PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	**FdA Game Design**
Awarding Body	**Buckinghamshire New University**
Teaching Institution / Programme Location	**Buckinghamshire New University / High Wycombe, UCAV & Uxbridge**
School	**Business, Law and Computing**
Name of Final Award	**Foundation Degree Arts, FdA**
NQF/FHEQ Level of Qualification	**Level 5: Diploma of Higher Education**
QAA Subject Benchmark Statement(s)	**Computing 2016** **Art & Design 2017** **Communication, media, film and cultural studies 2016**
Course Code(s)	**FB1GAD7**
Mode of Delivery	**Full Time**
Length of Study	**2 years**
Number of Intakes	**1: September**
Regime of Delivery	**Campus Based**
Language of Study	**English**
Programme Accreditation	**N/A**
Month and Year valid from	**September 2018**
Publication & Revision Dates	**September 2018**

Programme Introduction

The FdA Game Design course aims to develop those interested in pursuing employment as Indie Games Developers in this growing sector, within the Interactive Industry. The course contains four themes: Game Art, Programming, Design and Projects and addresses the subjects of game and level design, sketching, 2D art, 3D modelling, animation, creative writing, audio production, programming, maths and AI. While students will undertake an individual project at level 5, there will be a strong focus on group work, with group project / assignments at L4 & 5. Students will develop games for a variety of platforms including mobile, console and PC and will be encouraged to enter their work into competitions as well as participating in game jams.

Distinguishing Features and Key Characteristics of the Programme

The console game market dominated by AAA titles costing $80 million plus to develop, is in decline with unit sales halving over the last five years. Yet the global games market fuelled by a new generation of cheap mobile games is thriving, with revenue predicted to increase from $116 billion in 2017 to $143.5 billion in 2020 (ukie 2018). There are 2,261 active games companies based in the UK employing 12,100 of which 9,400 are work in games development. 1,483 of these companies are

focused on mobile development, employing 5,000 and contributing to the global mobile revenue of $70 billion.

A survey carried out at the Games Developers Conference (2013) reported that 53% of respondents classified themselves as Indie developers, 46% worked in companies of less than 10 employees and 58% were to release a smartphone title shortly. Based on current figures the average number of employees of a UK based Mobile Games Development company is 5000 / 1483 = 3.3.
Generally classified as Indie companies they typically are composed of individuals or small teams that develop smaller titles on limited budgets.

Distinguishing Features

- The course exposes students to all aspects of a game's life-cycle, from concept through design to production and delivery.
- The curriculum covers: game theory; art and design; game development for different platforms; the modelling, creation and implementation of game assets; functional and usability testing; artificial intelligence; animation; audio and special effects.
- Students then develop a range of skills that make them employable in a range of roles in the game industry and as an independent game developer.
- Students completing this Foundation Degree can pursue progression opportunities onto an appropriate BA (Hons) Degree programme, such as Independent Games Production.

Admission Requirements

A student applying for this programme will typically be expected to have achieved 80 UCAS Tariff (gained either from two passes in GCE A-levels or from an overall pass in an AVCE). The course team expect applications from students with both artistic and technical skills, examples being students studying BTEC Level 3 Media related courses. We would also encourage applications from students who have completed an Arts Foundation Course.
The department considers that a student with the aforementioned qualifications has attained the appropriate academic level to embark on and to successfully complete the programme. In addition, as some of the course content is informed by mathematical concepts, students are expected to have achieved at least a grade C in mathematics at GCSE level.
Furthermore, the ability to communicate effectively (especially as students' progress to their final year) is also an integral part of the programme. Therefore, students will normally require a minimum of a grade C in English at GCSE level. This ability is of equal, if not greater importance for overseas students so the department requires students whose first language is not English to have at least the following score in one of the standard English as a Foreign Language tests:

- IELTS: 6 (min 5.5 in all areas)
- TOEFL Internet test: 87 (R22, L21, S23, W21)
- Pearson: 50 (42 in all sub scores).

In addition to this route, the department also welcomes applications from prospective students with other vocational qualifications, relevant work experience or experiential learning. In the case of these students, admission criteria will inevitably vary and be decided on a case-by-case basis.

We also consider applications from those who have gained relevant skills through a wide range of vocational qualifications or responsible experience and experiential learning for mature applicants.

Please see the University's General Entry Requirement webpages for requirements for entry at this level.

Employability Statement / Career Prospects

The growth in Indie companies is being fuelled by the availability of inexpensive commercial grade development tools, third party digital marketing platforms and a consumer led demand for a greater variety of games, which is not being fulfilled by the larger game studios. Unlike the traditional game studio employee who would specialise in one discipline, the Indie Developer requires a broad knowledge of all areas of production.

Graduates of the course with their diverse range of skills, will be well placed to pursue a career within this growing sector working on their own or within small teams, or alternatively employed within a larger studio or freelance, as specialist Game Designers, Artists or Programmers. The programme will place great emphasis on developing the students' employability skills, thus providing them with the competence and confidence to succeed within this demanding industry.

The curriculum mirrors the syllabus covered on the BA (Hons) Independent Games Production at Level 4 and 5, thus giving students with the FdA qualifications the opportunity to "top-up" to a full Honours Degree.

Professional Statutory and Regulatory Body Accreditation

Not applicable

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Produce graduates who have the skills, knowledge and experience to sustain and drive the games industry forward.
- Develop students who seek to bring games to new markets and challenge gaming conventions by understanding and redirecting the impact of game culture.
- Encourage students to work innovatively, creatively and flexibly and respond positively to criticism and change.
- Develop students' ability to critically evaluate ideas and synthesise these into a game.
- Enable students to be flexible enough in the evaluation of different approaches to solving problems, within a constantly changing professional environment.
- Develop students' appreciation of professional, legal, moral, cultural and ethical issues facing the Games Industry.
- Equip students with the knowledge and skills, necessary to become a productive member of a development team.
- Give students a range of technical competencies and transferable skills, including the attributes of a self-motivated lifelong learner, which can be applied to higher level awards, such as the top-up BA in Independent Games Production.

Programme Learning Outcomes

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of L5, a graduate, will be able to:

Programme Learning Outcomes			
K	**Knowledge and Understanding**	**Core Modules (Code) Level 4**	**Core Modules (Code) Level 5**
K1	Describe the software engineering practices employed within games development.		CO515, CO562
K2	Explain the mathematical principles that underpin computer based games.	CO462	CO562
K3	Formulate, specify and evaluate original game-play concepts and mechanics.	CO412, CO416	CO511, CO513, CO514
K4	Understand the creative and production techniques utilised in the creation of assets for games.	CO411, CO413, CO414	CO512, CO515, CO516, CO568
K5	Have knowledge of the current and emerging hardware and software technologies relevant to gaming.		CO515, CO562, CO568
K6	Appreciate the legal and social factors that impact on games development.	CO412	CO515
K7	Have an understanding of the methods and good practice for effective communication in professional work within the gaming industry context.	CO411, CO412	CO515
C	**Intellectual/Cognitive Skills**		
C1	Select and apply appropriate methodologies and tools for the construction of optimized games.		CO511, CO515, CO562
C2	Solve software related problems in a logical and analytical manner.	CO413, CO415, CO452	CO511, CO513, CO515
C3	Critique, analyse and review documents and assets relating to games design.	CO412, CO416	CO513, CO514
C4	Deconstruct and critique game-play constructs, narratives and mechanisms.	CO412	CO514, CO515
C5	Generate ideas, concepts, proposals and solutions to set briefs.	CO411, CO412, CO414, CO416	CO511, CO512, CO513, CO514, CO516, CO562, CO568
C6	Plan, manage and undertake a		CO511,

	project.		CO515
C7	Make informed design decisions and develop achievable production plans.		CO515
C8	Appraise new and emerging technologies in terms of their suitability for games development purposes.		CO515, CO516
P	**Practical Skills**		
P1	Create, optimize and test computer games using industry standard tools.	CO415	CO511, CO513, CO515, CO562
P2	Apply sound programming principles to the construction and maintenance of software deployed on multiple platforms.	CO415, CO452	CO511, CO513, CO515, CO562
P3	Write and present games design documents and narratives.	CO412, CO416	CO511, CO514
P4	Demonstrate understanding of games design theory.	CO412, CO416	CO511, CO513, CO514, CO562
P5	Conceptualise ideas through a variety of media.	CO411, CO414	CO512, CO568
P6	Apply artistic and technical skills in the creation of game assets.	CO413, CO414	CO511, CO512, CO515, CO516
P7	Apply basic business and marketing concepts and techniques.	CO412	CO515
T	**Key/Transferable Skills**		
T1	Employ appropriate IT and information-retrieval skills.	CO413, CO414	CO514, CO515
T2	Demonstrate numeracy and literacy in both understanding and presenting cases involving a quantitative and qualitative dimension.	CO462	CO514, CO515
T3	Communicate ideas effectively through visual, written and oral form.	CO411, CO412, CO416	CO514, CO516, CO562, CO568
T4	Work as a member of a development team, recognising the different roles within a team and different ways of organising teams.	CO415	CO515
T5	Set goals, demonstrate effective time management and meet deadlines.		CO511, CO515
T6	Respond appropriately to critiques.	CO411	CO514, CO515
T7	Appreciate the need for continuing professional development in recognition of the need for lifelong learning.		**CO515**

On successful completion of **Level 4 Certificate of Higher Education (CertHE)**, a graduate will be able to:

- Comprehend and apply a simple requirement in a structured manner and implement a software solution.
- Demonstrate competence in the design of a game, based on an understanding of key principles and theories.
- Adopt a systematic approach to the production of game environments and game assets.
- Make use of different software and game engine tools to create games and game elements.
- Demonstrate creativity in the conception of ideas relating to games development.

The above learning outcomes will be demonstrated by the achievement of 120 credits listed at Level 4 for this programme.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

How will students learn?
Modules on this programme will be taught in line with best practice across the university and in the sector. A variety of approaches, and good use of the latest technology, will be blended together to engage students in learning in class and beyond, and to encourage full student participation. Meanwhile, the Course Team will strive to ensure that all modules embrace current industrial practice wherever possible.

The teaching and learning strategies employed throughout the course are those judged to be the most appropriate for each module at each stage and level of the course. The strategies have been designed to ensure that there is progression from formal teaching through to student centred independent learning as the student progresses through the levels of the course(s).

A range of teaching methods will be used including:

Lectures
This is the most formal teaching strategy employed in teaching the modules. It is generally used to deliver a body of theoretical information to a large group of students and is most effective when followed up by a seminar or tutorial session to consolidate learning.

The lecture format may be supported by written hand-outs, web or library references, which serve to reinforce and expand the audio-visual information presented. In addition, staff will make appropriate use of the VLE (Blackboard) facilities. This should enable lecturers to enhance the traditional communication and learning mediums, as well as making material available to students at home and university.

Tutorials / Practical Sessions
Often in smaller groups, tutorials are guided learning sessions, which can either support a formal lecture by students working through tutorial sheets with the help of a lecturer or by students working through practical exercises in, for example, a computing room.

Seminars
These can vary from large group seminars, which provide an opportunity for the student-led formal debate of particular topic areas, to 'impromptu' discussion sessions with smaller groups, which may for example follow the showing of a video.

Other techniques such as industrial visits, guest lectures and computer aided learning tools will be used where appropriate. This variety of techniques is aimed at stimulating student learning. The teaching and learning strategies for individual modules are detailed in the relevant module pro-forma.

How will students be assessed?

Assessment Strategies
A variety of assessment vehicles will be used as appropriate to the module, including assignments carried out in the student's own time, in-class assignment, workshops and presentations. The form of assessment has been chosen in order to motivate students to achieve their best, and create learning activities for them. The assessment vehicles for individual modules are detailed in the module descriptor.

Assessments will be appropriate to the task, achievable, motivating and vocationally focussed and will form a constructive part of the learning process.

Assessments will develop general transferable skills as well as academic skills.

Assessments will provide sufficient opportunity for the best students to exhibit a level of innovation and creativity associated with excellence.
During the Foundation Year, students will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful student at university; course content and Learning Outcomes strongly relate to students developing their knowledge and understanding of the subjects being studied and assessed.

Level 4 assessments will be primarily summative and will encourage the development of appropriate academic practice and concepts. The emphasis will be on frequent small-scale assessments wherever possible. Assessments at this level will focus on the development of practical and creative skills and knowledge through the submission of game designs and assets. Formative feedback will be provided during the practical sessions to ensure students understand/meet the requirements of the brief. In some cases the submission will be accompanied by a report that documents the development process.

Level 5 assessments will be more demanding, with the emphasis still on development of knowledge, skills, and concepts but now encouraging learning at greater depth, emphasising the fundamental principles. While there is still a strong practical element to the assessment at L5, students will also be expected to carry out limited research and reflect on the approach taken and final outcomes. The project modules provide a focal point for the creative and practical skills acquired at both L4 and L5. They will also assess the student's application of production, planning and research through a significant report. The projects modules include timetabled sessions that provide ample opportunity for formative feedback and technical support as well as formal tuition in production techniques/documentation.

Advice, Feedback and Collaborative Learning
Assessment is an integral part of the education process, promoting student learning by providing a focus for consolidating, applying and demonstrating understanding of the subject matter. The listed summative assessment regime essentially measures and grades learner development and achievement in relation to the intended Learning Outcomes. It also generates feedback information for students about the strengths and weaknesses in their work, with tutors affirming what students have done well whilst giving constructive and encouraging advice about areas requiring reflection and further improvement.

In fact, tutor feedback on formal assessment elements is just part of the on-going dialogue with students about their learning and personal development. Tutors will offer students frequent opportunities to discuss their progress, where their work can be examined and reviewed, including the evaluation of plans and drafts for assignments prior to submission. This supportive engagement helps to clarify what "good performance" is, with reference to published criteria and expected standards; it also encourages, motivates and directs students towards achieving their full potential.

Different strategies for timely advice and effective feedback will be adopted, according to what is fit-for-purpose for students and modules. For instance: good or bad examples of previous student work not only give students clues about appropriate content, structure and presentation of assignments, but also highlight common mistakes and omissions; practising presentations with other students can invite peer review; model answers can supplement and extend the feedback given on assessments; group discussions can promote reflection and collaborative learning; audio and video recordings can be used

at various points to explain topics and to give guidance; other technology (such as the VLE) can facilitate information sharing, and support learning and collaboration.

Work-Based / Placement Learning

Not Applicable

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title	FdA Game Design				
Course Code	FB1GAD7				
Mode of Study	Full-Time				
Credit Value	**UK**	240	**ECTS**	120	

Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award *([C]ore / [O]ptional)*	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
Level 4									
CO462	Maths for Games	4	1	C	15		100		1
CO411	Concept Visualisation 1	4	1	C	15		100		1
CO452	Programming Concepts	4	1	C	15		100		1
CO412	Game Design Theory	4	1	C	15		100		1
CO413	Audio and Special Effects	4	1	C	15		100		2
CO414	2D Asset Development	4	1	C	15		100		2
CO415	Mobile Game Development	4	1	C	15		100		2
CO416	Practical Game Design	4	1	C	15		100		2
Level 5									
CO511	Mobile Game Project	5	2	C	15		100		1
CO512	3D Asset Development	5	2	C	15		100		1
CO513	Level Scripting	5	2	C	15		100		1
CO514	Advanced Game Design	5	2	C	15		100		1
CO515	Indie Team Project	5	2	C	15		100		2
CO516	Character Modelling	5	2	C	15		100		2
CO562	AI for Games	5	2	C	15		100		2

CO568	Character Animation	5	2	C	15		100		2

Table 3: Breakdown of Contact Hours

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	423	777	0	**1200**
Year Two	465	735	0	**1200**
Total	**888**	**1512**	**0**	**2400**

SECTION D: ASSESSMENT REGULATIONS

This programme complies with the approved University *Academic Assessment Regulations* and procedures as detailed on the University website.

The calculation of this award will be ***Level 5 – 100%***

Referral Opportunities

Reassessment (formerly known as referral) opportunities will be available to students who do not pass all modules at the first attempt. The current University regulations permit reassessment in up to 120 credits of modules at each level. Additional rules about compensation or condonation will also apply.

Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	Cert HE in Game Design	120 Credits

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for: Computing 2016 / Art & Design 2017 / Communication, media, film and cultural studies 2016
- QAA Framework for Higher Education Qualifications (2014)
- Equality & Diversity Teaching & Learning Toolkit
- QAA Education for Sustainable Development
- University Academic Qualifications Framework
- Recommendation and feedback from external subject academic and industry professional

Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

Computing – Research Ethics Sub-Committee.

Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year: 2023-24

SKILLS MATRIX

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
CO462	☒	☒	☐	☐	☐	☒	☒	☒	☒	☐
CO411	☒	☒	☐	☒	☒	☒	☐	☒	☒	☐
CO452	☒	☐	☐	☐	☒	☒	☒	☒	☒	☐
CO412	☒	☒	☐	☒	☒	☒	☒	☒	☐	☐
CO413	☒	☐	☐	☐	☐	☒	☐	☒	☒	☐
CO414	☒	☐	☐	☐	☐	☒	☐	☐	☒	☐
CO415	☒	☐	☐	☐	☐	☒	☒	☒	☒	☒
CO416	☒	☒	☐	☒	☒	☐	☐	☒	☐	☐
CO511	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐
CO512	☒	☒	☐	☐	☐	☒	☐	☒	☒	☐
CO513	☒	☒	☐	☐	☒	☒	☒	☒	☒	☐
CO514	☒	☒	☐	☒	☒	☒	☒	☒	☐	☐
CO515	☒	☒	☒	☐	☒	☒	☒	☒	☒	☒
CO516	☐	☐	☐	☐	☐	☒	☐	☒	☒	☐

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
CO562	☐	☒	☒	☐	☒	☒	☐	☒	☐	☐
CO568	☐	☐	☒	☐	☐	☒	☐	☒	☒	☐

SUBJECT BENCHMARK MAPPING

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Subject knowledge, understanding and abilities					
Computing					
Modelling: use such knowledge and understanding in the modelling and design of computer-based systems for the purposes of comprehension, communication, prediction and the understanding of trade-offs.	K1, K2	CO462	CO562, CO515		
Critical evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development.	K3	CO412, CO416	CO511. CO514, CO515		
Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of computer-based systems.	K4, K5	CO413,CO414	CO515, CO516, CO568		
Professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology and be guided by the adoption of appropriate professional, ethical and legal practices.	K6, K7	CO412	CO515		
Art					
articulate and synthesise their knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employment, further study, research and self-fulfilment	K7	CO411, CO412, CO416	CO511, CO514, CO514, CO515, CO568		
Subject-specific skills					

Computing					
The ability to specify, design and construct computer-based systems.	C1,C2,P1,P2	CO415, CO452, CO462	CO513, CO511, CO515, CO562		
The ability to evaluate systems in terms of general quality attributes and possible trade-offs presented within the given problem.	C3, C4,C8	CO412, CO416	CO511, CO514, CO515, CO562		
The ability to deploy effectively the tools used for the construction and documentation of computer applications, with particular emphasis on understanding the whole process involved in the effective deployment of computers to solve practical problems.	C7, P2	CO415	CO511, CO515, CO652, CO513		
Media					
Produce work that uses the effective manipulation of one or more of sound, images, and the written word, including understanding relevant industry standards and how they are defined and achieved	P3, P6	CO412, CO413, CO414, CO416,	CO514, CO515, CO516, CO512, CO568		
Initiate, develop and realise distinctive and creative work within various forms of writing or of aural, visual, audio-visual, sound or other electronic and digital media	C5,P3,P5	CO411, CO412, CO416	CO514, CO512, CO515		
employ production skills and practices to challenge existing forms and conventions and to innovate	C7		CO515		
draw upon and bring together ideas from different sources of knowledge and from different academic disciplines	P5	CO411, CO412	CO514, CO515		
be adaptable, creative and self-reflexive in producing output for a variety of audiences and in a variety of media forms.	C5,P5	CO411, CO412, CO413, CO416	CO512, CO514, CO515, CO516, CO568		

Art					
Present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs	C5,P5	CO411, CO412, CO413, CO416	CO512, CO514, CO515, CO516, CO568		
Develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments	P6	CO411	CO511, CO515		
Generic and graduate skills					
Computing					
Intellectual skills: critical thinking; making a case; numeracy and literacy; information literacy. The ability to construct well-argued and grammatically correct documents. The ability to locate and retrieve relevant ideas, and ensure these are correctly and accurately referenced and attributed	T2	CO462, CO412, CO416	CO562, CO511, CO515		
Team working and management: the ability to recognise and make best use of the skills and knowledge of individuals to collaborate. To be able to identify problems and desired outcomes and negotiate to mutually acceptable conclusions.	T4	CO415	CO515		
Managing one's own learning and development including time management and organisational skills.	T5		CO511, CO515		
Media					
work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity	T6	CO411, CO412, CO416	CO511, CO515		
communicate effectively in interpersonal settings, in writing and in a variety of media	T3	CO411. CO412, CO416	CO511, CO514, CO515		
apply entrepreneurial skills in dealing with audiences, clients,	P7		CO515		

consumers, markets, sources and/or users					
Art					
Accommodate change and uncertainty	C7, C8		CO515		

EMPLOYABILITY MAPPING

	CD Career Development Learning			**E** Experience			**DS** Degree Subject Knowledge Understanding & Skills			**GS** General Skills			**EI** Emotional Intelligence			**RE** Reflection & Evaluation			**S** Self-esteem, Self-confidence & Self-efficacy		
Module Code	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	**Taught**	**Practised**	**Assessed**	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
CO462	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
CO411	☒	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☒	☒	☒
CO452	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
CO412	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☒	☒	☒
CO413	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
CO414	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
CO415	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☒	☒	☐	☐	☐	☐	☐	☐
CO416	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
CO511	☐	☐	☐	☐	☐	☐	☒	☒	☒	☐	☒	☒	☐	☐	☐	☐	☐	☐	☒	☒	☐
CO512	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
CO513	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
CO514	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☒	☐	☒	☒	☐	☒	☒	☒
CO515	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒
CO516	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
CO562	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☐	☐	☒	☒	☒	☐	☐	☐
CO568	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐