Template C4

Programme Specification

Title of Course: *MA Computer Animation*

Date first produced	31/08/2017
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Date of implementation of current version	
Version number	4
Faculty	Faculty of Engineering, Computing and the Environment
School	School of Computer Science and Mathematics
Department	Department of Networks and Digital Media
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 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***	MA Computer Animation
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***	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penryn Road
Language of Delivery:	English
Modes of Delivery:	Full-time Part-time
Available as:	
Minimum period of registration:	Full-time - 2 years (+1 year with prof placement) Part-time - 4 years
Maximum period of registration:	Full-time - 2 years (+1 year with prof placement) Part-time - 4 years
Entry Requirements:	The minimum entry qualifications for the programme are: A good BA(Hons) or BSc(Hons) degree or equivalent qualification in animation or a related subject which includes significant 3D computer graphic content, such as moving image, illustration, 3D design, computer-related design or architecture. A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language. Portfolio demonstrating previous work on modelling, animation and compositing.
Programme Accredited by:	N/A

QAA Subject Benchmark Statements:	QAA Master's Degree Characteristics
Approved Variants:	
Is this Higher or Degree Apprenticeship course?	

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

SECTION 2: THE COURSE

A. Aims of the Course

Welcome to the Computer Animation MA course. Computer-generated imagery (CGI), Visual Effects, and Games industries are growing steadily world-wide year by year, creating employment opportunities for a wide range of skilled artists and technicians. Kingston University's Computer Animation MA course has been developed with industry needs and expectations as its ethos and preparing students for the challenges they will face in a highly competitive sector. Modules and assessments are designed to recreate the professional environment and client brief. We continuously update our module content and themes to reflect the latest advances in the industry, and we are always adding to our internal catalogue of video tutorials and workshops.

A unique aspect of study on this course is its articulation with other taught Masters courses as part of Digital Media Kingston (DMK) that offers Computer Animation MA, alongside Game Development and User Experience Design. This provides an integrated learning environment where students can develop their media specialist practice as part of a community engaged in interdisciplinary collaborative innovation. The Master's in Computer Animation encourages students to devise and participate in projects where they can develop in their field whilst emphasising research-informed, industry-focused practice standards. Our goal is to help students develop the critical thinking and the understanding of interdisciplinarity that will underpin their practice in the future.

The programme also helps develop work-ready students through an integrated industrial experience in the form of a work placement on the two-year version of the programme. This integrated placement provides students with an exciting opportunity to apply their knowledge and skills in a real-world setting, which enables them to develop their self-confidence. Students undertaking such placement activities are in a stronger position to gain the skills and experience that employers desire today.

Aims of the course are to:

- Prepare highly trained Computer Animation artists to meet the most current employment needs of the Film, TV, and Games industries
- Practice a broad range of tasks within the Computer-Generated Imagery (CGI) production pipeline and explain how they relate to each other
- Apply specialised knowledge and skills, and conduct reflexive, critical and collaborative practice, to the design and development of innovative Computer Animation work
- Develop an analytical and creative approach to both personal and professional activities that leads to the critical and responsible use of informed and independent judgement
- Explore disciplinary boundaries, resolve value conflicts and bridge gaps in knowledge with arguments from first principle and activity at the forefront of best practice
- Foster continuing professional development

B. Intended Learning Outcomes

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

Regarding the learning outcomes, the students on successful completion of the module, students will be able to:

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
A5	Apply knowledge in a professional context, including understanding of their professional development and the structure of the placement organisation (With Professional Placement Only)	B5	Reflect critically on their experience during the professional placement, including research and information literacy, numeracy, management and leadership skills. (with Professional Placement Only)	C6	relate academic theory to practice, develop and practise key personal and employability skills and show examples of the application of these skills (With Professional Placement Only)
A4	Differentiate the technical terms and techniques used in the computer-generated Imagery (CGI) industry	B2	Communicate complex ideas and workflows clearly to peers and supervisors	C5	Collaborate effectively as a member of a production team
A2	Demonstrate a high proficiency at computer-generated work at a level that allows for further independent learning.	B3	Identify, critically evaluate, and solve problems with regards to Computer Animation work	C4	Efficiently time-manage and complete a project to the specifications of a brief
A1	Create complex computer-generated artefacts based on a foundation of established concepts	B1	Rationalise creative and technical choices based on current and informed sources	C3	Demonstrate a high proficiency with various workflows of the Computer Animation
A3	Conduct personally motivated research and apply observational skills	B4	Judge the most appropriate and efficient method for producing computer-generated assets for a range of purposes	C2	Design, plan, and produce Computer Animation work according to industry-standard best practices
				C1	Employ the most current and wide-used software and techniques relevant to the industry

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

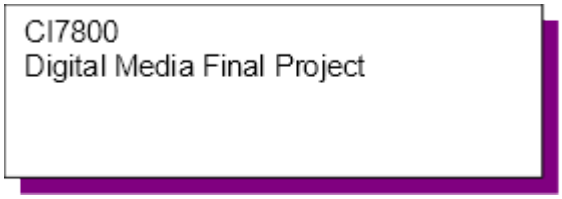
For the full-time students, the course is for one year, with two modules per semester and the final project. Part time students have one module per semester and the course is for two years.

The academic year is comprised of two blocks. Generally, modules run across the teaching block for 10 weeks on a time-tabled day. Although you do not have lectures in every week of the term time, you are obliged to remain in contact with the university during term time and be available to come to meet if necessary.

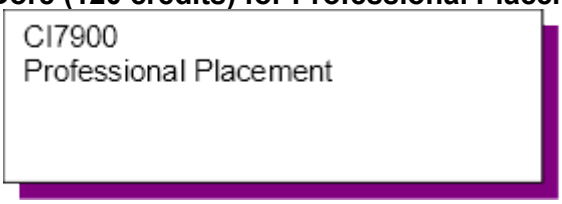
Full details of each module will be provided in module descriptors and student module guides.

Level 7 core modules (30 credits):

Level 7 Core (60 credits)



Level 7 Core (120 credits) for Professional Placement only



This course operates within the framework of the University's Postgraduate Regulations (PR). Courses in the PR are made up of modules that are designated at level 7. Single taught modules in the courses are valued at 30 credits and the course contains a project that has 60 credits. The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma 120 credits and a Master's Degree 180 credits.

For the optional Professional Placement route only (an additional 120 credit points), students will work on the placement after their dissertation for between 10 and 12 months. The suitability of the placement requires approval of the Course Leader.

Students on placement must complete a portfolio assessment which includes a reflection on how the theories they have learnt during their teaching year have helped them in their placement and demonstrate ability to apply their teaching in a real-world situation.

MA Computer Animation

Level 7							
MA Computer Animation							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Digital Studio Practice	CI7810	30	7	1			

3D Creation Pipeline for Film and Games	CI7890	30	7	2			
Character Animation for Film and Games	CI7880	30	7	1			
Digital Media Final Project	CI7800	60	7	1 + 2	*	0	0
Perfecting the Look	CI7860	30	7	2			
Professional Placement	CI7900	120	7	One Year			
Optional Modules							

D. Principles of Teaching, Learning and Assessment

Students on postgraduate courses in the School of CSM come from diverse social, cultural and educational backgrounds and their past learning experiences are varied. The School's broad strategy of aiming for problem-centred teaching and accessible, relevant (authentic) artefact-based assessment (assessment of learning by doing/creating) was created in recognition of this. The course adopts the University's Inclusive Curriculum Design Principles to cater for this diversity and define the approaches to learning, teaching and assessment (LTA), pastoral care and employability with the following broad principles:

1. An inclusive curriculum with the student at the heart of the learning process encouraging choice in their focussed topics for investigation within modules and assessments (where practicable) and sharing experiences and perspectives within the course through discussion and presentation of results.
    - Module descriptors adopt common problem-centred approaches to create an inclusive learning environment.
    - Curricula and approaches to LTA allow for expression of cohorts' experiences and perspectives, ultimately for sharing and shaping understanding together.
    - Teaching sessions are problem-centred, predominantly workshop-based, and necessarily interactive to make best use of the intensive weeks of study interspersed with directed study. Workshops and the use of the VLE (or other cohort-inspired networking tools) allow students to investigate and share their understanding of new concepts, techniques and technologies. This approach is also designed to enhance their practical competency and confidence when dealing with a range of "users".
    - The delivery is research-informed, taking advantage of CSM's diverse research portfolio, dynamically updated in accordance with advances in the field.
    - Modules incorporate opportunities to explore current developments in the field, in practical and applied settings incorporating student perspectives, real world situations, problem solving and task-based learning. Content includes the opportunity for students to personalise the topics being explored and allow them to adapt summative assessments towards their personal interests and motivations.
    - Teaching teams draw on the academic strengths and research interests of staff and use invited research seminar speakers and experts from industry to bolster the curriculum. This offers students up-to-date learning experiences from experts in these areas.

- Students complete their MA by conducting an individualised capstone research project, designed in collaboration with the Course team.

2. Assessment *for* learning (rather than solely *of* learning) enabling an inclusive student perspective in their design and application, permitting a degree of individual choice and direction for assessed tasks work.
    - All assessments have been designed at level 7, as appropriate for the MA, to be inclusive, accessible, artefact-based and authentic to the field.
    - Students' induction at the start of the course includes an introduction to the language of UK HEI assessment and the tools used to measure the quality of their academic performance.
    - The assessment strategy is to provide an element of choice within a carefully-designed framework of assessments that align with the diversity of needs, and encourage students to be personally involved in their assessments.
    - Students have formative tasks and feedback available within the workshops preceding all assessments. Teaching sessions adopt a range of activities (including practical tasks, case studies, group discussion) to enrich the learning experience in a problem-centred, predominantly workshop-based setting, which directly supports the formulation of summative assessments.
    - Feedback on both formative tasks and summative work enables students to learn from assessment experiences, reflect alongside directed study and feed-forward that learning to future assessments, most critically to the final dissertation project.
3. An approach to the personal tutor system appropriate to course MA, which provides opportunities for students to personalise their experience and track their academic and personal skills development.
    - The Course Leader is the nexus of the postgraduate personal tutor system and normally acts as the formal Personal Tutor, supported day-to-day during intensive week-block teaching by the course's module leaders.
    - Students will have a Dissertation Supervisor from the Course team and in cases where that is the Course Leader, an independent Personal Tutor will also be appointed so that all students have the opportunity for independent pastoral and academic advice.
    - The Course Leader and/or Personal Tutor will meet with students regularly to provide guidance on assessment and personal development choices, discuss progress on the course, career plans, goals, development and recognition of personal and graduate attributes.

The assessment during the Professional Placement year will include a reflective practice piece of work, a professional development portfolio (PDP) and the employer's appraisal. The performance and attendance will be regularly monitored through the placement year. The marking of the placement is "pass" or "fail".

The Course is designed to give students a balance of theoretical and practical experience, and in accordance with the KU Curriculum Design Principles. 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 technical skills with the ability to apply them appropriately.

Formal lectures are used in order to give the students a good background understanding in the area and to develop the theoretical aspects. These are then often reinforced by practical sessions and/or industry specialists who contribute throughout the course in order to give informative insight into industry developments.

Practical workshops, open forums, newswires (e.g. CBDiForum, earthweb, ebiz) and group presentations are introduced into the modules to provide students with a detailed understanding of the approaches taken in industry. The students are often given an opportunity to work with a client organisation on their coursework thus enabling them to experience a real-life work environment and enhancing their employability.

The course ensures that the students are exposed to team working through group presentations, joint report writing, joint research and lab work. The students develop presentation and communication skills through these activities as well as practise analytical thinking, focused literature reviewing and academic essay writing as part of their coursework portfolio. In this way, they also improve their research and evaluation skills.

The student is required to further explore and exploit the information given in the modules through guided self-study.

Students will be given close guidance to select a project that is relevant to their background and specialisation. During the project, the student will be expected to apply the knowledge acquired during the course. Key skills in communication, presentation, literature surveying, problem analysis, project planning, report writing and solution justification are all part of the learning outcomes defined in this course.

Contact Time
The programme consists of modules in which the learning outcomes are achieved through a combination of scheduled tutor lead activities and practice. Scheduled contact time with students given within each module guide consists of lectures, tutorials, and practical sessions. Contact with staff often takes place in the context of giving feedback on assessed work but will not necessarily be scheduled. In addition, there are daily drop-in sessions at the School's Academic Skills Centre where support is provided on a one-to-one basis.

Canvas
Canvas, the University's learning management system, is used extensively in all modules as a means of dissemination of lecture notes, worksheets, assignments, reference materials, links, videos and lecturer annotated slides. In this way it acts as a repository for learning materials to be used by the students for independent study and in addition in some modules, for formative and summative tests and surveys.

Feedback is often provided through Canvas, in addition to face-to-face sessions.

Assessment and Feedback
The use of a variety of assessment methods is adopted as an appropriate assessment strategy to ensure all aspects of learning outcomes are covered and achieved. In particular:

- A **portfolio of coursework assignments** is designed to develop analytical and practical skills in a student.
- An **unseen exam** is designed to develop skills required in problem solving situations, commonly found in practice.

The **formative assessment** is used to help students answer particular components of the assessment by giving them timely feedback on exercises specially designed to simulate the exam questions or elements of the coursework assignments.

The **feedback** is typically provided in a **written form** thus presenting an additional learning resource helping the student to build the knowledge throughout the learning process and

prepare for the summative assessment. Feedback can also be provided in the form of audio recording and students will be invited to meetings to discuss their feedback.

The **exercises** may take various forms including:

- Lab projects,
- essay writing or
- analysing past exam questions.

At the end of the course every student undertakes a **project dissertation** which is a significant activity that draws on and enhances the skills and knowledge developed throughout the programme. As such, the assessment places greater emphasis on ability to plan work, manage time effectively, and research background information, culminating in portfolio of written reports and an interview.

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 Leader to help students understand the programme structure
- A Personal Tutor to help and guide the student throughout the course
- A Module Leader for each module

Additional support is provided by the following specialist staff:

- 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
- A substantial Study Skills Centre that provides academic skills support
- Careers and Employability Service
- The Students' Union
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- Canvas – a versatile on-line interactive learning management system available on the university's intranet

Support for Academic Skills

There is a range of support available within the School, which includes but is not limited to:

Faculty-wide Student Support team
SEC Academic Support Centre (SASC)
Drop-in Programming Sessions (Java Aid, C++ Aid)
Drop-in Maths Aid sessions

SASC is a one-to-one drop-in Study Skills session for students every weekday. Help is available on a range of academic skills from writing reports, note-taking, to exam revision. Mathematical skills and referencing are addressed by **MathsAid** and **d*I*Scover, respectively.**

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

The students are introduced to all these mechanisms during induction sessions at the beginning of each new academic year. It is here that the students first encounter the university's computer network, which includes their personal access to Canvas and how to use it as a learning environment. They are also encouraged to make use of the substantial Study Skills Centre, an 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 Course Leader and personal tutor 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 mid-module and end-of-module reviews.

In addition, Linkedin Learning is available to all students

The Personal Tutoring Scheme

A **Personal Tutor** is allocated to each MA student. Personal Tutors are recruited from the Course team – to ensure the students have the opportunity to benefit from various aspects of the profession that each individual academic brings. The personal tutors will meet with their students sufficiently frequently to maintain close communication and manage to provide information/advise on the matters relevant at the start of the course, address the progression and advise on the personal development leading to relevant career choices. Typically, there will be **at least 2 individual meetings per teaching block** specifically at:

- The start of the teaching block/course to discuss the work patterns on the course and/or the choice of electives
- At the end of the teaching block to review the progress of individual students

There are also planned **group meetings** – one per teaching block – to discuss issues of common interest. At each of these meetings the students are encouraged to raise issues of their concern so that they can be resolved effectively and timely in due course.

<u>At Level 7, the role of the personal tutor is:</u>

- To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive peer review
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision

Placement

Additional support is available for students undertaking a placement.

- While the responsibility for finding and securing a professional placement rests ultimately with the students, those who are intending to undertake a placement are supported by a comprehensive structured programme of activities and events designed to help them. This starts with an additional separate day of induction at the start of the course (over and above the induction for other students) – introducing some of the fundamentals of career development and job-hunting, as well as the place of the professional placement module within the academic structure. There follows over the next few months a scheduled programme of assignments (built into the module structure in Canvas) including personal awareness/development portfolio, CV writing, and commercial awareness research etc. combined with webinars and workshops on such things as building your personal brand in LinkedIn as well as networking events. This work is supported by a placements team within the Faculty who, in addition to sourcing potential placement job opportunities and expanding the university's pool of employer contacts, work with students to help them utilise the resources available and complete the assignments. In addition, staff from the university Careers and Employability team introduce all of their facilities and resources and also work with the students in one-to-one sessions e.g. for CV review. As well as acting as consultants, support staff also visit the students in timetabled sessions for 'maximum exposure' and students who have completed the placement in the past are also invited back for presentations and Q & A sessions.
- The appropriateness of placement positions is vetted by the Course Leader and while out on placement students are supported by a placement tutor who monitors progress and visits the students on site.
- The aim from start to finish is to ensure that students have a successful and rewarding placement experience which develops their knowledge and skills and prepares them for higher levels of employment.

F. 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
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaire (MEQs), level surveys
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

All courses in DMK address the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners. This ethos of professionalism is planned and delivered through the course

curriculum so that students are effectively equipped for the world of work on their graduation from the course.
The courses and both Schools have strong and well-established links to the digital media industry both nationally and internationally. This is significant for the course as a high percentage of students are from and, post-graduation, return to a wide range of international locations. Modules within the course structure are intended to address the changing nature of the disciplines of digital media production and the emerging global workplace. Where relevant and practical the course works in collaboration with organisations and business. Competitions are offered within the delivery of the course as activities intended to provide opportunities for those students who wish to allow an additional focus to their portfolio. The course also organises a regular programme of professional lectures and studio visits

Graduates of DMK courses have joined global and major UK companies as a Digital Double Artist for The Mill, Character Animator for Kuato Studios, 3D Artist for medical VR company, FundamentalVR; Character Artist at Extra
Mile Studios, Photogrammetrist and Modeller for Vertex studios, Motion Graphics Designer at the Animation Guys, and a QA, Beta Tester at Colossal Games.

inKUbator

Kingston responded to one of the key recommendations of the Livingstone-Hope review by setting up the inKUbator. This is intended to be a 'hothouse' to grow, manage and nurture game projects and media projects and enable students to build their portfolios, emulate industry roles and enhance their future employability prospects. In addition, it is intended to help create a culture of entrepreneurship encouraging students to work towards publishing and commercialising their games. inKUbator breaks down the walls between disciplines by providing an environment for students to come together to develop games across multiple faculties. It regularly invites games companies to speak to students about what it is like to work in the games industry. This focus beyond just technical skills should aid with portfolio development and employability in the very competitive marketplace in digital media.

KU Careers and Employability Service is Kingston’s award-winning careers service and is here to support you with all things related to jobs! We offer practical group and individual support with career direction, finding and applying for jobs. We run training sessions throughout the academic year on topics including (but not limited to) CVs, applications, interviews, body language and using LinkedIn. All of this is supported by our events and training initiatives, as well as the opportunity to meet with a member of the team at our weekly drop-in sessions.

Employability Events

KU Careers and Employability Service offers a range of events, including Careers Uncovered fairs, which include employers coming to campus to promote internship, placement and graduate opportunities, Spotlight on… which profile specific roles within industry and a range of other events which are aimed at exposing students to employers and building skills and knowledge.

Placements and Internships

KU Careers and Employability Service is delivering a comprehensive package to support students to gain placements. There are weekly sessions taking place which range from why you should undertake a placement, support searching for roles and making applications and

a bespoke programme designed for Kingston students aimed at ensuring you have all the skills necessary to gain and make the most of placement opportunity.

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.

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. The 2-year version of the programme is designed to include work-based learning through assessments and the reflective report. Many of the students on the programme are already working and they can use that experience to relate to theoretical concepts and to evaluate the relationship between theory and practice. While it is the responsibility of individual students to secure such placements, the Careers and Employability Service support offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests.

The process of applying for a placement gives students the opportunity to experience a real-life, competitive job application process.
The business experience period enables students to apply their learning in the real-world work environment, 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. Students will be assessed during and at the end of this period, normally through a portfolio. This will be marked as pass/fail.
Students who undertake work-based placements often benefit greatly from the experience, gaining real experience and work achievements

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

https://www.kingston.ac.uk/postgraduate/courses/computer-animation-ma/

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 7					
		CI7900	CI7800	CI7860	CI7890	CI7880	CI7810
Knowledge & Understanding	A5	S					
	A4		S	S	S	S	
	A2		S	S	S	S	
	A1		S	S	S	S	
	A3		S		S		S
Intellectual Skills	B5	S					
	B2		S			S	S
	B3		S	S	S		
	B1		S				S
	B4		S				S
Practical Skills	C6	S					
	C5		S				S
	C4		S		S	S	
	C3		S	S	S	S	
	C2		S		S		S
	C1		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.