EST 1892 LSBU

Course Specification

A. Course Information

Apprenticeship Standard	Post Production Engineer (Apprenticeship)		
UCAS Code	**NA**	**Course Code(s)**	5905
Awarding Institution	London South Bank University		
School	☐ ASC ☒ ACI ☐ BEA ☐ BUS ☐ ENG ☐ IHSC ☐ LSS		
Division	Film and Media		
Course Director	Ben Mallaby		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Croydon ☐ Other: (please specify)		
Mode(s) of delivery – 20% off the job training	☐Day release ☒ Block release		

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Part time	1.5 years	September	March

Approval dates:	Course Validation date	Jan 2023
	Date for IFATE review of Standard	From 3 years
	Course Specification last updated	TBC
Professional, Statutory & Regulatory Body accreditation	Institute for Apprenticeships and Technical Education Education and Skills Agency (ESFA) Funding Rules Competitions and Markets Authority Contracted employers (Levy and Non-Levy)	
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	https://www.instituteforapprenticeships.org/apprenticeship-standards/post-production-engineer-v1-0	

Reference points (add or remove from internal and external points as necessary)	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 5 OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority Institute for Apprenticeships and Technical Education EQA Framework (Apprenticeships only)

B. Course Aims and Features

Distinctive features of course	This standard was written by the industry to meet a skills shortage in the post production sector. Screenskills oversaw its development in conjunction with a group of trailblazers including Envy Post Production, Evolution Partnership, Framestore, Goldcrest Films Moving Picture, and The Finish. The standard was approved by the Institute for Apprenticeships & Technical Education (IfATE). This is a level 5 apprenticeship which will lead to work as an engineer in the post-production sector. Key duties of a Post Production Engineer include ensuring that clients are able to utilise facilities and technology at their best to achieve the best production standards, engaging with colleagues and clients to identify their needs, and devising solutions to production outcomes that are desired. Post Production Engineers will work as part of a team of both creative and technical individuals in a studio environment. The broad purpose of the occupation is to enable creative individuals in the film and television sector to be able to produce high quality content. Apprentices will be assessed via a professional discussion, a presentation and a project report.

Knowledge, Skills and Behaviours	Knowledge K1: How SMPTE (Society of Motion Picture Television Engineers) standards impact on the work of post-production organisations K2: The common industry standards for computer networks that impact on post production systems K3: How to identify the operational state of systems and equipment K4: How to identify when issues are technology related and when they may require user training K5: The key software and operating systems used by the organisation e.g. SALT, ANSIBLE, PUPPET K6: Understanding of the overall facility infrastructure including cabling, servers, studios K7: How key post-production software applications are used within the organisation to balance sound, colour, visual effects and transition between sections. K8: The common faults that can arise with Post Production systems and software K9: The solutions that can be applied to common system and software faults K10: The creative workflow used within the organisation K11: How to recognise the organisational priorities and how they impact on the planning of work activities in the immediate, short and long term K12: Hardware set up including location of gear, cabling, video routers and relevant labelling K13: Basic TCP (Transmission Control Protocol) used to allow computers to communicate on a network such as the internet K14: Where and when internal and external general and specialist expertise can be sought K15: How problem-solving techniques (such as root cause analysis) can be applied to resolve routine and bespoke problems and how triage methods can be used to prioritise activities K16: How to manage the expectations of internal and external customers K17: How configuration of new equipment is managed K18: The processes in place for data and physical security and its critical importance to the organisation K19: Environmental and Health and Safety policies and procedures Skills S1: Engage with clients to determine system requirements and establish hardware and software needs S2: Determine the scope of the task and agrees the specification

	S3: Set up new hardware and software systems to specification and to meet security requirements S4: Apply and follow defined procedures for maintenance and set up activities S5: Monitor and adjust calibration of equipment using SMPTE standards as a benchmark S6: Identify correct operational state of equipment and the operational status of applications S7: Select and use appropriate test equipment and software S8: Monitor and identify when applications and equipment are not working correctly S9: Operate and use IT hardware and auxiliary equipment effectively S10: Implement regular analysis to establish the on-going performance of systems S11: Gather and interpret information to identify the root cause of technical problems and apply a triage process in identifying faults S12: Apply diagnostic processes to identify and assess the scale of bespoke hardware and software problems S13: Evaluate possible solutions taking into account cost, time and priority S14: Reproduce and document fault conditions S15: Utilise helpdesk systems to track backlog and maintain customer service S16: Implement checks to review and evaluate the effectiveness of solutions S17: Log the progress of work and key actions on organisational systems S18: Schedule and implement work to take account of workflow to minimise negative impact S19: Implement creative workarounds until a permanent solution can be put in place S20: Brief other specialists to assist with the resolution of problems S21: Respond effectively in pressurised periods of work S22: Take ownership of the work environment and identified problems S23: Able to assess user state, user goals and user difficulties S24: Manage creative issues and establish trust with colleagues in order to minimise conflict S25: Describe complex problems in a simple and clear way to users and colleagues S26: Support junior staff by providing guidance on how to resolve system problems, checking the quality of their work and providing constructive feedback S27: Complies with Environmental and Health and Safety polices and procedures. Behaviours B1: Champions the importance of adherence to the organisation's Environmental, Health and Safety management

	systems:- actively displays and promotes a safety first culture within the organisation B2: Operates in a systematic, proactive and transparent way B3: Actively promotes the case for the adoption of emerging and advanced technologies to optimise performance B4: Takes full responsibility for own professional development, seeking opportunities to enhance knowledge, skills and experience. Keeps abreast of developments in emerging technologies B5: Accepts responsibility for their workload with a responsible approach to risk B6: Demonstrates a high level of motivation and resilience when facing challenging situations B7: Creates and maintains positive, professional, trusting and ethical working relationships with their team and the wider range of internal, external and connected stakeholders B8: Acts professionally when engaging with colleagues and clients
Careers and Employability	The apprenticeship is designed in partnership with employers with progression to industry at its core. Apprentices will receive ongoing, impartial careers advice and guidance so that they are fully informed of the breadth of opportunities available to them in the long term when they complete their apprenticeship.

C. Teaching and Learning Strategy

The training will run as a series of three blocks over a 12 month delivery period leading to 40-50 days of contact time with the tutor. Delivery will be a mixture of online lectures and on-campus practical demonstrations.

The training will blend the teaching from across the units to deliver a stimulating and engaging syllabus. Theory will be mixed with key topical content, exercises, and traditional lectures.

Additional hours take the form of mentoring, self study, trips to expos such as the Media Production Show, and IBC. These hours will be logged using an ePortfolio platform.

We will employ a variety of methods in our delivery. This will include lectures, seminars, workshops and exercises in specialist facilities and classrooms with a tutor and/or technician present. Masterclasses will be delivered by specialist tutors from the industry. We will use technicians from within ACI to support the tutor.

Apprentices will conduct 80% of their training in the workplace with the employer and will log this learning in monthly reports on our e-portfolio software.

Apprentices receive supervision from their workplace mentor and the Skills Coach or academic team throughout the duration of the apprenticeship. Progress towards the skills knowledge and behaviours together with engagement, support and safeguarding are reviewed with 12-week intervals.

An e-portfolio will be used to track hours, collate tasks and monitor progress. The KSBs from the standard are mapped onto a Skills Radar so the students can demonstrate their progress.

Our Virtual Learning Environment, Moodle, will be used to collate the class content and provide a platform for staff to communicate with students. Where we flip the classroom students will be able to access material required before the class.

Attendance to classes during the block release is mandatory, line managers must make sure apprentices are available and set up appropriate support in their absence. You will be expected to achieve a minimum of 85% attendance per year.

D. Assessment

Apprentices will receive formative feedback at 4 points across the programme where the tutor, liaising with the employer, will conduct tripartite reviews of achievements against the KSB's and monitor progress towards their assessment. A KSB Skills Radar will be used to track the apprentice's progress.

Assessment will be delivered by an ESFA approved End-Point Assessment Organisation (EPAO), who will provide an Independent Assessor to conduct the three End-Point Assessment components at their place of work. Apprentices will be required to pass the" Gateway Preparation" module which that facilitates achievement and progress towards the required components of the Apprenticeship Gateway and the End point Assessment.

The Gateway is the entry point to End-Point Assessment (EPA). It is the point at which the apprentice has completed their learning, met the requirements of the standard, off-the-job (OJT) training (6 hours per week), and that they, alongside their employer and LSBU agree that they are ready to enter their EPA. The Gateway Preparation module is a zero credit module designed to support apprentices to identify and work towards meeting the Gateway criteria from an early stage in their apprenticeship, particularly those that sit outside of an academic qualification. The module will be completed each year throughout the duration of the apprenticeship up to passing the Gateway.

Tutors will utilise mock exam materials during teaching block to ascertain apprentice's suitability to progress to Gateway

Apprentices also have to pass all of the individual End-Point Assessment components to achieve a Pass overall. The End-Point Assessment will be undertaken over a maximum of six months post gateway and will comprise of three components: project report, and a professional discussion. The End-Point Assessment Organisation will provide guidance materials for the each of the Assessment Methods.

IMPORTANT: Evidence of meeting the ALL knowledge, skills and behaviour detailed in the IfATE Standard Assessment Plan, must be covered in the e-portfolio prior to the final Gateway review i.e. apprentices must address each KSB on their respective apprenticeship standard with appropriate workplace evidence.

Portfolio

The Portfolio is submitted at gateway and will contain at least 16 pieces of evidence; these may include, but not be limited to, written reports from supervisors, examples of working with

customers of colleagues, written reports on knowledge requirements and Quality Assurance documentation. Reflective accounts and self-evaluations should not be included as evidence in the portfolio.

This evidence will demonstrate how the apprentice meets the knowledge, skills and behaviours

Assessment method 1
Component 1 - 5000 word project report on a subject relating to their studies.

Component 2 - Presentation with questions. Apprentices will prepare and deliver a presentation on an engineering solution in line with specification requirements as covered in project report. The presentation and supplementary questioning will last 60 minutes.

Assessment Method 2

A professional discussion referring to their portfolio of tasks completed during the programme. The discussion will last 75 minutes and will include questions from the EPAO's question bank.

All end-point assessment components must be passed for the pass grading to be given.

The combined score for the three assessment components will determine if a higher grade is awarded. Grading boundaries have been set as follows:

- Fail: full competence against the Standard not demonstrated in one or all of the assessment components.
- Pass: all components passed, full competence against the Standard demonstrated
- Distinction: distinction in all three components of the assessment

Re-takes and/or re-sits

Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction. A re-sit does not require further learning, whereas a re-take does.

The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action. Apprentices should have a supportive action plan to prepare for the re-sit/re-take.

An individual EPA method re-sit/re-take must be taken during the maximum EPA period, 3 months within the original EPA, otherwise the entire EPA must be retaken.

The maximum grade awarded to a re-sit/re-take will be pass, unless the EPAO identifies exceptional circumstances beyond the apprentice's control accounting for the original fail.

EPA summary table

On-programme (typically 24 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Training towards English and mathematics Level 2, if required. Compiling a portfolio of evidence.
End-point assessment gateway	• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics Level 2 Apprentices must complete: • A portfolio of evidence to underpin the professional discussion. The EPAO should sign-off the project title, at gateway, to confirm its suitability prior to the project commencing
End-point assessment (which will typically take 6 months)	Assessment method 1: Project report and presentation with questioning With the following grades: · Fail · Pass · Distinction Assessment method 2: Professional discussion underpinned by portfolio With the following grades: · Fail · Pass · Distinction Overall end-point assessment grade summary With the following grades: · Fail · Pass · Distinction

E. Academic Regulations

The University's Academic Regulations apply for this course. Apprentices will be expected to abide by university codes of conduct and relevant policies and procedures.

See connect.lsbu.ac.uk

https://connect.lsbu.ac.uk/Utilities/Uploads/Handler/Uploader.ashx?area=composer&filename=Academic+Regulations+2022-23.pdf&fileguid=63eab7f8-cccb-4473-9b4a-dd711dc1e5c5

F. Entry Requirements

All applicants must hold:

Maths and English GCSE A-C or grade 4 or level 2 equivalent (reformed GCSEs grade 4 or above) **AND**

48 UCAS tariff points such as.:

- BTEC National Extended Diploma (PPP) or
- BTEC National Diploma (MP) or
- BTEC National Foundation Diploma (M) or
- BTEC Extended Certificate (D) or
- A level (DD) or
- Equivalent level 3 qualifications or
- T-level (Merit or above) in Construction: Design, Surveying And Planning. (UCAS points: 120)

A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL

G. Course Structure(s)

Course overview

Structure: Block release. 3 Blocks of classes

Sep start:

Year 1 September to September	Gateway Preparation	0 Credit (CW1_100% - Pass/Fail)
Year 2 September to March	Gateway Preparation	0 Credit (CW1_100% - Pass/Fail)
	End Point Assessment	0 Credit (CW1_100% - Pass/Fail)

The following duties will be covered during the block delivery.

Duty 1 Connect, test and configure technical equipment to ensure a specifically designed setup is working correctly and to the required performance levels

Duty 2 Assess the nature of technical faults by analysing systems and using this research to inform and evaluate solutions.

Duty 3 Prioritise activities by applying triage methods

Duty 4 Develop prompt solutions to emerging and bespoke problems to enable client work to progress

Duty 5 Develop a rapport with clients and those external to the organisation in order to help them articulate their requirements

Duty 6 Develop effective working relationships with creative staff and other technical team members

Duty 7 Apply and control the use of software to achieve the required outcome as defined by the client (balancing sound, colour, visual effects and transition between sections).

Duty 8 Respond to disruption to schedules by planning and developing courses of action in a structured way to resolve un-planned and un-anticipated issues

Duty 9 Apply security protocols to protect client work

Duty 10 Update and create technical documentation

Duty 11 Apply up to date post-production techniques and technology used across the industry and allied industries.

Duty 12 Provide technical expertise to senior staff within the production organisation and to clients.

Duty 13 Steer and guide the work of junior staff

Duty 14 Evaluate and assess the quality of work produced by junior staff

Duty 15 Assess the quality of their own work to ensure that it meets the needs of the organisation and the client

I. Timetable Information

Indicative schedule

BLOCK 1

Date/day	Week	Module Name	KBSD
Mon	1	Introduction	
	1	Tech resources	
Tue	1	PPE function	K10
	1	Key systems & software	K5

Wed	1	Video Essentials	K1
	1	Video Essentials	K1, K7
Thurs	1	Audio Essentials	K1, K7
	1	Audio Essentials	K1
Fri	1	Assignment guidelines and expectations	
	1	Tutorial and end of week wrap-up	
Mon	2	Live video & audio	S7
	2	Electrical Safety	K19, B1
Tue	2	Facility Infrastructure	K6
	2	Practical 1 - video measurement	S5
Wed	2	Assignment plan presentations	S2
	2	Practical 2 - audio network	
Thurs	2	Assessment	
	2	Practical 3 - PAT testing	K19
Fri	2	Tutorial and end of week wrap-up	
	2	Practical 4 - video routing	S3
Mon	3	Assignment plan presentations	S2
	3	Physical H&S	K19, S27, B1
Tue	3	Video file standards	K1
	3	Audio and Image files	K1
Wed	3	Live workflows	K4
	3	fault finding & resolution	S19, S15, K8, K15
Thurs	3	Quality assessment	S6
	3	Workload prioritisation	S21
Fri	3	Assignment final presentations	S25, B8, B4, B5, B6
	3	Tutorial and end of module wrap-up	

BLOCK 2

Mon	1	Introduction	
	1	Tech resources	
Tue	1	Network Stack	K2
	1	IP configuration	K13
Wed	1	Layer 1 - Physical	K2, K13
	1	VLANs and Routing	K2, K13
Thurs	1	Network Security	K18
	1	Internetworking	K2,K13,K18
Fri	1	Assignment guidelines and expectations	
	1	Tutorial and end of week wrap-up	
Mon	2	Software Development Principles	
	2	Introduction to coding	
Tue	2	Databases and data transfers	
	2	XML & JSON	
Wed	2	Virtualisation	
	2	OS installation Practical pt1	
Thurs	2	OS Installation Practical pt2	
	2	Containerisation Practical	
Fri	2	Assignment plan presentations	S2
	2	Tutorial and end of week wrap-up	
Mon	3	Network Security	S3
	3	Firewall configuration	S3
Tue	3	Domain and directory services	S3
	3	ACL and user authentication	S3
Wed	3	Storage Systems 1	S8, K3
	3	Practical rotation 1: web system fault finding	K15, S14, S9, S12
Thurs	3	Storage Systems 2	S8, K3
	3	Practical rotation 2: software fault finding	K15, S14, S9, S12
Fri	3	System Monitoring	S8, K3
	3	Tutorial and end of module wrap-up	
Mon	4	System fault finding techniques	K15, S14
	4	Practical rotation 3: data fault finding	K15, S14, S9, S12
Tue	4	Anatomy of contemporary web based system	
	4	Practical rotation 4: network fault finding	K15, S14, S9, S12

Wed	4	Domain and directory services	
	4	Practical Rotation 5: Storage systems	K15, S14, S9, S12
Thurs	4	Assessment	
	4	practical rotation 6: Container fault finding	K15, S14, S9, S12
Fri	4	Assignment final presentations	S25, B8, B4, B5, B6
	4	Tutorial and end of module wrap-up	

BLOCK 3

Mon	1	Introduction	
	1	Tech resources	
Tue	1	System Diagrams	K12
	1	CAD drawings part 1	K12
Wed	1	Assignment guidelines and expectations	
	1	CAD drawings part 2	
Thurs	1	System Design Principles	B2
	1	Design Practical	K16
Fri	1	Configuration Management	K17
	1	Tutorial and end of week wrap-up	
Mon	2	Component and system specialists	K14,S20
	2	Practical Rotation 1	
Tue	2	Project planning	K11,S1, S13
	2	Practical Rotation 2	
Wed	2	Change Control	S18
	2	Practical Rotation 3	

Thurs	2	Workarounds	K9
	2	Practical Rotation 4	
Fri	2	Assignment plan presentations	S2
	2	Tutorial and end of week wrap-up	
Mon	4	Solution performance analysis	S10
	4	Practical Rotation 5	
Tue	4	Power and heat load calculation	
	4	Practical Rotation 6	
Wed	4	CDM & the responsibilities of design engineers	
	4	Physical system planning	
Thurs	4	Assessment	
	4	TBA	
Fri	4	Assignment final presentations	S25, B8, B4, B5, B6
	4	Tutorial and end of module wrap-up	

J. Costs and Financial Support

Course related costs

Accommodation and transport will need to be covered by your employer if required during on-campus classes. Resits during your EPA will also need to be paid by your employer

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding

- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Terminology

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(Please review the definitions and add those according to your own course and context to help prospective students who may not be familiar with terms used in higher education.)

Some examples are listed below:

accelerated degree	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
end-point assessment	End-point assessment (EPA) tests the knowledge, skills and behaviours that an apprentice has gained during their training. Unique to each standard, EPA demonstrates the competence of an apprentice in their role. Only approved End-Point

	Assessor Organisations (EPAOs) can carry out assessments as set out in the assessment plan.
extended degree	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
foundation	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.
gateway	gateway takes place before an End-Point Assessment (EPA) can start. The employer and LSBU will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard, and are ready to take the assessment. Usually includes off the job training and reviews.
higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
integrated	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated

	would usually mean that the End-Point Assessment (EPA) is integrated with the academic award
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or ‘unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
non-integrated	in relation to Apprenticeships, non-integrated would usually mean that the End-Point Assessment (EPA) is not integrated with the academic award
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance- based subjects such as drama and music
pre-registration (HSC only)	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members

prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course / regulatory body	a course that is regulated by a regulatory body, which is an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
top-up degree	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
total study time / workload	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the

	institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions