**Template C4**



# Programme Specification

**Title of Course:** *BSc (Hons) Business Management and Entrepreneurship*

| Date first produced | 31/08/2017 |
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| Date last revised | 24/10/2023 |
| Date of implementation of current version | 01/09/2023 |
| Version number | 7 |
| Faculty | Faculty of Business and Social Sciences |
| School | Kingston Business School |
| Department | Department of Strategy, Marketing and Innovation |
| Delivery Institution | Kingston University |

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

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|---|---|
| **Award(s) and Title(s):** *Up to 10 pathways* | BSc (Hons) Business Management and Entrepreneurship |
| **Intermediate Awards(s) and Title(s):** *There are 4 Intermediate awards for each pathway* | Ordinary Degree in Business Management and Entrepreneurship<br>Certificate in Higher Education in Business Management and Entrepreneurship<br>Diploma in Higher Education in Business Management and Entrepreneurship |
| **Course Code** *For each pathway and mode of delivery* | |
| **UCAS code** *For each pathway* | N120 (3 years) |

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|---|---|
| **Award(s) and Title(s):** *Up to 10 pathways* | BSc (Hons) Business Management and Entrepreneurship with Placement year |
| **Intermediate Awards(s) and Title(s):** *There are 4 Intermediate awards for each pathway* | |
| **Course Code** *For each pathway and mode of delivery* | |
| **UCAS code** *For each pathway* | |

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|---|---|
| **Award(s) and Title(s):** *Up to 10 pathways* | BSc (Hons) Business Management and Entrepreneurship with Foundation year |
| **Intermediate Awards(s) and Title(s):** *There are 4 Intermediate awards for each pathway* | |
| **Course Code** *For each pathway and mode of delivery* | |
| **UCAS code** *For each pathway* | |

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| **RQF Level for the Final Award:** | Honours |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |

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| **Location:** | Kingston Business School, Faculty of Business and Social Sciences, Kingston Hill |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full-time<br>With Professional Placement |
| **Available as:** | Full field |
| **Minimum period of registration:** | Full-time - 3<br>With Professional Placement - 4 |
| **Maximum period of registration:** | Full-time - 6<br>With Professional Placement - 8 |
| **Entry Requirements:** | The minimum entry qualifications for the programme are:<br>From A levels: 112-128 UCAS points (to include at least two A-levels or equivalent qualifications)<br>BTEC National: Distinction, Merit, Merit (DMM)<br>Access Diploma: Pass<br>Plus: Five GCSEs grades 4 – 9, including Mathematics and English Language<br><br>A minimum IELTS score of 6.0 (with no element below 5.5) is required for those for whom English is not their first language.<br>Entry is normally at Level 4 with A-level or equivalent qualifications (See section D).  Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team.  Intake is normally in September. |
| **Programme Accredited by:** | Association for the Advancement of Collegiate Schools of Business (AACSB)<br>European Foundation for Management Development (EFMD) |
| **QAA Subject Benchmark Statements:** | Business and Management, November 2019 |
| **Approved Variants:** | None |
| **Is this Higher or Degree Apprenticeship course?** | |

*For Higher or Degree Apprenticeship proposals only*

| | |
|---|---|
| **Higher or Degree Apprenticeship standard:** | n/a |

| | |
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| **Recruitment, Selection and Admission process:** | n/a |
| **End Point Assessment Organisation(s):** | n/a |

**SECTION 2: THE COURSE**

**A. Aims of the Course**

This course has been designed with an employer-, industry- and student- led focus and aims to develop graduates with a strong entrepreneurial business knowledge and skill set, with an additional emphasis on helping students to find their career path or set up their own business. Through the modules and the embedded skills development, it provides students with a direct line of sight to graduate roles, with options that allow students to specialise or retain a broad knowledge base.

The programme exists as part of a suite of undergraduate business programmes and students may study alongside students on, e.g., BSc (Hons) Business Management and BSc (Hons) International Business courses.

The BSc (Hons) Business Management and Entrepreneurship programme develops students' business knowledge to deliver successfully in an entrepreneurial environment or start up their own business.
A BSc (Hons) Business Management and Entrepreneurship student will understand the general business environment for any start-up. They will develop their understanding and experience of data and digital business for small organisations and understanding of the importance of partnerships, networks and customers in service mindset in business relationships. They will develop their creative toolset to better focus their ideas on business deliverables and they will develop effective programmes for their marketing success. As they progress, they will learn how to design a set of strategic options for their business into the future and gain the skills to manage their own business infrastructure e.g., customer databases, presentation and negotiation.

Aims of the Course
The programme aims to:
- Develop in students the skills required to secure and thrive in graduate-level employment, research, further study or set up their own business.
- Develop in students their ability to recognise their skills, evidence them and articulate them
- Prepare graduates for business and management roles in all types of entrepreneurial environments, including their own business
- Equip students with the in-depth knowledge and understanding of the core elements of business and management
- Provide students with the opportunity to acquire technical qualifications and connections to industry.

**B. Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks [Business and Management, November 2019] and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) 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<br><br>On completion of the course students will be able to: | | Intellectual Skills<br><br>On completion of the course students will be able to | | Subject Practical Skills<br><br>On completion of the course students will be able to |
|---|---|---|---|---|---|
| A4 | Apply a critical awareness and understanding of current issues of global concern such as sustainability, ethics and social responsibility and how these relate to contemporary business practice | B4 | Use relevant critical, creative or entrepreneurial skills to deal with management problems and issues to produce recommendations for decision and subsequent action | C4 | Conduct and present themselves in a professional manner appropriate for the workplace |
| A3 | Apply a detailed and critical understanding of how business elements interrelate and affect overall organisational performance in SMEs and other entrepreneurial environments | B3 | Interpret, analyse, evaluate and draw inferences from business information and other relevant information sources | C3 | Work effectively in diverse environments, and with others and get things done |
| A1 | Explain and critically evaluate complex entrepreneurial business environments | B1 | Use data to identify and solve unstructured business problems, and make evidence-based decisions | C2 | Present and communicate business ideas/models using ICT software tools to an audience |
| A2 | Communicate an in-depth knowledge and understanding of the key functional business areas | B2 | Use an enterprising mindset to create value | C1 | Implement current and emerging digital and technological solutions |

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 details of each module will be provided in module descriptors and module booklets.

Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

The elective modules at levels 5 and 6 allow students to either broaden their understanding of a range of business functions or follow a more specialised pathway if they have formulated a career path to pursue. The coherence of the course is maintained through the core modules, and all programme learning outcomes and key skills are developed through the core modules.

## BSc (Hons) Business Management and Entrepreneurship

| Level 4 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **BSc (Hons) Business Management and Entrepreneurship** | | | | | | | |
| **Core modules** | **Module code** | **Credit Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Business Design Thinking | BS4206 | 30 | 4 | 1 and 2 | | 1 | |
| Data and Digital in Business | BB4205 | 30 | 4 | 1 and 2 | | 1 | |
| Global Business Environments | BB4207 | 30 | 4 | 1 and 2 | | 1 | |
| Service Mindset in Business Relationships | BH4104 | 30 | 4 | 1 and 2 | | 1 | |
| **Optional Modules** | | | | | | | |

| Level 5 |
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| BSc (Hons) Business Management and Entrepreneurship | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Core modules** | **Modul e code** | **Credit Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Build my business | BS5203 | 30 | 5 | 1 | | 2 | |
| Developing Effective Marketing Programmes | BM5212 | 30 | 5 | 1 and 2 | | 2 | |
| Sustainable and Responsible Management | BS5205 | 30 | 5 | 1 and 2 | | 2 | |
| Unlocking Business Value | BA5810 | 30 | 5 | 1 and 2 | | 1 | |
| Work Placement | BL5002 | 60 | 5 | 1 and 2 | | 3 | |
| **Optional Modules** | | | | | | | |
| Year-Long Work Placement | BH5030 | 120 | 5 | 1 and 2 | | 3 | |

| Level 6 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **BSc (Hons) Business Management and Entrepreneurship** | | | | | | | |
| **Core modules** | **Modul e code** | **Credit Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Building Business Strategy | BS6206 | 30 | 6 | 1 and 2 | | 3 | |
| Entrepreneurship and Design Thinking | BS6207 | 30 | 6 | 1 and 2 | | 3 | |
| Leadership, Transformation and Complexity | BH6016 | 30 | 6 | 1 and 2 | | 3 | |
| The Learning Organisation | BH6014 | 15 | 6 | 2 | | 3 | |
| **Optional Modules** | | | | | | | |
| CRM and Customer Success | BM6212 | 15 | 6 | 2 | | 3 | |
| Data and Digital Driven Design | BB6115 | 15 | 6 | 2 | | 3 | |
| Digital Creativity in Marketing | BM6213 | 15 | 6 | 1 | | 3 | |
| Professional Experience | BH6015 | 15 | 6 | 1 | | 3 | |

BSc (Hons) Business Management and Entrepreneurship with Placement year


BSc (Hons) Business Management and Entrepreneurship with Foundation year



**D. Principles of Teaching, Learning and Assessment**

he approach to teaching, learning and assessment supports the programme aims to ensure that graduates have the skills and knowledge to secure and thrive in graduate-level employment, research, further study and lifelong learning.

Much of the learning and teaching is through project- and problem-based activities, wherever possible informed and or delivered by current practitioners as well as academics.  This approach also allows co-construction with students by encouraging and supporting them to grow from being "fed facts" to developing knowledge, understanding and critical skills through exploration of subjects that interest them.
The industry-informed approach to teaching is further underpinned by the approach to assessment, which is, wherever possible, industry relevant and authentic – further preparing our graduates for the tasks and challenges they will face in graduate roles.

In addition to those currently in practice, and practice-based staff providing students with connections to industry and the "real world", research-active staff expose students to the latest research developments.

Assessments typically require primary and secondary research to be undertaken, ensuring students progressively develop critical thinking and information literacy skills at each level of the programme, but require presentation in a format that is industry appropriate. Assessment methods include reports, portfolios (group and individual), group design projects, presentations (group and individual), skills portfolios, placemat presentations, sales pitches, project plans, briefs, networking reports and prototype specifications and development. The latest technology is used to enhance learning and collaborative working. The assessment strategy ensures that students have explicit formative opportunities for practice and feedforward designed to help them achieve their full potential in final (summative) assessment.

Assessment loads are standardised at each level and wherever possible students will be given a choice in how they present their assessment to meet the learning outcomes.

Our rich and inclusive curriculum is continually reviewed in consultation with our students, employers and industry to take account of new developments, seeking to keep the programme exciting and lively. A range of methods is used to actively engage students, including problem solving and enquiry-based learning, industry research and peer-assisted learning. Formative assessment develops key aims during the progress of a module.

Presentation skills and group learning are developed throughout the programme to emulate the real-world situations in which our students may find themselves.

The use of group work develops the essential skills of working with others and thus replicates business practice of collaborative teamwork; group work is supported through class activities in each module where it occurs. Students will also benefit substantially from the business simulations that are embedded in the programme and some of the modules. These simulations enable students to gain an understanding of key decision-making processes and the links between subject areas from a very early stage.
To further support students, sessions led by personal tutors are integrated into modules. These sessions will focus on supporting the students in transitioning to, and from, Higher Education and develop skills for success.

Personal tutors remain with a student throughout their degree studies. Feedback received and discussed in year one will feed forward into year two, and subsequently into the final year, further enabling tutors to direct tutees to appropriate sources of support, guidance and development.  Personal tutors will also be able to support students in discussions around their potential career path supported by their ePortfolio.

In addition, early formative and summative assessment during the first five weeks of the programme is used to monitor student engagement with both in-class and online learning. Students who are considered at risk due to low engagement can be identified and advised by the personal tutor with the support of the student liaison team as appropriate.

The Business Management and Entrepreneurship programme has integrated the principles of the University's Inclusive Curriculum Framework, to ensure inclusivity has been embedded throughout the academic cycle. Examples of these approaches include:

- Assessments and delivery patterns that support students who commute
- Students are co-creators of the assessment data – for example creating and answering surveys that are used within analytics assessments, and choosing to illustrate marketing concepts and lead discussion in the classroom
- Case studies and role models used in assessments reflect the diverse student body
- Teaching spaces, when appropriate, are set up in a carousel arrangement, so students are naturally positioned to discuss concepts in an inclusive manner
- Students are provided with the dates of all assessments at the start of each level of their studies so that they can manage their time. They are encouraged to discuss any concerns with their module leader and personal tutor, who will support them in reflecting on their feedback to improve on further assessments.


## E. Support for Students and their Learning


Students are supported by:
- Module leader for each module
- A course director to help students understand the programme structure
- A designated programme administrator
- Personal academic tutors
- Business incubation experience
- Careers and Employability Service
- Peer-Assisted Learning (PAL) student mentors
- Student Liaison Officer and Student Support Assistants
- Business and Law Academic Skills Centre (BLASC)
- Technical support with IT and the use of software
- An induction week at the start of the programme
- Ongoing re-induction sessions at appropriate points in the programme
- Access to English language support and foreign language tuition
- Staff Student Consultative Committee and course representatives
- Student Quality Circles are student-organised groups that discuss different topics and develop improvements
- Canvas – a versatile on-line interactive intranet and learning environment
- Student support facilities that provide advice on issues including finance, regulations, legal matters, accommodation and international student support
- Disabled student support
- The Union of Kingston Students

Guided learning activities require students to study independently. Independent study will include preparation for scheduled sessions, follow-up work to consolidate learning derived from scheduled sessions, wider reading and practice, completion of assessment tasks and revision. The relative amounts of time that students are expected to spend engaged in

scheduled activities and independent study varies between modules but is set out in each module descriptor. Students will be introduced to sound principles of independent study during their Induction Week and at this time will also receive instruction from Learning Resources specialists in the use of Kingston University`s online information sources. During the programme, independent study will be guided through Canvas under the direction of relevant module teams. Students will also have access to and be encouraged to use their Personal Tutor to ensure they make best use of their independent study time.

To further support students and integrate the role of the personal tutor within the academic programme structure, all personal tutors will be advised of the nature and timing of the assessments for each module on their tutee's programme. This will enable tutors to identify and discuss areas of strength and weakness in each individual student's skills and knowledge set. As personal tutors remain with a student throughout their degree studies, feedback received and discussed in year one will feed forward into year two, and subsequently into the final year, further enabling tutors to direct tutees to appropriate sources of support, guidance and development.

International students receive additional support from our International Office and specialist administrative staff not only when they first arrive but also throughout their programme of study.


**F. Ensuring and Enhancing the Quality of the Course**


Students are supported by:
- A Personal Tutor.  Each student will have their own personal tutor who will normally stay with them throughout their course. The tutor will instigate regular meetings throughout the student's time at university, providing support, guidance and encouragement to their tutees throughout the programme. Topics such as academic performance, future career aims and the tutee's personal learning journey will be discussed.  Tutors not only support academic performance but also are there to listen to non-academic concerns such as adapting to a new environment/country, family concerns, illness or homesickness. They are also there to help celebrate success. Personal tutors are a great resource for international students, giving them a named academic who will be able to direct them to relevant services and procedures.
- A Course Director. The Course Director helps students to understand the programme structure, the academic regulations and what is required at the various levels of study.
- A Student Administrative Support team. The student support team helps with general administrative aspects such as timetables issues and providing letters.
- Student Achievement Officers. This team can provide guidance on study plans or help arrange services such as Wellness or Disability.
- An Academic Affairs Coordinator.  The AAC can provide advice and guidance on academic matters such as mitigating circumstances and extensions.
- A Sky Mentor.  The Sky Mentor will provide support and guidance for students on the development of their employability profile, future skills and career aims.
- The Careers and Employability team provides valuable guidance which develop students' professional skills, supporting them with internships and/or placements and organising careers events.
- Peer-Assisted Learning (PAL) student mentors. The PAL mentors are students who have previously studied the modules and provide support and mentoring to newer students.

- CASE. This is a drop-in service for advice on academic skills. Both UK and international students find this service particularly useful for providing feedback on appropriate referencing.
- Technical support with IT and the use of software.
- LinkedIn Learning videos that provide a broad range of business and IT training resources.
- An induction week at the start of the programme to introduce students to the university, university life, what is expected of them, the degree programme and each other.
- Ongoing re-induction sessions at appropriate points in the course.
- Access to English language support, which is particularly useful for international students who do not have English as their first language, and to foreign language tuition via the Kingston Language Scheme.
- Staff Student Consultative Committee and course representatives to enable students to feed back to staff about the programme.
- Canvas – a versatile on-line interactive intranet and learning environment.
- Student support facilities that provide advice on issues including finance, regulations, accommodation and international student support.
- Disabled student support.
- International students also have the additional benefit of the University's International Student Advisory Centre (ISAC) which welcomes students on their entry to the UK and provides support throughout the student's time at University. The IASC is based on the Kingston Hill campus, where the Accounting and Finance with Business Experience programme is taught, and provides guidance on such items as immigration matters, living in the UK and healthcare in the UK for international students.
- The Union of Kingston Students, which provides a wide variety of clubs and societies and social events, as well as supporting and providing guidance to students on a variety of academic issues.

## G. Employability and work-based learning

Developing employable graduates is at the heart of this programme redesign. The design of the programme including "anchor" skills in each module enables students to build their profile and confidence throughout their time at Kingston Business School. The support of their portfolio tool enables them to keep track of their employable skills and build their portfolio to use for applications.

The "SKY" elements (Skills, Knowledge and Your Profile) are areas in each level of the curriculum where students can be guided on their learning to date and help them to formulate their future plans more clearly. There is embedded guidance for students on their portfolio and applications: e.g.
- At Level 4 students will consider their strengths, personality and where they might like to move in their career after graduation. They will be encouraged to complete an initial CV ready for any internship opportunities.
- At Level 5 they will be prepared for and undertake mock assessment centres with externals from the world of business and gain input on their approach.
- At Level 6 they will be actively engaged in networking and building an understanding of graduate roles. Entrepreneurial students will be building networks for their future enterprise through their module activity. On graduation students will have a graduate package of support from experts to assist them to apply for opportunities. Their use

of an ePortfolio tool (such as PebblePad) will also continue allowing them to build and present their portfolio as alumni.

All modules will have real/live/case-based projects and or speakers relevant to the contemporary business environment. There will be regular networking events, speakers and visits to bring the world of work closer.

Students will be assessed on their core skills regularly as part of their module assessment, reinforcing their confidence in interview situations. Students are encouraged to reflect on their learning so they can also articulate how the acquisition of such skills relates to practice and how they can be developed in the future.

Students are encouraged to consider undertaking an internship or a longer placement during their second year and are credited to their programme of learning.

The Careers and Employability specialists at Kingston University offer regular careers fairs and graduation fairs where employers come on to campus to talk about their graduate schemes and the opportunities available for Kingston Business School.

To complement the development of employability skills within the curriculum, the University also formally recognises students who build up a portfolio of skills developed through non-academic activities such as volunteering, maintaining a personal development planning journal and attending networking seminars, through the Kingston Award.  High-achieving students are also eligible for Student Achievement Awards that recognise excellent academic achievement.


***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.  Built into the programme structure is an optional professional work experience modules at level 6 which will allow students who have undertaken an internship or placement during teaching block 3 following completion of level 5 to reflect on that learning and gain credit.

Work Placement support
Business and work experience either through a year-long placement or studying and/or working abroad are an integral part of this degree   Overseas study options are co-ordinated via the university study-abroad office, and the Business School has a dedicated placement team to support students in their job-seeking activities.

It is the responsibility of individual students to secure their own internship or placement, but the office offers students support in all stages of the application process: from writing CVs and completing application forms to having mock interviews and assessment centre activities; giving students the opportunity to experience the competitive job application process. The Placements Team has good links with employers with positions available for students, but students are welcome to find their own placements.

The work experience enables students to apply their learning to the real-world environment in the digital industries, 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. Students who undertake a period of work experience often benefit from the time spent within industry, with real experience and work achievements to record on their CV, but also in gaining greater maturity, motivation and, importantly, improved marks in the final year.
Students who attend a period of study abroad gain a great deal from the experience, particularly learning about different cultures and living in a foreign country. However, to fully benefit from this experience, students may also wish to take a short work internship when they return.

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

Business and Management Subject Benchmark Statement:
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-business-and-management.pdf?sfvrsn=db39c881_5
Business School website: www.business.kingston.ac.uk

## 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 4 | | | | Level 5 | | | | | | Level 6 | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | BH4104 | BB4207 | BB4205 | BS4206 | BL5002 | BS5203 | BM5212 | BS5205 | BA5810 | BH5030 | BH6014 | BS6207 | BM6213 | BB6115 | BM6212 | BH6015 | BH6016 | BS6206 |
| Knowledge & Understanding | A4 | | S | | | | | | S | | | | | | | | | | S |
| | A3 | S | S | | | | S | | | | | | S | | | | | S | S |
| | A1 | | S | | | | | | S | | | | S | | | | | S | S |
| | A2 | S | S | | | | S | | | S | | | | S | | S | | | |
| Intellectual Skills | B4 | | | | S | | | | S | | | | S | | | | | | S |
| | B3 | | | S | | | S | | S | S | | | S | | | | S | S | S |
| | B1 | | | S | | | | | | S | | S | S | S | | | | | |
| | B2 | | | | S | | S | | | S | | | S | | | | | | S |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Practical Skills** | C4 | S | S | | | | S | | S | | | | S | | | | S | S | S |
| | C3 | S | S | | | | S | | S | | | | S | | | S | S | | |
| | C2 | | | | S | | S | S | | S | | | S | S | | | | | S |
| | C1 | | | S | | | | 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.**