**Programme Specification**

**Programme Title: BA (Hons) Games and Graphic Media Design**

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| **Awarding Institution:** | | | University of Bolton | | | | | |
| **Teaching Institution:** | | | Bradford College | | | | | |
| **Division and/or School/Institute:** | | | Arts, Science and Creative Industries | | | | | |
| **Professional accreditation** | | | Professional body | Professional body URL | | | Status of graduates | |
| None |  | | |  | |
| **Final award(s):** | | | Honours Degree (BA) | | | | | |
| **Exit or Fall back award(s)** | | | Certificate in Higher Education (CertHE) Games and Graphic Media Design - Exit or Fallback Award Level 4  Diploma in Higher Education (DipHE) Games and Graphic Media Design - Exit or Fallback Award Level 5  Ordinary Degree Games and Graphic Media Design - Exit or Fallback Award for minimum 60 credits at Level 6 | | | | | |
| **Programme title(s)** | | | (Hons) Games and Graphic Media Design | | | | | |
| **JACS Code** | | |  | | | | | |
| **University Course Code(s)** | | |  | | | | | |
| **QAA Benchmark Statement(s)** | | | The following benchmark statements apply to this programme:  Communication Media, Film and Cultural Studies (December 2019)  Art and Design (February 2017)  Computing (October 2019) | | | | | |
| **Other internal and external reference points** | | | QAA Quality Code for Higher Education - The Frameworks for Higher Education Qualifications of UK Degree-Awarding bodies (October 2014) | | | | | |
| **Language of study** | | | English | | | | | |
| **Mode of study and normal period of study** | | | Full-time - 3 years  Part-time - 6 years | | | | | |
| **Admissions criteria**  80 UCAS points   * Minimum of 2 GCE A2 level passes (or equivalent), including at least one creative subject which includes Art and Design and 5 GCSE’s at Grade C (4) or above (or equivalent), including English. * Other related Level 3 qualifications * An Access to Higher Education Certificate awarded by an approved Further Education institution * Related work experience * An international equivalent of the above. | | | | | | | | |
| **Additional admissions matters**  We will interview all applicants to take any previous work and/or experience into account when making offers. Presentation of applicants’ work/experience is usually in the form of a portfolio of recent or related (project-based) work. The quality of the portfolio can be used alongside traditional UCAS point bearing qualifications to determine the success of an application; therefore special consideration will be given to applicants without the above qualifications who have a strong portfolio.  Non-standard applicants will be required to produce evidence of their ability to study at the Higher Education level. Short-course and relevant work experience may be taken into account. Non-standard applicants will be interviewed and may be required to complete a piece of written work as part of their application. Claims for Recognition of Prior Learning (RPL) are welcomed by the College. Students should consult the admissions tutor if they wish to claim such recognition.  International students are additionally required to achieve an overall score of 5.5 (with each subset no lower than 5.5) in IELTS. Please consult the admissions department for further details. | | | | | | | | |
| **Fitness to practise declaration**  N/A | | | | | | | | |
| **Aims of the programme** | | | | | | | | |
| *The principal aims of the programme are to:*   * Provide an educational foundation for a range of creative careers in Games and Graphic Media Design * Enable you to acquire knowledge and understanding, develop personal attributes and master technical and production skills to enable you to work in a specialist area in Games and/or Graphic Media Design * Challenge you to show innovation and creativity in the context of the production of assets for Games and Graphic Media Design * Establish key values in your skill set including areas of collaboration, entrepreneurialism, internationalism, sustainability and social, public and ethical responsibility * Develop the skills required to work independently and autonomously through vocationally focused assessment * Enable you to engage in a stimulating and up-to-date curriculum that reflects industry practice, encompasses new developments and acknowledges trends. | | | | | | | | |
| **Distinctive features of the programme**  The programme provides:   * Cross-discipline opportunities including hands on and varied experiences upon completion of the course. * Close links with students studying across the other programmes within the School of Art and the School of Computing providing opportunities for collaboration and development of relationships with people from areas that will support your study. * An emphasis on professionalism and interdependency that the creative industries rely on when going into industry. * A project-based approach which ensures that you gain valuable knowledge and experience within a contemporary industry framework. * Project and live briefs across modules which will provide you with skills that are both specific to the qualification but that are also transferable to a range of context post-graduation. * Engagement with local employers allows you to put into practice learning developed in class. In the past this has included The Mill Group, Hallmark, Bradford Council and Provident. Hallmark currently have a space in the building in which the students are taught and frequently provide live briefs and competitions for the students to work towards. * Visits to local employment agencies, galleries and masterclasses with industry greats including networking opportunities. * We have a growing network of employers and service providers in the area that increases the likelihood of paid work for students during and after their study. | | | | | | | | |
| **Programme learning outcomes** | | | | | | | | |
| **K. Knowledge and understanding**  On completion of the programme, successful students will be able to demonstrate systematic knowledge and understanding of: | | | | | | | | |
| K1. Theory, skills and techniques and cross-disciplinary knowledge | | | | | | | | |
| K2. A range of theories, skills and techniques to solve complex problems | | | | | | | | |
| K3. The impact of ethical, legal and social issues that impact on the creation of content | | | | | | | | |
| K4. The institutional context of the creative industries and its impact on production and reception | | | | | | | | |
| **C. Cognitive, intellectual or thinking skills**  On completion of the programme, successful students will be able to demonstrate the ability to: | | | | | | | | |
| C1. Synthesise, appraise and evaluate data and knowledge from a range of sources and use this to support independent design and development decisions across a range of practical work | | | | | | | | |
| C2. Solve complex problems and generate effective solutions | | | | | | | | |
| C3. Employ critical self-reflection and make justified independent decisions | | | | | | | | |
| C4. Select and critically apply appropriate theories and skills | | | | | | | | |
| **P. Practical, professional or subject-specific skills**  On completion of the programme, successful students will be able to demonstrate the ability to: | | | | | | | | |
| P1. Apply the understanding of conventions, traditions and techniques in individual creative work | | | | | | | | |
| P2. Work and communicate effectively across a range of media | | | | | | | | |
| P3.Effectively plan, document and organise study and research activities | | | | | | | | |
| P4.Produce games/graphic media design projects to an agreed brief to demonstrate technical and creative mastery | | | | | | | | |
| **T. Transferable, key or personal skills**  On completion of the programme, successful students will be able to demonstrate the ability to: | | | | | | | | |
| T1. Manage and critically evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy | | | | | | | | |
| T2. Demonstrate employment potential and manage future professional development | | | | | | | | |
| T3. Use interpersonal and communications skills effectively | | | | | | | | |
| T4. Contextualise the diversification of employment opportunities in the creative industries and analyse methods of how to position yourself in employment. | | | | | | | | |
| **Programme structure**  **Full-Time route**  **Year 1**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Programming Concepts\*\* | Graphic Media Techniques | | Studio Practice 1 | | | Creative Industries Context 1 (GGMD) | | | Professional Development for the Creative Industries 1 | |   **Year 2**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Game Level Analysis and Design | Advanced Graphic Media Techniques | | Studio Practice 2 | | | Creative Industries Context 2 | | | Creative Industries Professional Practice and Entrepreneurship | |   **Year 3**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Interactive Systems Development | Independent Project | | Creative Technology | | Freelance Working and Self-Employment in the Creative Industries | | | Advanced Technical Design for Production | |   **Part-Time Route**  **Year 1**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Programming Concepts\*\* | Graphic Media Techniques | | Creative Industries Context 1 (GGMD) | |   **Year 2**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Studio Practice 1 | | | Professional Development for the Creative Industries 1 | |   **Year 3**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Game Level Analysis and Design | Advanced Graphic Media Techniques | | Creative Industries Context 2 | |   **Year 4**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Studio Practice 2 | | | Creative Industries Professional Practice and Entrepreneurship | |   **Year 5**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Creative Technology |  | | Freelance Working and Self-Employment in the Creative Industries | | | Advanced Technical Design for Production | |   **Year 6**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Interactive Systems Development |  | | Independent Project | |   \*\* Bradford College have computer-programming units on other degree courses, students can attend these units for enrichment and support if desired (enrichment / support is not limited to computer-programming) | | | | | | | | |
| **Module Code** | **Module title** | | | | **Core/**  **Option**  **(C/O)** | **Credits** | | **Length**  **(1, 2 or 3 periods)** |
| **LEVEL 4** |  | | | |  |  | |  |
|  | Creative Industries Context 1 (GGMD) | | | | C | 20 | | 2 |
|  | Professional Development for the Creative Industries 1 | | | | C | 20 | | 2 |
|  | Studio Practice 1 | | | | C | 40 | | 2 |
|  | Programming Concepts | | | | C | 20 | | 1 |
|  | Graphic Media Techniques | | | | C | 20 | | 1 |
| **LEVEL 5** |  | | | |  |  | |  |
|  | Creative Industries Content 2 | | | | C | 20 | | 2 |
|  | Creative Industries Professional Practice and Entrepreneurship | | | | C | 20 | | 2 |
|  | Studio Practice 2 | | | | C | 40 | | 2 |
|  | Game Level Analysis and Design | | | | C | 20 | | 1 |
|  | Advanced Graphic Media Techniques | | | | C | 20 | | 1 |
| **LEVEL 6** |  | | | |  |  | |  |
|  | Freelance Working and Self-Employment in the Creative Industries | | | | C | 20 | | 2 |
|  | Advanced Technical Design for Production | | | | C | 20 | | 2 |
|  | Interactive Systems Development | | | | C | 20 | | 1 |
|  | Creative Technology | | | | C | 20 | | 1 |
|  | Independent Project | | | | C | 40 | | 2 |
| **Learning and teaching strategies**  Learning and teaching methods apply a blended style. This may include lectures, seminars, tutorials and critiques, self-directed learning, e-learning and workshop sessions, as well as online. Practical skills are acquired through technical introduction and support, workshop sessions, demonstrations and activity-based assignments. Active learning is promoted with a particular focus on project-based learning. This programme underpins the development of your practical skills as a creative practitioner with key theories, context and the development of academic skills. The programme is intended to be predominantly practical in its assessment and delivery, but with key theories and contextual information delivered as part of the course programme to underpin these practices. You are expected to develop vocational skills that will help them to learn in a more real-world and vocational higher education scenario.  The e-learning strategy has been incorporated into the lessons to enhance the learning experience. You will use technology within some of the sessions for creative and production purposes. You may also notate pieces of written work by creating a blog or website. You will also utilise the College’s own VLE. All the resources are posted on VLE, and you can engage further with it by taking quizzes and submitting assignments via ‘Turnitin’.  Tutorial sessions are worked into the scheme of work for each unit to ensure that you are offered one to one support with your transition and to ensure that you have a clear understanding of what is required in each unit. You will also be supported through regular assessment workshops to work through any questions that you may have in terms of the progression of the module and essentially the assessment for the module.  There will also be guest masterclasses from visiting professionals periodically throughout the year to give further context to the content delivered in the lectures. | | | | | | | | |
| **Learning activities (KIS entry)**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Course Year** | **HE4** | | **HE5** | | **HE6** | |  | | Scheduled learning and teaching activities | 30% | | 31% | | 33% | |  | | Guided independent study | 69% | | 69% | | 67% | |  | |  |  |  | |  | | | | | | | | | | |
| **Assessment strategy**  Assessment is carried out at key points during teaching. Formative assessment with either verbal and/or written feedback is offered during each module. Written feedback is provided following summative assessment. Assessment tasks are linked to the objectives of each module and are normally completed by the end of each module. Types of assessment evidence can include assignments, projects, case study, reflective and evaluative journals, blogging, portfolio development, peer to peer crits, viva interviews, reports, scale models, and presentations, exhibitions and tutorials.  Throughout the delivery of the course, regular formative feedback on progress will be provided particularly around the design process and to embed the pedagogy of the social process of design. Staff and (where appropriate and available) industry professionals will provide on-going formative feedback in regular tutorials as well as during the learning process. Group critique and presentation by teams will take place and will form an essential part of the creative learning process. | | | | | | | | |
| **Assessment methods (KIS entry)**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Course Year** | | | **HE4** | **HE5** | **HE6** |  | | Written exams | | | 0% | 0% | 0% |  | | Coursework | | | 48% | 78% | 38% |  | | Practical | | | 52% | 22% | 62% |  | |  |  | | | | | | | | | |
| **Assessment regulations**  Assessment Regulations for Undergraduate/Postgraduate Taught Programmes apply to this programme.  Regulations can be found at:  <https://www.bolton.ac.uk/about/governance/policies/student-policies/> | | | | | | | | |
| **Grade bands and classifications**  **Degree**   |  |  | | --- | --- | | **Grade** | **Mark** | | 1st | 70-100% | | 2:1 | 60-69% | | 2:2 | 50-59% | | 3rd | 40-49% | | Fail | Below 40% | | | | | | | | | |
| **Role of external examiners**  External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feedforward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.  They support both staff and students in the teaching and learning process. | | | | | | | | |
| **Support for student learning**  There are many support networks in place across the college and you are introduced to these during the induction process. This includes access to student support services which ensure that help is available for students with any learning difficulties or disabilities. The College is committed to promoting equality and diversity in all aspects of student life, ensuring that everyone is treated in a fair and consistent manner throughout their time on the programme. Further information included in the Programme and Student handbooks which list the support available in more detail.  **Programme Level:**  You are given a week-long induction plan in which you are introduced to the programme, facilities and the tutors on the programme. You are presented with a programme handbook which outlines specific information including module specifications and broader subjects including email addresses and contact numbers for the various services that the college provides. There will be an introduction to the programme identifying expectations and any impact this has on the completion of work and assessment. You will receive one individual tutorial per semester to track your progress on the programme and discuss any issues regarding your studies. Further tutorials are available upon request. There are systems in place to account for any difficulties that you might encounter on the programme, including the option to apply for mitigating circumstances and extensions to deadlines. | | | | | | | | |
| **Methods for evaluating and enhancing the quality of learning opportunities**   * Student/Staff programme committees * Focus groups * Module reviews by staff and students * Student Experience Surveys * Annual quality monitoring and action planning * Student Councils * Peer review/observation of teaching * The professional development programme for staff –REBEL * External Examiner reports * Quality Improvement Plan | | | | | | | | |
| **Other sources of information**   * **Bradford College University Centre website:** <https://www.bradfordcollege.ac.uk/study/university-centre> * **HE Student Handbook:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook> * **College Regulations:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook/regulations> * VLE - Moodle - <https://moodle.bradfordcollege.ac.uk> * Student Portal - <https://www.bradfordcollege.ac.uk/student-portal> * Learner Portal - <https://learnerportal.bradfordcollege.ac.uk> * Students’ Union - <https://www.bradfordcollege.ac.uk/student-services/students-union> * External Examiner Report - <https://moodle.bradfordcollege.ac.uk/mod/book/view.php?id=302018&chapterid=7993> * Library Services - <https://www.bradfordcollege.ac.uk/student-services/library-services> * College Careers - <https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice> | | | | | | | | |
| **Document control** | | | | | | | | |
| **Author(s)** | | Leanne Burnley | | | | | | |
| **Approved by:** | |  | | | | | | |
| **Date approved:** | |  | | | | | | |
| **Effective from:** | | **September 2020** | | | | | | |
| **Document History:** | |  | | | | | | |

**Learning Outcomes Map** *(D – Developed; T – Taught; A – Assessed)*

**Level 4**

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| **Module title** | **Module Code** | **Status**  **C/O** | K1 | K2 | K3 | K4 | C1 | C2 | C3 | C4 | P1 | P2 | P3 | P4 | T1 | T2 | T3 | T4 |
| Programming Concepts |  | C | TA | T |  |  | DA | DA | D | D | TA | T |  |  | D |  | D |  |
| Graphic Media Techniques |  | C |  | D |  | T | T | D | DA | DA | TA | D | DA | D | D |  | D |  |
| Creative Industries Context 1 (GGMD) |  | C | T | TA | TDA | TA |  |  |  | T |  |  | DA |  | D |  |  |  |
| Studio Practice 1 |  | C | T |  |  | D | DA | DA | D | T | D | TA |  | TA | D |  | D |  |
| Professional Development for the Creative Industries 1 |  | C |  |  |  | D | TA |  | T |  |  | T | DA |  |  | TA | D | TA |

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

**Level 5**

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| **Module title** | **Module Code** | **Status**  **C/O** | K1 | K2 | K3 | K4 | C1 | C2 | C3 | C4 | P1 | P2 | P3 | P4 | T1 | T2 | T3 | T4 |
| Game Level Analysis and Design |  | C |  |  |  |  | D | T | DA | TA | TA | D |  | DA | D |  | D |  |
| Advanced Graphic Media Techniques |  | C |  |  | T | T | D | D | D | D | TA | DA | DA | D |  |  | DA |  |
| Studio Practice 2 |  | C | D | TA |  |  | D | D | DA | D | TA |  |  |  | DA |  |  |  |
| Creative Industries Context 2 |  | C | D | T | TA | TDA | DA |  |  | D |  |  | T |  | DA |  |  |  |
| Creative Industries Professional Practice and Entrepreneurship |  | C |  |  | DA |  |  |  | D |  |  |  |  |  | DA | TDA | D | TDA |

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

**Level 6**

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| **Module title** | **Module Code** | **Status**  **C/O** | K1 | K2 | K3 | K4 | C1 | C2 | C3 | C4 | P1 | P2 | P3 | P4 | T1 | T2 | T3 | T4 |
| Interactive Systems Development |  | C |  |  |  |  | D | DA | D | DA | DA | D |  | DA | D |  |  |  |
| Creative Technology |  | C | DA | DA |  |  | D | D | D | D | DA | D | D | DA | D |  | DA |  |
| Independent Project |  | C |  | DA | D |  | DA | DA | DA | D |  | DA | DA |  | D |  | D |  |
| Freelance Working and Self-Employment in the Creative Industries |  | C |  |  |  | DA |  |  | DA |  |  |  | D |  |  | DA | D | DA |
| Advanced Technical Design for Production |  | C |  |  |  |  |  | D | D | DA | DA |  | DA | DA | D |  | DA |  |

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

**Module Listing and Assessments Map**

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| **Module title** | **Module**  **Code** | **New?**  **✓** | **Level** | **Credits** | **Type** | **Core/Option/Elective**  **C/O/E** | **Pre-requisite**  **Module** | **Assessment**  **1** | | | **Assessment**  **2** | | |
|  |  |  |  |  |  |  |  | **Assessment type** | **Assessment %** | **Add Y if final item** | **Assessment type** | **Assessment %** | **Add Y if final item** |
| Programming Concepts |  | **✓** | 4 | 20 | Standard | C | N | Portfolio of practical tasks (3000 word equivalent) | 100 | Y |  |  |  |
| Graphic Media Techniques |  | **✓** | 4 | 20 | Standard | C |  | Portfolio (3000 word equivalent) | 100 | Y |  |  |  |
| Studio Practice 1 |  | **✓** | 4 | 40 | Standard | C |  | Visual Journal (2500 word equivalent) | 40 |  | Portfolio (3,500 word equivalent) | 60 | Y |
| Creative Industries Context 1 (GGMD) |  |  | 4 | 20 | Standard | C | N | Seminar Presentation (10-12 mins) | 30 |  | Written/visual piece (2000 words/12-15 mins podcast/vlog) | 70 | Y |
| Professional Development for the Creative Industries 1 |  | **✓** | 4 | 20 | Standard | C | N | Progress File (3000 word equivalent) | 100 | Y |  |  |  |

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| **Module title** | **Module**  **Code** | **New?**  **✓** | **Level** | **Credits** | **Type** | **Core/Option/Elective**  **C/O/E** | **Pre-requisite**  **Module** | **Assessment**  **1** | | | **Assessment**  **2** | | |
|  |  |  |  |  |  |  |  | **Assessment type** | **Assessment %** | **Add Y if final item** | **Assessment type** | **Assessment %** | **Add Y if final item** |
| Game Level Analysis and Design |  | **✓** | 5 | 20 | Standard | C |  | Written report (2000 words) | 50 |  | Demo and presentation | 50 | Y |
| Advanced Graphic Media Techniques |  | **✓** | 5 | 20 | Standard | C |  | Portfolio (4000 word equivalent) | 100 | Y |  |  |  |
| Studio Practice 2 |  | **✓** | 5 | 40 | Standard | C |  | Visual Journal (3200 work equivalent) | 40 |  | Portfolio of experimental practice and presented body of work (4800 word equivalent) | 60 | Y |
| Creative Industries Context 2 |  | ✓ | 5 | 20 | Standard | C |  | Essay (2500 words) | 60 |  | Annotated bibliography (1500 words) | 40 | Y |
| Creative Industries Professional Practice and Entrepreneurship |  |  | 5 | 20 | Standard | C |  | Portfolio (4000 word equivalent) | 100 | Y |  |  |  |

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| **Module title** | **Module**  **Code** | **New?**  **✓** | **Level** | **Credits** | **Type** | **Core/Option/Elective**  **C/O/E** | **Pre-requisite**  **Module** | **Assessment**  **1** | | | **Assessment**  **2** | | |
|  |  |  |  |  |  |  |  | **Assessment type** | **Assessment %** | **Add Y if final item** | **Assessment type** | **Assessment %** | **Add Y if final item** |
| Interactive Systems Development |  | **✓** | 5 | 20 | Standard | C |  | Functional code/ application (2800 word equivalent) | 70 |  | Report (1200 words) | 30 | Y |
| Creative Technology |  | **✓** | 5 | 20 | Standard | C |  | Project proposal (800 words) | 20 |  | Practical Project (3200 words) | 80 | Y |
| Independent Project |  |  | 5 | 40 | Standard | C |  | Proposal and plan (2000 words) | 20 |  | Practical project | 80 | Y |
| Freelance Working and Self-Employment in the Creative Industries |  |  | 5 | 20 | Standard | C |  | Career/Business plan (2000 words) | 40 |  | Professional portfolio (3000 words) | 60 | Y |
| Advanced Technical Design for Production |  | **✓** | 5 | 20 | Standard | C |  | Design portfolio (800 word equivalent) | 20 |  | Practical body of work (3200 word equivalent) | 80 | Y |