Template C4

Kingston University London

Programme Specification

Title of Course: *BA (Hons) Game Design & Production*

Date first produced	03/09/2024
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Version number	4
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Film and Photography
Delivery Institution	boomsatsuma Education Ltd

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):	BA (Hons) Game Design & Production
Exit Award(s) and Title(s):	Certificate in Higher Education (CertHE) Diploma of Higher Education (DipHE) BA Game Design & Production
Course Code *For each pathway and mode of delivery*	UFGDP1GDP21
UCAS code *For each pathway*	N/A

Awarding Institution:	Kingston University
Teaching Institution:	boomsatsuma Education Ltd
Location:	boomsatsuma Education Ltd
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 years
Maximum period of registration:	Full-time - 6 years
Entry requirements	• UCAS Points: 96 points • A Level: CCC • BTEC: MMM • T Level: M. A T Level qualification in Digital Production, Design and Development is preferred • Access to HE Diploma: 45 credits at M or higher
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

BA (Hons) Game Design and Production is a careers-led, practical exploration of games and their capacity to entertain, inform and inspire. It covers the creativity, technique and sensitivities needed to make well-crafted games that are fun to play. One focus is the design of games. Key topics here include level design, narrative design, visual design and sound design, as well as the design of gameplay, game mechanics and player experience. Alongside design is a focus on the production of games. This addresses the combination of personal, professional and software skills needed to build high quality game products. Dedicated modules on game engine development support the production strand, as do game-making projects that engage commercial production strategies. Within these projects you have opportunities to pursue specialist disciplines like world building, interaction design, game programming and project leadership.
Level 4 is about the ingredients of games. You will play games, critique games, design games, and make games - experimenting practically with concepts such as rules, objectives, mechanics, balance, flow, story, play and fun. This foundation leads to an exploration of the application of games at Level 5. Through theory and game production projects you will learn how to make games with purposes beyond entertainment, games for immersive technologies (VR, XR), and methods of evaluating games in partnership with target audiences. Level 6 is about the future of games - that is, emerging approaches to gameplay and you as the next generation of game talent. You will deep-dive the business of games, which includes industry roles and trends, how to present your games (and yourself) effectively to potential employers and clients, and how to build a career in the games industry. This is complemented by an opportunity to develop a piece of experimental game design, followed by a 'capstone project' where you develop a more substantial, polished game output that completes your graduate portfolio.

Course Aims

Knowledge

To provide you opportunities to engage in intellectual enquiry through research and reflection on the underlying concepts and contexts of game design.

Practice

To help you develop the broad creative, technical, and evaluative skills needed to take a game from concept to publication.

Experimentation

To stimulate your imaginative thinking and encourage you to pursue an individual creative voice through experimentation and risk-taking.

Adaptability

To help you become a self-motivated practitioner that can learn new skills independently and adapt to the ever-changing landscape of the Creative Industries.

Communication

To help you become a competent communicator that can express and promote their practice to a range of audiences and in varying contexts.

Co-Creation

To provide you with opportunities to develop the communicational and organisational skills, temperament, and diplomacy needed to collaborate with others effectively.

Environment

To establish an inclusive and enjoyable learning environment that supports participation, creative exploration, and peer-to-peer learning.

Currency

To ensure that course content aligns with contemporary and professional game design patterns, production workflows, and technical solutions.

Future Skills

To deliver insight into the games industry and related Creative Industries career paths, engage core employability skills, and motivate you to take responsibility for your professional development.

B. Programme Learning Outcomes

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

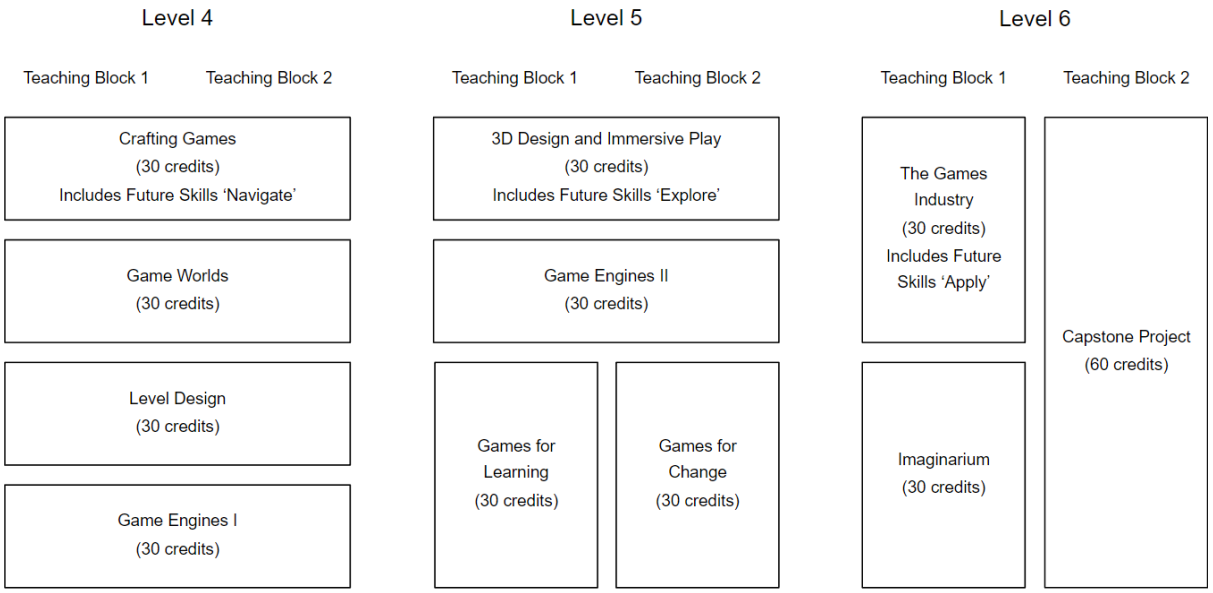
Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A1	Shape game concepts that are informed by conceptual understanding of the function and interplay of narrative, art, mechanics, and interactivity.	B1	Select and apply methods of creative problem solving and design thinking to address challenges both within and outside of the context of game design and production.	C1	Develop imaginative outcomes in the context of game design and production practice, and apply methods of experimentation and risk-taking to advance the pursuit of an individual creative voice.
A2	Utilise conceptual understanding of established and emergent game forms, genres, and design patterns to develop game outputs that promote player engagement and fun.	B2	Take responsibility for your own learning and development using reflection and feedback to analyse personal capacities and plan actions with resilience and criticality.	C2	Select and apply workflows used by professionals in the games industry to generate, resolve, and implement game concepts, features, and content.
A3	Demonstrate a systematic understanding of methods used by game professionals to understand player motivations, expectations, and behaviours.	B3	Select and apply methods of research and critical analysis in game design and production to acquire, interpret, and communicate knowledge.	C3	Select and apply game design and production tools and software techniques as required to plan and realise a creative concept.
A4	Identify and evaluate the characteristics and expectations of the games industry and the professional skills needed to pursue opportunities within it.	B4	Demonstrate awareness of personal responsibility and professional practice when navigating the legal, ethical, and regulatory dimensions of game design and production.	C4	Apply a systematic approach to technical troubleshooting, testing, and quality assurance that reflects methods used in the games industry.

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure



All modules are compulsory

BA (Hons) Game Design & Production

Level 4							
BA (Hons) Game Design & Production							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Crafting Games	BF4009	30	4	Year Long		1	

Game Engines I	BF4012	30	4	Year Long		1	
Game Worlds	BF4010	30	4	Year Long		1	
Level Design	BF4011	30	4	Year Long		1	

Exit Awards at Level 4

Progression to Level 5 requires 120 credits including passes in all modules.
This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.
Students exiting the course at this point who have successfully completed 120 credits at Level 4 or above are eligible for the award of Certificate of Higher Education.

Level 5							
BA (Hons) Game Design & Production							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
3D Design and Immersive Play	BF5001	30	5	Year Long		2	
Game Engines II	BF5002	30	5	Year Long		2	
Games for Change	BF5004	30	5	2		2	
Games for Learning	BF5003	30	5	1		2	

Exit Awards at Level 5

Progression to Level 6 requires 120 credits including passes in all modules.
This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if applicable).
Students exiting the programme at this point who have successfully completed 120 credits at Level 5 or above are eligible for the award of Diploma of Higher Education.

Level 6							
BA (Hons) Game Design & Production							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**

Capstone Project	BF6002	60	6	2		3	
Imaginarium	BF6001	30	6	1		3	
The Games Industry	BF6003	30	6	1		3	

Exit Awards at Level 6

Level 6 requires completion of all modules.

E. Teaching, Learning and Assessment

BA (Hons) Game Design and Production is a jobs-focused programme that adopts a project-based approach to learning. It prioritises the contextualisation of ideas, the design and production of games, and the ability to reflect critically on creative process, outputs, and ongoing professional development.
The programme is designed in accordance with the Kingston University Academic Framework, Inclusive Curriculum Framework and Graduate Attributes.

Graduate Attributes

Creative Problem Solving

Games design is in and of itself an exercise in creative problem solving. In this course you will learn a range of creative problem solving tactics related to ideation, design thinking, and troubleshooting to address aesthetic, technical, and commercial challenges in the field of games.

Digital Competency

This course includes a strong technical thread through ‘Game Engines’ modules, art-led modules that utilise a range of 2D and 3D development tools, industry modules that engage digital marketing competencies, and research-led serious game projects that build digital literacy. These modules will help you develop an adaptive approach to digital competency.

Enterprise

Modules such as ‘The Games Industry’ and ‘Imaginarium’ are designed to connect directly with entrepreneurship and innovative practice, as are various opportunities to participate in game jams across Levels 4, 5, and 6. Portfolio-focused modules such as ‘Capstone Project’ and Games for Learning’ are designed to help you learn how to balance creative and commercial thinking.

Questioning Mindset

The course includes significant and sustained critical engagement with existing games as a tool to inform the design of new games. You will play, analyse, and critique a wide range of game forms and genres. Through that, you will learn how to question the artistic and technical qualities of games as well as their function in society.

Adaptability

Across the course you will undertake varying roles within game design and production, as well as encounter the gamut of challenges that arise through collaboratively taking a game from an idea to a playable product. These engagements build your ability to adapt and rise to new challenges.

Empathy

Empathy is an important characteristic of professional game designers and producers. In this course you will engage empathy by:

1. Striving to understand the values and motivations of players and the target audience for your games
2. Creating games about human-centric topics, notably within the module 'Games for Change'
3. Learning to work and lead teams effectively, which includes developing awareness of differing objectives, opinions and world-views

Collaboration

In this course you will encounter the benefits of co-creativity and be supported through the numerous challenges that arise across the process. This includes the module 'Capstone Project' where working with other game students is strongly encouraged. These projects help you develop and refine collaborative skills.

Resilience

Resilience in the games industry includes qualities like being ready to pivot ideas and directions, making decisions with limited information, building adaptable teams and not losing sight of longer term goals. You will engage all of these aspects within project-based modules and Future Skills activities.

Self-Awareness

This course will help you shape strategies for identifying and critiquing your personal values, motivations, goals, strengths and limitations - all in the context of developing professional skills and an individual creative voice. Interaction with self-reflection and self-awareness takes place at multiple points as part of the game production process, as well as within the Future Skills programme.

Future Skills

Boomsatsuma adopts and personalises Kingston University's Future Skills programme, which aims to help students build the key skills that businesses need. This includes the ability to communicate, analyse, adapt, problem-solve, and think creatively.

Future Skills is embedded in all levels of the curriculum with 'Navigate' at Level 4, 'Explore' at Level 5 and 'Apply' at Level 6. In 'Navigate', you will be introduced to the Graduate Attributes and the concept of Design Thinking. From here you will begin to shape a Personal Development Plan (PDP) that is informed by creative activities in film, photography and games. In 'Explore' you will engage in co-creative practice, undertake a cross-disciplinary group project that engages the UN's Sustainable Development Goals, and reflect on learning to revise your PDP. In 'Apply' you will engage the commercial context of creative practice, undertake a cross-disciplinary group project that spotlights enterprise, and refine your PDP to target goals that extend beyond graduation.

All Future Skills modules connect to Design Thinking, and through that, the Graduate Attributes 'Creative Problem Solving', 'Collaboration', 'Empathy' and 'Self-Awareness'. Although all Graduate Attributes are engaged in all Future Skills modules (and the course at large) specific ones are spotlighted in either 'Navigate', 'Explore' or 'Apply'. Information about the focus of each Future Skills module is offered below.

Navigate (Level 4)

- Context - Personal
- Aim - To introduce Graduate Attributes and Design Thinking

- Activity - 3 x short creative activities. One in film, one in photography and one in games
- Spotlighted Graduate Attributes - Adaptability (managing new conditions), Digital Competence (key skills and tools)
- Indicative Topics - Design Thinking, Giving and receiving feedback, Presenting ideas, Self-reflection methods and tools, Writing a Personal Development Plan (PDP)

Explore (Level 5)

- Context - Co-creative
- Aim - To build Graduate Attributes and Design Thinking
- Activity - A cross-disciplinary, collaborative challenge focused on UN Sustainable Development Goals (SDGs)
- Spotlighted Graduate Attributes - A Questioning Mindset (inviting conversation to improve understanding), Digital Competence (digital research and co-creation tools)
- Indicative Topics - SDGs in industry, Engaging diverse perspectives, Cross-disciplinary co-creation strategies, Project planning, Pitching tactics

Apply (Level 6)

- Context - Enterprise
- Aim - To utilise Graduate Attributes and Design Thinking
- Activity - A cross-disciplinary, collaborative and externally-facing project that is focused on creative enterprise
- Spotlighted Graduate Attributes - Resilience (building the capacity to recover from setbacks), Enterprise (the commercial context of creative practice)
- Indicative Topics - Enterprise thinking, Job prospecting tools and skills, Resilience training, Team-building and leadership, Professional conduct

Inclusive Curriculum Framework

This course adopts and supports Kingston University's Inclusive Curriculum Framework. In the context of Learning and Teaching, it engages three fundamental principles of the framework in the following ways:

Create an accessible curriculum

The curriculum is designed to facilitate a range of learning methods and styles. To support visual, auditory, and kinesthetic learners, we utilise teaching methods such as lecture segments, seminar discussion, technical demonstration, desk-based research, hand-on making sessions, and both group and individual project work. Learning resources offered are provided in text and visual forms, which includes video walkthroughs for key technical training.

Enable students to see themselves reflected in the curriculum

Boomsatsuma is committed to supporting social mobility and ensuring that learning and teaching settings are welcoming and inclusive. The curriculum for this course offers a balance of perspectives, and creative projects provide scope for students to engage topics that are important to them - particularly in the modules 'Games for Learning' and 'Games for Change'. In addition, all students are offered opportunities to contribute to the tone and direction of the course through structured feedback sessions and consultancy for larger curriculum changes.

Curriculum content is also responsive to developments in representation and diversity in the games industry. Alongside matters of diversity in the workforce, in game content, and across player demographics, attention is given to inclusive gameplay (i.e. designing games with diverse characters, storylines and mechanics),

user experience (designing with accessibility in mind), and cultural sensitivity (designing games that accurately and sensitivity depict people, places and culture). Although threads that extend across all creative practice, they are particularly engaged in the modules, ‘Level Design’, ‘Games for Learning’, ‘Games for Change’ and ‘The Games Industry’.

Equip students with the skills to positively contribute to and work in a global diverse world

The curriculum will engage materials that expose diverse approaches to game design and game content. This includes interaction with games that emerge from a range of cultural contexts. You will also be presented with opportunities to explore the value of working with diverse perspectives and from varied backgrounds. This occurs within co-creative projects with other game students, and outside of games through cross-disciplinary projects and Future Skills activities.

Learning and Teaching Methods

The below list outlines the core categories of learning and teaching methods used in this course.

Workshops

Hands-on making sessions that support the acquisition of subject-specific skills and Future Skills competencies. Workshops are low-risk and may include socially-oriented set pieces such as game jams and gameplay sessions.

Project Briefings

Smaller and larger scale creative and technical briefs that extend, reinforce, and assess understanding of game production processes.

Demonstration

Practical, guided introductions to key tools, techniques, and workflows that underpin the design and production of games. The student body is also encouraged to request bespoke demonstrations on specialist skills that exist around the core curriculum.

Review

Taking multiple forms, ‘review’ describes the opportunity to offer and receive feedback on ideas and work in progress. Review activities engage staff, students and industry specialists.

Research

Research tasks that cover the contexts of game design and production, analysing existing products, understanding audiences and market trends, and evaluating work-in-progress. Methods used in modules include literature reviews, content analysis, case studies, prototyping and playtesting, interviews and action research.

Peer Learning

Often positioned within other learning and teaching methods, Peer Learning refers to structured opportunities for students to learn with and from one another - i.e. to share knowledge, skills, experiences, and perspectives. Peer learning underpins group projects yet is also utilised in review sessions, research tasks, and flipped classroom activities, alongside other methods.

Tutorials

Individual and small group sessions that enable personalised academic and professional growth. This may include clarification of existing knowledge, discussions on subject matter of a more personal interest, the pursuit of individual creative enquiry, and the facilitation of personal and professional development.

Seminars

Discussion-led sessions that are typically initiated by a provocation in the field of game design and production. Seminars are in part an opportunity to critically engage the cultural context, subject matter, and aesthetic trajectory of games.

Lectures

Talks from permanent staff, visiting academics, and industry specialists that help you acquire knowledge and a rounded understanding of game design and production.

Guided Independent Study

Self-managed time where you prepare to engage new concepts, as well as extend the knowledge and skills introduced in teaching sessions. Independent study is an important component of undergraduate study that supports lifelong learning. 'Guided' means that tutors will provide direction to help you pursue independent study effectively.

Induction Week

An opportunity to prepare for learning. At Level 4 in particular, Induction Week provides time for you to ease into undergraduate study. You will meet your tutors and other students and learn about your course. All study levels are invited to participate in a programme of social activities, meetups, and no-risk creative challenges.

Enrichment Week

A 'pause' week, one positioned is teaching block 1 and one in teaching block 2, that provides space for you to work on projects and engage learning activities that fall outside of game design and production. Enrichment week may also include field trips and self-initiated opportunities to seek short work placements.

Assessment

Assessment in this course is designed in accordance with the principles set out in The Kingston University Academic Framework.

Assessment Types

Assessment in this course is both formative and summative. Formative assessment is intended to help you identify strengths and opportunities for learning against, all framed within a specific task/set of tasks that engage the learning objectives of a module. It is an assessment for learning. Summative assessment - although a developmental exercise in itself - can be characterised as an assessment of learning. Credit awarded for summative assessment therefore contributes to the mark you receive for a module.

Summative assessment types engaged in this course include but are not limited to:

- Portfolios (e.g. games with documentation)
- Practical Project Outcomes (e.g. games, game levels, media boards)
- Skills Collections (e.g. mini brief solutions, asset packs)
- Process Captures (e.g. Game Design Documents, written/video logs)
- Personal Development Plans (PDPs)
- Reflective Commentaries
- Presentations (e.g. pitches, showcase events)

Formative assessment types include but are not limited to:

- Game jams
- Maker events
- Prototypes
- Learning logs
- Peer feedback and feed forward activities
- Quizzes and polls

- Concept maps
- Research summaries
- Discussion roundtables

Early First Assessment

This course includes two low-stakes assessments at Level 4 - one in the module ‘Game Worlds’ and the other in ‘Level Design’. Each assessment contributes 20% of the module mark and takes place within the first 6 weeks of teaching block 1. The early first assessments engage a selection of competencies related to games design and production (i.e. analysis, creative thinking, practical skill, communication) and are ‘self-diagnostic’ in that they help you identify areas of strength and learning opportunity towards the start of your degree programme. The insights generated from the self-diagnostic combine with self-reflection on activities undertaken in Future Skills ‘Navigate’ to help you define a Personal Development Plan for Level 4.

Assessment of Group Work

Game design and production is a collaborative discipline. As such it is expected that several of your summatively assessed projects will benefit from and require group working. Tutors support this work by providing guidance on how to approach co-creation, as well as adopting matchmaking strategies that aim to balance skills, experience, and interests across groups.

To ensure fairness in assessment, collaboratively-developed assessed projects always include a component that allows individual effort to be specified. This is called a ‘statement of contribution’. The assessment of group work also often includes an opportunity for individuals to discuss the processes and personal learning they undertake across the project. In these cases, a proportion of the total mark is awarded for the evidence produced (via documentation). For the practical work itself, a proportion of the total mark is awarded to the group (i.e. each person receives the same mark), and the remainder of marks are awarded to individuals to acknowledge individual effort. The proportion of marks that are awarded to the group and to the individual (e.g. 70% for the group and 30% for the individual) is specified in assessment briefs and marking rubrics.

Portfolio Assessments

A portfolio assessment is a single element of assessment that includes a number of distinct pieces of work - of varying types (e.g. creative projects, preproduction work, writings) - that each evidence unique skills. This differs from the ‘Compilation’ assessment format, which is a multipart curation of pieces of the same/a similar type (e.g. an asset pack, a collection of exercises that demonstrate game engine skills). In the context of this course, the portfolio as a whole will address a rounded constellation of skills related to the conceptualisation, design, development, testing, and evaluation of a game output. The scope of a portfolio assessment is proportional to its mark weighting (e.g. 50% of a module mark) and level of study in which it is positioned (e.g. expectations at Level 6 will be higher than Level 4). To ensure appropriate student workloads, modules are limited to a maximum of one summatively assessed portfolio. To support the development of quality work, portfolios are developed longitudinally and iteratively across a module with regular guidance from tutors and review from peers.

Experimentation and Creative Risk-Taking

This programme includes a focus on experimentation and risk-taking as a means to pursue original ideas and an individual creative voice. Select assessment items are designed to offer an opportunity for you to detail your approach to experimentation alongside the submission of practical project outcomes. Where a commentary is not

required as part of a given assessment item, assessment briefs and marking criteria will outline the extent to which creative risk-taking is encouraged or expected.

F. Support for Students and their Learning

You are supported by the following initiatives and resources:

- Knowledgeable and supportive teaching teams that have worked, and largely continue to work, in the Creative Industries
- Engagement with a network of studios and creative agencies that offer live briefs, industry-insight talks, and mentorship opportunities
- Engagement with a Future Skills programme, embedded within each level of the course, that helps you build key skills that employers need
- A maintained Student Info Portal that provides information and guidance on topics that range from course admin and IT help to professional networks and wellbeing
- Reasonable adjustments in terms of learning, teaching, and assessment for students with defined and declared support needs
- Access to the Google Suite, which includes Google Classroom, Google Drive, and various Google applications
- Access to Adobe Creative Cloud and a range of professional-grade software used by game designers and developers
- Access to LinkedIn Learning which offers a diverse range of video courses for technical training

Personal Tutor Scheme

Boomsatsuma adopts the Kingston University Personal Tutor Scheme, which is partly embedded into Future Skills modules. The Personal Tutor Scheme is a structured series of individual and/or group meetings that focus on personal and professional development.

Peer Mentor Scheme

The peer mentor scheme is a mechanism for connecting students - often those in lower levels of study to those in higher levels of study. Its intention is to facilitate a reciprocal sharing of knowledge, experiences, and practical advice that both individuals make the most of undergraduate study. Engagement with the scheme is optional but highly encouraged and enabled by boomsatsuma.

G. 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
- School Education Committee with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys, and the National Student Survey (NSS)
- Moderation policies

- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course:

- *PSRB standards*
- *QAA Subject benchmarks*
- *Apprenticeship standards*
- *Other subject or industry standards*

Please delete or edit as required, for example if course is not an Apprenticeship then delete 'Apprenticeship standards'.

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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		
		BF4009	BF4010	BF4011	BF4012	BF5004	BF5002	BF5001	BF5003	BF6003	BF6002	BF6001
Knowledge & Understanding	A1		S	S					S		S	
	A2	S		S		S			S		S	
	A3	S				S			S			S
	A4		S		S		S			S		
Intellectual Skills	B1	S			S		S	S		S		S
	B2	S	S			S		S		S		
	B3			S					S			S

	B4	S		S		S				S		
Practical Skills	C1			S				S				S
	C2	S	S			S		S			S	
	C3		S		S		S	S	S		S	
	C4				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.

Additional Information