

Template C4



Programme Specification

Title of Course: *BA (Hons) Interior Design*

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Version number	6
Faculty	Kingston School of Art
School	Design School
Department	Department of 3D Design
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

Award(s) and Title(s): <i>Up to 10 pathways</i>	BA (Hons) Interior Design
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Cert (HE) Dip (HE) BA (Ordinary)
Course Code <i>For each pathway and mode of delivery</i>	UFIDE1IDE01
UCAS code <i>For each pathway</i>	W250

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Department of 3D Design, The Design School, Kingston School of Art, Knights Park
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	
Minimum period of registration:	Full-time - 3 years
Maximum period of registration:	Full-time - 6 years
Entry Requirements:	<p>Applicants will need a minimum of 112 tariff points from recognised level 3 qualifications to include an Art or Design subject such as Foundation Diploma in Art or Design or an Art/Design related A-level or recognised equivalent.</p> <p>Plus GCSE (score 9-4): five subjects including English and Maths (Key Skills Level 2 may be used in lieu of GCSE English and Maths).</p> <p>Offers will be made on the basis of your UCAS application, portfolio of work and interview for selected applicants.</p>

	<p>All applicants invited for an interview are required to present a portfolio of work.</p> <p>We welcome applications from mature students (aged over 21) who can demonstrate, through portfolio/written work and relevant experience, that they have developed cognitive and technical skills through their life experiences.</p> <p>Additionally:</p> <p>A score of 6.0 overall with a minimum of 5.5 in each element in the British Council IELTS Academic English Test, or 80 TOEFL or equivalent is required for those for whom English is not their first language.</p>
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	Art & Design History of Art, Architecture & Design
Approved Variants:	None.
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

The main aims of the programme are:

- ◆ To develop a range of critical, creative, technical and professional skills relevant to employment in Interior Design and related areas.
- ◆ To develop an understanding of key critical, professional, theoretical and cultural debates in the area of Interior Design.
- ◆ To encourage the mutually supporting design activities of thinking and doing.
- ◆ To develop skills in research and analysis and encourage critical reflection, intellectual risk-taking and the development of effective and appropriate communication methods.
- ◆ To encourage independent and critical thinking and develop transferable skills and competencies.
- ◆ To develop experience and knowledge of collaborative working methods and processes within an industrially focused multidisciplinary environment.

B. Intended Learning Outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA subject benchmarks for Art & Design and History of Art, Architecture & Design (2019), the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

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		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate a comprehensive knowledge of historical and contemporary interior design practice and theory.	B1	Understand contemporary and historical art and design issues, appropriate theory and the development of skills in critical analysis for their own sake or for their application to art and design practice	C4	Demonstrate a critical understanding of interior design practice impact on culture, society and the environment, including an appropriate knowledge of the application of materials and processes.
A2	Demonstrate a critical understanding of the relationship between theory and practice in art and design as it relates to the subject.	B2	Possess a professional level of individual creativity, vision, personal expression and intellectual ability to enable students to practise successfully in interior design.	C1	Demonstrate an advanced level of practical understanding and technical competence - whether in traditional or digital technology - in interior design to enable them to practice successfully in the profession
A3	Express an understanding of the national and international contexts of art and design practice.	B3	Demonstrate the ability to recognise the cultural, conceptual and professional contexts relevant to the evaluation and understanding of their work.	C2	Demonstrate an advanced understanding of new and future methods, materials, processes and technologies appropriate to three-dimensional design.
A4	Demonstrate the development of problem solving skills through research, critical analysis and the subsequent development of creative solutions within a professional, contextual and ethical framework.			C3	Demonstrate individual creativity, personal expression and technical competence, using the practical skills necessary to critically evaluate, realise and coherently communicate three dimensional ideas in appropriate media suitable for portfolio.

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 as a full field in full-time learning mode, and leads to the award of BA (Hons) Interior Design. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme 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.

E1. Professional and Statutory Regulatory Bodies

Not applicable.

E2. Work-based learning

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.

E3. Outline Programme Structure

Each level is made up of modules totalling 120 credits for students to complete. Levels 4 and 5 comprise 4x30 credit modules each and level 6 comprises 2x30 credit and 1x 60 credit modules. The programme is part of the University's Undergraduate Regulations (UR). All students will be provided with the University regulations and the Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

Level 4

The first level of the course deals with the principles of design and the underpinning skills and theory. Curriculum areas include: design methods, design in context, human factors, materials and construction 2D and 3D communication and representation, studio and workshop practice, CAD/software skills. Particular importance is placed on the development of a contextual framework to underpin the design process.

BA (Hons) Interior Design

Level 4							
BA (Hons) Interior Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Design Process	IR4101	30	4	1&2			
Ideation and Communication	IR4100	30	4	1&2			
Materials and Construction	IR4102	30	4	1&2			
Situating the Interior: Themes in Design History	HA4105	30	4	1&2			
Optional Modules							

Progression to Level 5

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 programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education Interior Design.

Level 5

In the second level, the course focuses on the processes of design and their subsequent interpretation and exploration in increasingly complex contexts. Students are encouraged to develop a broader understanding of how and where their new skills can be applied, through the creative processes, to a variety of increasingly challenging projects. Some of the work covered in this year maybe collaborative, either within the School or with design consultancies, external agencies, user groups, manufactures or retailers.

Level 5							
BA (Hons) Interior Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical Issues in Interior Design: Research & Practice	HA5108	30	5	1&2			
Interior Context 1	IR5101	30	5	1			
Interior Context 2	IR5102	30	5	2			
Interior Practice	IR5100	30	5	1&2			
Optional Modules							

Progression to Level 6

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 are eligible for the award of Diploma of Higher Education Interior Design

Level 6

In the final year students will explore the practice of design and expand the envelope of their knowledge through a capstone, self-initiated project. The focus is on the student's own aims and ambitions, which reflect their area of study and understanding of potential careers. This final year leads to the strategic construction of a professional portfolio in a relevant and appropriate form.

Level 6							
BA (Hons) Interior Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Independent Research Project in Critical and Historical studies	HA6103	30	6	1&2			
Major Design Project	IR6100	60	6	1&2			
Practice Profile	IR6101	30	6	1&2			
Optional Modules							

Level 6 requires the completion of

Level 6 requires the completion of all modules.

D. Principles of Teaching, Learning and Assessment

The Design School promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have developed in close relation to the design subjects, disciplines and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with a strong emphasis being placed on the management of increasingly complex studio-based practical design projects.

In addition, students are strongly encouraged to develop their own informed and creative approach, taking into account contemporary research, current industry and design practices and future speculations. This is achieved through the teaching philosophy in the School, which highlights the importance of knowledge of the contemporary and future design context and through awareness of the forces and issues that influence society and industry to meet the needs of present and future generations.

Strategically, the course is structured to allow students to explore and develop an understanding of Interior Design **principles** through the level 4 modules. The nature of the modules provides for the increasing complexity of projects as the student develops as they navigate through the level and the 'theme'. This concept is reflected in level 5 in which Interior Design **processes** are characterised and level 6 in which the students' Interior Design **practice** is personalised and contextualised.

The teaching and learning of practical design projects incorporates:

- Analysis of the project brief, research and insight gathering into the 'theme' or objective and subsequent problem finding for problem solving.
- Analysis of context.
- Tools and strategies for design thinking and the design process.
- The promotion of workshop practices and creative material usage and manipulation.
- The teaching of communication and presentation tools and techniques.
- The teaching of digital tools for design and realisation
- Tutorials, lectures, seminars and workshops
- The development of students' ability to communicate confidently orally
- Project reviews and crits to promote peer project discussion and debate.
- The encouragement of self-reflection and self-criticism within students in relation to a sustainable design practice.

The iterative nature of the design process requires continual formative feedback through studio tutorials and interim review with formative assessment. Summative assessment in levels 4 and 5 occurs at the end of the module and written summative feedback is provided following review of the submitted/presented project work. Summative assessment of level 6 modules occurs at the end of teaching block 2 through the submission and exhibition of appropriate project work - portfolio, personal design project and dissertation. The Major Design Project is a capstone project that represents a culmination of the students' prior programme learning and positions them for their future ambitions.

The delivery of modules will be by means of lectures, seminars, workshops, group critique, individual tutorials, demonstration, projects, briefings, study visits, peer learning, independent learning and study skills.

- **Lectures** - A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.
- **Seminars** - Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based upon a topic which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.
- **Group Critique** - Commonly known as Group 'Crits'. On these occasions a group of students and members of staff and, if appropriate, invited guests from industry will discuss the work of one or more students who are present. Group crits can take place in studios or students' work place – if appropriate, the work to be discussed might alternatively be more formally exhibited. Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Crits also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback, but will indirectly learn by means of the discussion centered upon the work of other members of the group. Additionally group crits provide opportunities for 'feed-forward' in relation to project aims, programme aims and student outcomes.
- **Tutorial** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. They also

provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.

□ **Demonstration** - This often involves the first introduction to a material, technology, process, technique or equipment not previously experienced by a group of students. It is intended to make students aware of the potential and characteristics of the 'subject' and it is not intended that every student will necessarily go on to learn and apply the skills or knowledge.

□ **Study Visits** - By definition, a study visit will involve traveling to strategic venues of interest which may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts.

□ **Projects** - The term 'project' is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student and which may be developed over a period of time, which is agreed between the individual student and a member of the academic staff.

□ **Capstone Project** – A capstone project is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student's academic career at university. Capstone Projects help students to reflect on the knowledge and skills that they have acquired during that degree and learn how to present them to a wider audience including future employers.

□ **Briefing** - A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable etc.

□ **Peer Learning** - A vital component of teaching and learning practices of the design courses. The work of the course is largely studio-based, and thus enables students to take notice of each other's work and discuss issues informally. Peer learning also takes place through other activities such as group crits and seminars.

□ **Independent Study** - It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, lead to the development of individual portfolios of work in the later stages of the course and for entry into the student's individual choice of career.

□ **Research Informed Teaching** - Research informed teaching operates throughout the course, with research active and professionally engaged staff integrating and contributing their current and ongoing knowledge in the development of the programme, the curriculum, the modules and the courses teaching and learning processes. Knowledge and understanding of research skills and techniques are implicit in the design process and as such permeate the course. Key modules in each of the levels introduce, practice and then explore research methodologies in relation to the contexts of design.

□ **The VLE (Virtual Learning Environment)/Canvas** - is an online environment that aims to make the most effective use of a range of virtual teaching and learning tools. The School is involved in the development of online materials to support course, School and

Faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes and methods valuable for enhancing creativity and knowledge throughout the Design School. Additionally the VLE seeks to enhance communication, a sense of community and inter-course discussion and debate.

- **LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

- **End of Year Show** – The Degree show exhibitions are conceived to enable students to demonstrate critical self-selection and creative ambition in relation to a strategically acknowledged graduate or professional audience or sector. At the end of Level 6 it reflects the individual student's highest achievement at the completion of the course.

- **Accessibility and Inclusiveness** - The course has been designed to remove unnecessary barriers to access for students from protected groups. The School acknowledges that a 'one-size-fits-all' model does not work for our students, whose differing backgrounds, learning journeys and aspirations challenge us to provide a student experience that equips them to succeed.

ASSESSMENT

Assessment is both summative and formative. Primarily, summative assessment is intended to identify what has been learned (assessment of learning) and therefore assessed mark counts towards the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, and focus on areas they need to work on and improve. The work is marked and feedback given, but the mark does not count towards the module grade awarded. The assessment strategy and criteria are clearly described in every written brief and mapped appropriately to the module learning outcomes. The assessment criteria are generally additionally communicated verbally at each project briefing.

E. Support for Students and their Learning

The Personal Tutor Scheme

Aims of the Design School Personal Tutor Scheme:

1. To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
2. To provide a holistic overview and guidance for individual study and the development of personal practice.
3. To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
4. To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key Features of the Design School Personal Tutor scheme:

- Personal Tutors will be allocated at the beginning of the academic year.
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
- Students will keep the same personal tutor throughout each year: level 4,5,6,7.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

The Design School employs permanent staff members to lead levels 4, 5 and 6. The permanent nature of the staff affords them substantial and visible presence for students across all levels and as such is designed to be a supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of Hourly Paid Lecturer (HPL) staff with project-related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

Level 4:

- Teaching block 1: minimum of 2 1:1 meetings
- Teaching block 2: Strategically timed 1:1 meeting
- 'MOT' at the end of the Academic year

Level 5:

- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- 'MOT' email at the end of the Academic year

Level 6:

- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- 'MOT' email at the end of the Academic year

Students are supported by:

Studio Structure

All courses within the Design School place the studio at the heart of the learning support experience. The studio is both a physical environment and a design education ethos. It affirms course and student identity with each course owning its own dedicated studio space(s) and each course level (undergraduate) its own studio within this. The typical developmental curriculum journey from principles to processes to practices may be mapped to individual studio experiences. The studio provides a natural and readily available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning. A strategic programme of lectures, seminars and workshops supports the studio learning experience.

Workshop Structure

The diverse range of Faculty workshop spaces provide an integral resource to support studio learning. They are an extension of the studio space but equipped with particular, specialist facilities. The workshops are a primary means of facilitating connections with external partners.

Staff Structure

The staff support structure maps to the studio system. Course Directors coordinate all levels and studios within a course. For postgraduate this is a single level and studio and for undergraduate three levels and corresponding studios. Modules have Module Leaders and undergraduate courses have individual level leaders who provide a consistent point of student contact. They are operational figureheads who work together with staff teams and Hourly Paid Lecturers (incorporating Module Leaders) to deliver the appropriate learning and teaching experience. Staff mediate this experience across each level or stage of a course, moving from an explicit to implicit role in students' development, enabling students to learn how to learn and become more progressively independent. Dedicated technicians provide workshop space learning support in conjunction with the academic staff teams.

Infrastructure

The School adopts an infrastructure of learning support means beyond the immediacy of academic courses. These broadly divide into key mechanisms (course facing eg. NSS) and enhancement opportunities (student facing eg. Erasmus), including:

- Up-to-date knowledge of relevant University systems and procedures
- Student Office with a dedicated Course Administrator
- Academic Success Centre that provides academic skills support for Undergraduate and Postgraduate students
- Student Achievement Officer who provides students with pastoral advice

- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site;
- LinkedIn Learning – an online platform offering self-paced software tutorials
- Union of Kingston Students
- NUS (National Union of Students)
- University's Mentoring Scheme
- RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
- NSS (National Student Survey)
- Staff/Student Consultative Committee (SSCC)
- Board of Study (BOS)
- Annual Monitoring
- Erasmus Exchange programmes
- Information on Scholarships and Bursaries
- Alumni and Graduate Experience
- Language Support for international students
- Support for students with Disabilities
- University Careers and Employability Services
- Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
- Information Services, including the Library Resources Centres
- Personal Tutor Scheme

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 MEQs (Module Evaluation Questionnaires), Level Surveys and the NSS
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

All courses in the Design School 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 at all levels. Delivery of employability is staged and structure via student progression through and across course levels so that students are effectively equipped for the world of work on their graduation from the course. As a result of our courses' active engagement with employability at all levels, our graduates go on to a varied range of internships and destinations across the creative industries.

- United Designers – design team members and leaders
- Prada – head of visual merchandising, Asia
- Foster and Partners – design team members
- Reiss – retail design
- Freelance production design

On completion of the course, students will have completed a capstone project, a dissertation and constructed a strategic portfolio. In conjunction with the portfolio students are required to develop an appreciation of the knowledge, skills and understanding sector employers require, and present and demonstrate them accordingly.

This commitment to sustainable employability is delivered by each course in a number of ways, including:

- 'Live' briefs: Fashion stand
- Professional and Student Shows: Interior Educators
- Field trips and site visits: Basle, Berlin, Veneto, Munich, Vitra; United Designers; Erco Lighting; ORMS etc. Field trips are closely aligned to course objectives. They are not compulsory and their cost is not included within the course fees.
- Presentation / portfolio skills (verbal and visual): Portfolio modules
- Group projects / peer learning
- Time management
- Entrepreneurship
- CV writing
- Symposia

PDP: Personal Development Plan

Level 4: Reflection upon experience is central to both academic learning and professional development. Level 4 provides support and focus on the development of learners' self-awareness, patterns and habits of learning, and their study, organisation, self-management, self-promotion and communication skills. Level 4 plays an important role in setting students up for their course and supporting them to develop increasingly independent approaches to learning.

Level 5: Builds on level 4, to enable students to reflect upon their own learning, performance and achievement, and to plan for their professional, educational and career development. Students will be required to negotiate and develop their own personal and professional development plan, which will build on the level 4 learning plan and reflective journal.

Level 6: Builds on levels 4 and 5, to enable students to critically examine and develop their own professional development or "output" plan, so that they are prepared for the transition to work and/or further study. The focus of level 6 is on professional development and realisation.

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

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

QAA Subject Statements

Art & Design

http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

History of Art, Architecture & Design

http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-of-art-architecture-and-design-17.pdf?sfvrsn=dc98f781_14

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 4				Level 5				Level 6			
	IR4102	HA4105	IR4100	IR4101	IR5100	IR5101	IR5102	HA5108	HA6103	IR6101	IR6100	
Knowledge & Understanding	A1	S	S	S	S	S	S	S	S	S	S	
	A2	S	S	S	S	S	S	S	S	S	S	
	A3		S		S		S	S	S	S	S	
	A4	S		S	S		S	S		S	S	
Intellectual Skills	B1	S	S	S		S	S	S	S	S	S	
	B2	S		S	S	S	S				S	
	B3	S	S		S	S	S	S	S	S	S	
Practical Skills	C4	S		S	S		S	S		S	S	
	C1	S			S		S	S		S	S	
	C2	S			S		S	S		S	S	
	C3	S		S	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.