regarded as an integral part of our learning and teaching strategy, and incorporates both assessments of and for learning. Ample opportunities are given to students for formative assessment with rapid feedback.

A wide range of assessment mechanisms is used to ensure that students with diverse backgrounds and different strengths and abilities are not disadvantaged and to ensure that our students are capable of tackling many different types of problems. The methods of assessment have been selected so as to be most appropriate for the nature of the subject material, teaching style and learning outcomes in each module and the balance between the various assessment methods for each module reflects the specified learning outcomes. Emphasis is given to authentic assessments based on real-world problems. This allows the students to produce "artefacts" as outcomes of the assessment process, forming a portfolio which provides tangible evidence of their developing skills and knowledge thus enhancing their employment prospects.

Inclusive Teaching Practice

Opportunities to insure that the curriculum is inclusive take place at forums as the Staff Student Consultative Committees and Boards of Study together with discussions at module and course level. Meetings take place between subject teams to consider subject specific issues. The variety of teaching activities also takes account of the students' different learning preferences and experiences and there is a careful balance of individual and group based activities.

Marking criteria are provided for all assessments as part of the assessment booklet at the beginning of the year for each module and care is taken to ensure that the language used in the assessment is jargon free, which is checked by the moderator. The case studies used are designed to be inclusive.

Feedback, in a variety of formats provides students with guidance in developing skills which are both beneficial for future assessments and highly valued by employers.
The 30 credit capstone Individual Project, consolidates independent learning skills and typically provides an opportunity for practical application of their academic knowledge to the implementation of a solution or construction of a suitable artefact.

In the programme as a whole, the following components are used in the assessment of the various modules:
•	Practical exercises: to assess students' understanding and technical competence
•	Individual and group-based case studies: to assess ability to understand requirements, to provide solutions to realistic problems and to interact and work effectively with others as a contributing member of a team. The outcomes can be:
- Written report, where the ability to communicate the relevant concepts, methods, results and conclusions effectively will be assessed.
- Oral presentation, where the ability to summarise accurately and communicate clearly the key points from the work in a brief presentation will be assessed.
- Poster presentation where information and results must be succinct and eye-catching.
- Video, which may replicate features of oral presentations but allows advance preparation away from the audience (which may suit some students better).
- Article emphasising the ability to communicate with different audiences.
- Interview emphasising the ability to answer questions appropriately and relevantly.
- Simulated client interactions: letters, quotations, etc.
•	Multiple choice or short answer questions: to assess competence in basic techniques and understanding of concepts.
•	Long answer structured questions in coursework assignments: to assess ability to apply learned techniques to solve simple to medium problems and which may include a limited investigative component
•	Long answer structured questions in end-of-module examinations: to assess overall breadth of knowledge and technical competence to provide concise and accurate solutions within restricted time
•	Project: The individual project module represents an opportunity for students to draw together different aspects of their learning on the course and to apply the techniques learned in an extended study. As such the assessment here will place a greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in a written report and interview.

At the beginning of each academic year there is a joint department-wide meeting at which the delivery of material and assessments is planned with a full calendar being constructed. This ensures:
•	that care is taken to avoid summative assessment bunching and thus student workloads are managed;
•	synchronised and coherent delivery of material across the programme in a way that is visible both to staff and students, thus enabling assessments to draw on skills and knowledge from an appropriate variety of modules.

Students are expected to develop their skills, knowledge, confidence and understanding through independent and group learning, in the form of guided and self-directed study, and

the exploration of the application of Multimedia technologies and computing more generally in the real world, throughout their course. These themes are reinforced with professional development opportunities tailored for the top-up level. Furthermore, all students explore group case studies for Multimedia and computing, requiring the collaborative investigation/solution of some real world problems as well as the production of written reports and oral or poster presentations. These foster the development of team-working, research and (formal) communication skills. All students will carry out research/development and present the background to and findings of their projects as indicated above. This will enhance their research and investigative skills to explore and master complex new ideas, learn and apply advanced techniques and further develop their independent working and communication skills.

Research Informed Teaching

The course team is research active within the ESOFT Research Centre (ERC), which is dedicated to the advancement of the theory and applicability of computer science to enable internationally-leading work in the field of informatics, addressing the needs of society in the thematic areas of health, communications, security and data. The centre provides an inclusive and outward looking environment for research development, fostering interdisciplinary and multidisciplinary research to achieve maximum impact in real-world applications.

The ERC is still in its early stages, and it is being developed. An international research journal has already been published, and academic staff is actively encouraged to take part in all areas of research. The ERC is a specific requirement of the University Grants Commission (UGC) in terms of approving the application that has been submitted by ESOFT Metro Campus, to be recognised as a non-state degree awarding institution.

There is good linkage between research and teaching and the teaching team for computer science draws from ERC members.

Students are also able to develop their research skills which form a fundamental part of levels6's curriculum. These skills enable students to distinguish and present appropriate evidentiary information in an argument. These skills are greatly valued by employers.

Staff members also engage with research into teaching and learning in Higher Education which feeds through to support learning in lectures and other forms of student engagement during contact time.

E. Support for Students and their Learning

Students are supported by a highly qualified team of academic staff that includes individuals in the following roles:
- A Course Director to help students understand the programme structure
- A Module Leader for each module
- A Personal Tutor to provide academic and personal support

Additional support is provided by the following specialist staff:
- A Placement Tutor to give general advice on placements
- Technical Support to advise students on IT and the use of software
- A designated Programme Administrator
- English language support for international students

Matters outside the academic arena are supported by:
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Disability and dyslexia student support
- Careers and Employability Service
- ESOFT Student Council(ESC)

☐ An induction week at the beginning of each new academic session
☐ Staff Student Consultative Committee
☐ A virtual learning environment (VLE) available on the campus's intranet

The students are introduced to all these mechanisms during induction sessions at the beginning of the top-up year. It is here that students first campus's computer network, which includes their personal access to the VLE and how to use it as a learning environment. They are also encouraged to make use of the important resource that provides additional help across a range of academic skills.

Students are expected to be involved in the development of their programme. On an individual level through meetings with their personal tutors at which they can discuss their academic progress, personal development and can seek advice on course and module choices in the light of their career aspirations. As a cohort, students can contribute to many aspects of programme evolution for example by student representation on committees including Staff Student Consultative Committees as well as by their formal and informal feedback such as the end-of-module reviews.

Support for Academic Skills

There is a Student Support Team to help students with any problem has an effect on their studies. This can range from illness, problems writing an assignment, questions about academic regulations to serious confidential issues.

The Personal Tutoring Scheme (PTS)

There exists a Faculty-wide student support system. It includes, for example, an ESOFT counselling centre where students could seek advice without an appointment; also, they can email, or phone a designated number to get instant help. Students are assigned a member of the computing academic staff as their Personal Tutor (PT) which they retain for the full three or four-year duration of their time at Campus. The first contact between student and PT is during Induction Week for an introductory meeting and thereafter the following procedure is followed:

In the top-up year the principle focus is on graduation and employability and the PT scheme uses the capstone project module to promote PT-style discussions alongside regular project meetings

In the first weeks of term the PT's role is to welcome students encourage them to reflect on their progress and plan to make the most of their top-up year, exemplified by early deliverables in the project module. Throughout Level 6, the ESOFT Career Guidance Unit (ECGU) team provides activities which the PT signposts for students, some of which are delivered within and linked explicitly to sessions and assignments in core modules.

At the beginning of the second teaching block, the PT meets with their tutees to discuss the opportunities for graduate study and employment and provide contact details for employers' reference requests. The final project is a key employability "artefact". Students can seek advice from their personal tutor or project supervisor who may be a different academic.

Both the Project Supervisor and Personal Tutor are able, in collaboration with ESOFT Career Guidance Unit (ECGU), to encourage students how best to present their project on their CV and at interview.

F. Ensuring and Enhancing the Quality of the Course

The ESOFT Metro Campus has several methods for evaluating and improving the quality and standards of its provision. These methods are actively monitored by the Kingston University.

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement

- Periodic review undertaken at subject level
- Student evaluation including MEQs, level surveys and the NSS
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

Computing qualifications are amongst the most versatile and enable graduates to find employment in a wide spectrum of careers ranging from systems and business analysts, and software engineers, through to programmers and network specialists in a wide range of public and private sector industries.

ESOFT curriculum, like Kingston University's, curriculum is largely applied in nature with many case studies chosen for their topicality and relevance to industry such as information systems design, programming, networking, and implementation issues. Working on case studies designed to simulate the working environment, typically in teams, gives students experience of applying their computing, information systems and networking methods and key skills to open-ended problems with complex solutions, and presenting their findings, including any limitations, in a professional manner. This mirrors the experience of computing professionals working in commerce and industry. To further set the material in context as well as inspire our students, leading practitioners from industry will be invited to give guest lectures and workshops. Throughout the course students will develop communication and interpersonal skills, learn time management and the value of prioritising and planning by involvement in the learning activities outlined in section F above.

In preparation for their future employment we make extensive use of industry standard software such as Maya, Photoshop and Premier, throughout the course.

Personal Development Portfolio (PDP)

PDP is centred on student learning and development to encourage the student to become a more effective, independent and confident self-directed learner which appeals to employers. The student is responsible for engaging with the PDP process which is introduced during the induction period, to support them and enable them to reflect upon their learning and achievements, formulate study action plans and to plan their career development needs. Students create a personal record of learning containing evidence of their qualities, key skills, achievements and products (artefacts of their learning and assessments) to support industrial placement applications and future job applications or applications for graduate studies. The development plans are reviewed regularly for feedback from their personal tutor

Student Employability

Our programme is designed to embed employability skills within the curriculum at all levels and develop students' ability to recognise their personal and academic achievements and career aspiration. Furthermore, their personal development and career options and plans are discussed with their personal tutors at regular intervals throughout their studies, and guidance given as appropriate. This is in liaison with the ESOFT Career Guidance Unit (ECGU) team, the Campus' Careers Service.

This theme culminates in the top-up year's capstone project module, which draws together the academic strands of the course. It also enhances students' employability skills in different ways, giving them an insight into what professionals do in graduate careers. Typically, the project involves the creation of an artefact relevant to the course, often with some new element or feature. Undertaking this type of activity gives students a taste of independent research, albeit supported by the supervisor, as they familiarise themselves with the real world situation and the techniques required to investigate it. In the project, students are encouraged to develop their critical thinking, creative and analytical skills, and gain experience and proficiency in technical writing. When choosing their module option choices and project topic, students are guided by their Personal Tutor and Project Supervisor regarding what possible choices best suit their career aspirations.

The ESOFT course is vocational and curriculum developments are discussed with the Kingston University CSM School's Industrial Advisory Panel. Both CSM and ESOFT have strong links with industry and with the professional body, the BCS Chartered Institute for IT. It hosts a local BCS chapter and several members of the CSM School are involved with the Institute at corporate level.

The KU's Destinations and Leavers survey indicates that graduates from this programme go onto the following careers:

Media Profession	Job Titles
Designer	Multimedia Designer, Motion Graphics Designer
Web Development and Design	Web Designer or Developer, Web Master, Project Manager
Interactive Media	UX Designer or Developer, Junior Software Developer, Multimedia Programmer (HTML5/JavaScript/CSS), Games Designer
Post-Production (Television and Film)	Television Graphics Designer, VFX Supervisor, Digital Editor, Roto & Paint Artist, Compositor
Higher Education and Training	E -Learning Designer, Multimedia Developer and Trainer, Blended Learning Trainer Applications Trainer,
Transferable skills for an extensive range of careers	Media Sales, Marketing and Business

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

N/A

H. Other sources of information that you may wish to consult

QAA Benchmark statement website: https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Professional or statutory body information: http://www.bcs.org/
Module guides
Student handbook
Guidance on Enterprise and Entrepreneurship (Draft)
https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise
Shadbolt review
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/518575/ind-16-5-shadbolt-review-computer-science-graduate-employability.pdf
Hinchliffe, G. & Jolly A. (2009), "Employer Concepts of Graduate Employability", The Higher Education Academy, Subject Centre for Education (ESCalate), York

I. 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.

Module Code		Level 6			
		CI6415E	CI6330E	CI6100	CI6001E
Knowledge & Understanding	A1		S	S	S
	A2		S	S	S
	A3	S	S	S	S
	A4	S			
Intellectual Skills	B1	S	S	S	S
	B2	S		S	
	B3	S		S	
	B4	S		S	
	B5	S	S	S	S
Practical Skills	C1	S	S	S	S
	C2		S	S	S
	C3		S	S	
	C4		S	S	S
	C5		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.