



Programme Specification

Title of Course: *MA Animation*

Date first produced	10/03/2023
Date last revised	18/08/2023
Date of implementation of current version	01/09/2023
Version number	3
Faculty	Kingston School of Art
School	Design School
Department	Illustration Animation
Delivery Institution	No partner

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): <i>Up to 10 pathways</i>	MA Animation
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Certificate in Animation Postgraduate Diploma in Animation
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

Award(s) and Title(s): <i>Up to 10 pathways</i>	MA Animation With Professional Placement
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	No partner
Location:	Knights Park
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Entry Requirements:	The minimum entry qualifications for the programme are:

	<p>A 2:1 or above honours degree or equivalent qualification in animation or a related subject.</p> <p>A portfolio of work, must accompany application as part of the admissions process.</p> <p>Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, and who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered.</p> <p>A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language.</p>
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	QAA Master's Degree Characteristics 2015 http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

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

SECTION 2: THE COURSE

A. Aims of the Course

The aims are to:

- Support students to acquire in-depth knowledge and understanding of research contexts, critical debates and historical practices.
- Provide an inclusive environment in which to challenge and questions parameters of contemporary animation through discussion with peers and tutors.
- Enable students to develop the diverse communication skills needed to articulate their ideas and intentions.
- Support students in situating their own practice and ambitions by examining the professional, social, and political context in which animation currently operates globally.
- Support students to independently design, undertake and evaluate their own research enquires using robust methodologies.
- Facilitate students to situate their individual practice by applying an understanding of theory and ethics to practice-based projects
- Support the development of creative and imaginative responses to challenging problem-based projects to produce original outcomes.
- Enable students to critically reflect upon their own practice and analyse that of other practitioners.
- Support students to acquire and apply relevant technical and practice-based research skills and process.
- Facilitate an experimental and explorative approach to the production of animation to produce original, ambitious and personally challenging work.
- Enable students to interpret and translate knowledge or experiences into animation outcomes by considering audience and public impact.
- Support students to develop a range of graduate attributes and skills that will enable them to thrive in a professional environment including working with others and project management.

The 2-year programme with integrated placement(s) provides students with an opportunity to further enhance their professional skills within an industrial or commercial workplace/environment.

B. Intended Learning Outcomes

The course outcomes are referenced to the QAA Master's Degree Characteristics 2020 and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), an awareness of the undergraduate QAA Subject Benchmarks for Art and Design 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:

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 in-depth knowledge and understanding of contemporary and historical practice, theoretical discourse, ideas, and debates.	B1	Design and undertake informed, sustained, and rigorous research, investigations and/or enquires and critically evaluates their effectiveness.	C1	Develop individual practice-based research methodologies and/or critical making practices.
A2	Challenge and question parameters of contemporary animation discipline and practice.	B2	Apply theoretical understanding, intellectual reasoning, and ethical positioning to an individual practice.	C2	Develop existing animation practice through experimentation and open exploration to produce ambitious and personally challenging work.
A3	Communicate and articulate critical ideas, reasoning, and intentions effectively and through appropriate visual, written and/or oral presentation skills.	B3	Respond to new and complex problems with individual creativity, imagination, originality, and vision.	C3	Interpret information, narratives, and/or experiences and through animation practice seek out and communicate to diverse audiences.
A4	Develop an understanding of the professional, social, political, and global contexts in which animation operates to situate own practice and future ambitions.	B4	Reflect and analyse own achievements and those of others in personal and professional contexts.	C4	Develop attributes and skills required to operate as a professional, including collaboration, self-advocacy, agency, autonomy, effective communication, relationship building, and project management.

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

Full Time

TB1

Studio: Critical Making for Animation (30 Credits)

Reading: Critical Positions (30 credits)

TB2

Studio: Situating Practice for Animation (30 Credits)

Presentation: Future Directions (30 Credits)

TB3

Studio: Extended Research Project for Animation (60 Credits)

Part Time Year 1

TB1

Studio: Critical Making for Animation (30 Credits)

TB2

Presentation: Future Directions (30 Credits)

Part Time year 2

TB1

Reading: Critical Positions (30 credits)

TB2

Studio: Situating Practice for Animation (30 Credits)

TB3

Studio: Extended Research Project for Animation (60 Credits)

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

Students exiting the programme with 60 level 7 credits are eligible for the award of PgCert in Animation.

Students exiting the programme with 120 level 7 credits are eligible for the award of PgDip in Animation.

MA Animation

Progression to Level 5

N/A

Progression to Level 6

N/A

Level 6 requires the completion of

N/A

Level 7							
MA Animation							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Presentation: Future Directions	IA7003	30	7	2		1	1
Reading: Critical Positions	IA7002	30	7	1		1	2
Studio: Critical Making for Animation	IA7005	30	7	1		1	1
Studio: Extended Research Project for Animation	IA7004	60	7	3		1	2
Studio: Situating Practice for Animation	IA7001	30	7	2		1	2
Optional Modules							
Professional Placement (Design)	WP7001	120	7	1,2,3		2	3

Level 7 information

Students exiting the programme with 60 level 7 credits are eligible for the award of PgCert in Animation.

Students exiting the programme with 120 level 7 credits are eligible for the award of PgDip in Animation.

MA Animation With Professional Placement

D. Principles of Teaching, Learning and Assessment

The MA Animation programme at Kingston School of Art takes a creative and director-led approach to interdisciplinary moving image production. The programme supports the

development of an individual practice informed by a culture that values research and collaboration. Research is seen as integral to the act of critical making through experimentation with theoretical, physical, digital and virtual tools and technologies by embracing a diverse range of multidisciplinary approaches. Collaboration and relationship building is understood as essential to, not only animation practice, but all types of creative production and is developed on the programme through a range of pedagogic approaches including group work, studio culture, co-creation and peer-to-peer feedback. This is supported through a learning and teaching environment that is equitable, inclusive, and convivial.

This course equips students with the skills and attributes to thrive in a professional environment shaped by rapid cultural and technological change by introducing a wide range of interlinked and adaptable technologies and methods including 2D and 3D animation, virtual reality and augmented reality. Play and experimentation are seen as key to developing an individual moving image practice at an advanced level and students are encouraged to build upon existing craft and technical abilities through a process of discovery and invention.

Students will use animation methods to interpret knowledge, stories, ideas and data into adaptable visual and/or experiential outputs. Such skills as translation and interpretation are increasingly valuable in a world that needs animators able to communicate complexity with empathy. The programme is designed to develop creative and innovative practitioners who are equipped with the transferable skills that will allow them to enter the contemporary animation industry as well as allied creative and communication sectors.

Through tutorials, field trips, lectures, seminars, workshops and research projects, students will gain the technical skills, critical tools, knowledge and confidence needed to contribute to the development of the subject and its practice. Students will be asked to examine their own practice and identify existing practice-based research methods, which will then be developed by introducing discipline specific notions of rigour, originality, ethics, positioning and inclusivity. On MA Animation we take a dialogic and discursive approach and there are opportunities to co-construct the curriculum. Modules have been designed and aligned to ensure that students are able to make intellectual links between practice, critical theory and real-world scenarios. In doing so, this programme prioritises the development of an individual practitioner and their creative work.

There is an emphasis on independent and self-directed learning where students are given autonomy to develop a practice that supports their aspirations and ambitions. Skills in critical reflection and analysis provide students with the tools necessary to make decisions about their practice and learning trajectory. Students are provided with the opportunity to initiate, propose, and realise an Extended Research Project (Capstone Project), typically a film, that is ambitious in scale and scope.

Students are introduced to critical design theory to enable them to position their practice within contemporary and historical design principles, practices, and epistemologies, and in turn to challenge norms and assumptions. We look beyond Eurocentric models of knowledge production to understand new and emerging critical discourses using sustainable, inclusive, socio-political, and postcolonial methods and theories and applying these to a student's individual development as a critical practitioner.

Students will communicate across boundaries working in interdisciplinary environments with hybrid ways of making and thinking drawn from different disciplines; asking questions about who we should be communicating with and by what means. Real-world scenarios will be examined through collaborative projects that situate students' creative practice within the

contemporary paradigms of precarity and uncertainty, addressing issues such as climate literacy and the future of work, and establishing contexts for practice within the cultural and creative industries and beyond. These projects present students as agents of change, able to act 'in the world' to make a positive difference.

Inclusive Curriculum

The programme has been designed using the Kingston University Inclusive Curriculum Framework principles. An inclusive curriculum recognises that our students bring with them a diverse set of learning styles, educational experience, and cultural capital, as well as differing levels of confidence and self-esteem. An inclusive curriculum understands that this diversity is a key strength which provides learning opportunities for all our students and staff. It places the student at the heart of the learning process, recognising that inclusivity does not mean treating everyone the same. MA Animation embraces this approach through a peer-led learning, collaborative approach to animation production and discussion groups and seminars. Students will benefit from a variety of different learning and teaching approaches including brief-led project work, workshops that encourage creative experimentation and individual critical reflection. By providing opportunities for students to co-create the curriculum, their individual cultural and contextual knowledge is valued. An elective range of assessment strategies and methods allows students to take responsibility for their own learning. Reading and resources lists include a diverse range of voices with the distinct aim to support our decolonising agenda and include books, films, fiction, articles and websites to support different learning styles. Invited Industry speakers from diverse cultural and social backgrounds reflect the current diversity of students, as well as the contemporary animation industry in a range of geographical locations.

Studio Culture + Critical Making

The studio is both a physical environment and a design education ethos. The studio provides a readily available environment for peer-to-peer learning and collaboration, whilst also accommodating 1:1 student-tutor contact and individual learning. Supportive communities of practice develop through studio working and the opportunity for informal dialogue.

Kingston School of Art has an established an ethos of *Thinking Through Making*, underpinned by a policy that supports equal access for all students to the 2D and 3D workshops. Students are encouraged to explore new and unfamiliar processes and techniques and use these to experiment and innovate within their own disciplines and individual creative practices.

Learning and Teaching Activities

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.

Reviews - 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 reviews can take place in studio: teaching/work space, or, if appropriate, the work to be discussed might be more formally exhibited, as at the end of DE7300. Discussion of this

kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Reviews 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 centred upon the work of other members of the group.

Tutorials – These are 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 feedforward 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 travelling to strategic venues of interest which may vary from visits to galleries and museums, 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 their 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 – This is 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 reviews 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.

The VLE (Virtual Learning Environment) Canvas is an online environment designed 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 – Canvas – is used 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.

Work Placement – the integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor. During the period of the placement(s) students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Microsoft Teams. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available.

Assessment and Feedback

Programme and Module Learning Outcomes have been developed to reflect the four key fields of learning and teaching within art and design as well as referencing the incremental development of a creative project. The four fields are as follows:

- Research and Analysis
- Experimentation and Practice
- Communication and Presentation
- Personal and Professional Development.

Each module has 4 learning outcomes with each referencing one of the 4 fields of learning and teaching. The three categories of Programme Learning Outcomes (Knowledge and Understanding, Intellectual skills and Subject Practical Skills) have been cross-referenced with these 4 fields to create a matrix. This supports clarity and ensures that students can clearly identify how the learning within modules builds as they progress through the course in order to achieve the programme learning outcomes.

Students will receive feedback from a variety of sources and in differing formats: tutorials, group discussions, reviews, peer and self-assessments and written formative and summative assessment feedback. Feedback on assessment is an essential part of the learning process. It involves tutors providing informative, developmental, and supportive guidance in relation to the learning outcomes. Students are also responsible for engaging with that feedback to improve skills and performance. A formal formative assessment at a mid-point in each teaching block provides feedback and a grade that is indicative of the student's progress so far and should be used to help identify strengths and areas for improvement.

At the end of the module the student will have a final review where they present to their peers and tutors (testing work on an audience) and gain verbal feedback. They will also be asked to submit project work for summative assessment. We recognise the inseparability of the maker and their work and therefore take a dialogic approach to summative assessment. A 1:1 student-led presentation of assessable work is followed by a constructive and open discussion between tutor/assessor and student, structured around the assessment rubric. Feedback is discussed, and written feedback documented, and a mark is agreed upon. Students will be supported to develop presentation, oratory, and self-advocacy skills.

A range of assessment methods are used across the modules (e.g. portfolios, practical outcomes and oral and visual presentations) including opportunities to demonstrate learning from group projects. There will also be opportunities for students to select from a choice of assessments that support and enable different and individual approaches to learning.

Graduate Attributes

Our graduates have the necessary personal and professional attributes to thrive and make a difference in a rapidly changing international context for the animation industry. The curriculum is designed to support students in developing attributes such as problem solving, reasoning, and emotional intelligence. Through moving image projects students' individual creativity and imagination are developed to enable them to have original ideas and find creative solutions. Group work and collaboration, inherent to animation practice, foster professional skills in effective team working, building networks and project leadership. Independence and autonomy nurtured so that our graduates are resilient and understand the importance of life-long learning. Our graduates are influential in their field, by using their knowledge and skills to practice professionally at an advanced level and their commitment to positively tackle global, commercial and societal challenges.

E. Support for Students and their Learning

Students are supported by:

Personal Tutor Scheme

The Personal Tutor Scheme (PTS) is embedded in the course and delivered within the Presentation: Future Directions module, with every student allocated a personal tutor when they enrol. The personal tutor is distinct from tutors who teach within the modules and technical support tutors.

The Aims of the Personal Tutor Scheme:

- To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
- To provide a holistic overview and guidance for individual study and the development of personal practice.
- To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
- 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 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 their year of study.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

- To help students to make the transition to postgraduate level study and understand how to use feedback and feed forward on the 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
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision

Student Support

Students are supported by:

- A Module Leader for each module
- A Course Leader to help students understand the programme structure
- An academic team who provides support in the studio and through regular weekly drop-in 'office hours'.
- A Personal Tutor to provide academic support and refers students to other support within the university as and when needed
- A Placement Tutor to give general advice on placements
- Technical support when working within the KSA workshops
- A designated Course Administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- 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. Curated sections support students within each module.
- A substantial Academic Success Centre that provides academic skills support for undergraduate and postgraduate students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Disabled student support
- The Union of Kingston Students
- The Careers and Employability Services (CES) provides support for students at every stage of their career planning. They support faculties & programmes with specific activities built within the curriculum to scaffold the development of professional attributes, transferable skills, and commercial awareness, combined with co- and extra-curricular support available to all students. Beyond graduation they continue to offer services to graduates as part of their Graduate Support Package which entitles graduates 2 years of support, resources, and activities beyond graduation to support students' successful transition into their professional lives.

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 Questionnaires (MEQs), level surveys and the National Student Survey (NSS)

- Moderation policies
- Feedback from employers

G. Employability and work-based learning

Holistic personal and professional development is a key aspect of MA Animation. Project-based learning and live briefs in the curriculum support the development of the Future Skills. Through collaborations with Careers and Employability all students have access to additional resources to support their development both within and outside teaching hours. All students have access to Career Zone, Handshake, and LinkedIn Learning during their studies, as well as the opportunity to book individual support from dedicated Careers Advisors. Resources and support available spans a wide range of professional ambitions to support students wishing to enter industry, freelance, pursue a non-linear career, develop a portfolio career, and more.

Should students wish to undertake a professional placement year, additional resources will be available to support them in securing an appropriate placement. Sourcing and applying for placement(s) equips students for a competitive job application process. The experience of the work placement period enables students to apply their learning in a professional 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 their prior learning, and to evaluate the relationships between academic skills and employers' expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

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.

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

QAA Master's Degree Characteristics 2015

http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10

Course pages on the Kingston University website:

MA Animation [link to be added]

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					
		IA7005	IA7002	WP7001	IA7001	IA7003	IA7004
Knowledge & Understanding	A1		S			S	
	A2		S			S	
	A3		S	S			
	A4		S	S	S		
Intellectual Skills	B1				S		S
	B2	S					
	B3	S		S		S	
	B4	S		S			
Practical Skills	C1	S					
	C2				S		S
	C3				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.