

Template C4



Programme Specification

Title of Course: *BSc (Hons) International Business Management*

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Version number	2
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	Department of Management
Delivery Institution	GISMA University of Applied Sciences

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) International Business Management
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Ordinary Degree in International Business Management Certificate in Higher Education in International Business Management Diploma in Higher Education International Business Management
Course Code <i>For each pathway and mode of delivery</i>	UFIBM1GIB20
UCAS code <i>For each pathway</i>	

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) International Business Management with Foundation year
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Ordinary Degree in International Business Management Certificate in Higher Education in International Business Management Diploma in Higher Education International Business Management
Course Code <i>For each pathway and mode of delivery</i>	UFIBM1GIB52
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	GISMA University of Applied Sciences
Location:	Partner Institution
Language of Delivery:	English
Modes of Delivery:	Full-time
Available as:	Full field
Minimum period of registration:	Full-time - 3
Maximum period of registration:	Full-time - 6

Entry Requirements:

BSc (Hons) International Business Management with Foundation Year:

English language: Academic IELTS for 5.0 overall (minimum 5.0 in writing and no other skill less than 4.5),

Academic entry requirements

Academic: Good high school grades or equivalent (academic entry requirements may differ per country)

BSc (Hons) International Business Management

For direct entry onto Level 4 or above:

The minimum entry qualifications for the programme are:

From A levels: 112-128 UCAS points (to include at least two A-levels or equivalent qualifications)

BTEC National: Distinction, Merit, Merit (DMM)

Access Diploma: Pass

Plus: Five GCSEs grades 4 – 9, including Mathematics and English Language

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.

International Academic entry requirements

Academic: Good high school grades or equivalent (academic entry requirements may differ per country, in conformity to Kingston University's admissions policy)

Or

GISMA Foundation Route

Note:

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. Intakes can be formed throughout the academic year.

Note: for students to progress onto Level 4, successful completion of Level 3 modules or applicable GISMA Foundation routes, is mandatory

Programme Accredited by:	Association for the Advancement of Collegiate Schools of Business (AACSB) European Foundation for Management Development (EFMD)
QAA Subject Benchmark Statements:	Business and Management, March 2023
Approved Variants:	Variations to Undergraduate Regulations: <ul style="list-style-type: none"> • All reassessment is by retake and the number of retakes is limited to 2 • Progression will be automatic, which leads to the possibility of trailing 60 credits. • The student will be withdrawn immediately following final fail in a module, at any stage in the academic year. Variations to Academic Framework: Use of 'options' at level 4 is permitted
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	m/a
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 global business knowledge and skill set, with an additional emphasis on helping students to find their career path. 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 BSc (Hons) International Business Management programme develops students understanding of the international and cultural contexts of how to do business globally and how to work in a multicultural environment. It is attractive to students who are coming from international environments or backgrounds who wish to study in an international cohort, and home students who have a keen interest in working in an international organisation or environment.

A BSc (Hons) International Business Management student will take a journey through understanding global business environments with international cases, work on data and digital business challenges relating to global functions or problems, build their understanding of service mindset in business relationships across functions of global organisations and stakeholders beyond with an emphasis on cross cultural working. They will apply their knowledge to develop effective international marketing programmes and solve world problems relating to sustainable and regenerative business together with other students internationally, analysing business and leadership challenges in multinational contexts. They will have the opportunity to build their future skills profile relevant to potential future careers including e.g., cross-cultural communications or cross-company problem solving. They can also opt to study abroad or take an international placement.

The programme aims to:

- Develop in students the skills required to secure and thrive in graduate-level employment, research, further study and lifelong learning
- 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 global organisations and sectors.
- Equip students with the in-depth knowledge and understanding of the core elements of global 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, March 2023] 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		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Analyze key managerial functions and focus on their application in finance, marketing, logistics, entrepreneurship, HR or data science	B1	Use data to identify and solve unstructured business problems, and make evidence-based decisions	C1	Implement current and emerging digital and technological solutions
A2	Demonstrate a systematic understanding and knowledge of management and selected business disciplines	B2	Use an enterprising mindset to create value	C2	Identify business opportunities and make a difference.
A3	Apply a detailed and critical understanding of how global business elements interrelate and affect overall organisational performance	B3	Interpret, analyse, evaluate and draw inferences from business information and other relevant information sources	C3	Identify, evaluate and develop competencies and qualities to support effective interpersonal communication skills in a range of generalized and specialized contexts.
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 global management problems and issues to produce recommendations for decision and subsequent action	C4	Conduct and present themselves in a professional manner appropriate for the global workplace

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: The Foundation Year is designed to provide suitable students with a Level 3 programme that enables them to progress to degree pathways offered at GISMA University. The Foundation Year, together with its destination degree pathways, therefore, constitutes an Extended Degree Programme for students. The programme acknowledges that there are many students who have the potential to be successful at degree level but come from a diverse range of backgrounds and previous educational experiences.

The programme is distinctive from other Foundation programmes, designed for access to Higher Education, in that it is part of an extended degree programme and is tailored to correspond to various modules at Levels 4 to 6, within Kingston and GISMA Universities.

The structure and content of the programme and its individual modules have been carefully designed to allow students to develop the skills and acquire the knowledge necessary to make a successful transition to their chosen related degree pathway at EQF Level 4. Throughout the programme there is a significant focus placed upon the development of effective study skills to enable students to build their confidence in responding to a wide range of formative and summative assessment methods.

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 and overseas delivery the availability of option modules may vary from year to year or between teaching blocks.

The GISMA modules at levels 5 and 6 that replace Kingston modules 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.

	KU modules Teaching Block 1	KU Teaching Block 2	GISMA Teaching Block 3	GISMA Teaching Block 4
Level 4	BS4207 Global Business Environments (30)	BH4104 Service Mindset in Business Relationships (30)	Managing Innovation (30)	And Creative Strategies for Work (30)
	(OR) Data Science Foundations and Contexts (30)	And	Problem Solving for Data Science (30)	
Level 5	BA5810 Unlocking Business Value (30)	BM5212 Developing Effective Marketing Programmes (30)	Finance for Business (30)	And Advanced Topics in Finance (30)
	(OR) Global Logistics Management (30)	And	Digital Operations and Supply Chain (30)	
	(OR) The Marketing Professional (30)	And	Digital Marketing Strategies (30)	
	(OR) The Lean Start-up (30)	And	Managing New Ventures (30)	
	(OR) HRM in Context (30)	And	Managing Talent and Creativity (30)	
	(OR) Innovation and Data Science (30)	And	Advanced Data Science (30)	
Level 6	BH6016 Leadership, Transformation and Complexity (30)	BS6209 Global Business Futures (30)	Work Placement (30)	Capstone Project (30)

BSc (Hons) International Business Management

Level 4							
BSc (Hons) International Business Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Creative Strategies for Work	BS4002	30	4	4		1	
Global Business Environments	BS4207	30	4	1		1	
Managing Innovation	BS4001	30	4	3		1	
Service Mindset in Business Relationships	BH4104	30	4	2		1	
Optional Modules							

Data Science Foundations and Contexts	BB4001	30	4	3		1	
Problem Solving for Data Science	BB4002	30	4	4		1	

Progression to Level 5

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in International Business.

Level 5							
BSc (Hons) International Business Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Developing Effective Marketing Programmes	BM5212	30	5	2		2	
Unlocking Business Value	BA5810	30	5	1		2	
Optional Modules							
Advanced Data Science	BB5002	30	5	4		2	
Advanced Topics in Finance	BK5002	30	5	4		2	
Digital Marketing Strategies	BM5011	30	5	4		2	
Digital Operations and Supply Chain	BO5002	30	5	4		2	
Finance for Business	BK5001	30	5	3		3	
Global Logistics Management	BO5001	30	5	3		2	
HRM in Context	BH5015	30	5	3		2	
Innovation and Data Science	BB5001	30	5	3		2	
Managing New Ventures	BS5002	30	5	4		2	
Managing Talent and Creativity	BH5016	30	5	4		2	
The Lean Start-Up	BS5001	30	5	3		2	
The Marketing Professional	BM5010	30	5	3		2	

Progression to Level 6

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award.

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in International Business.

Level 6							
BSc (Hons) International Business Management							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Capstone Project	AUG25-08056	30	6	4		3	
Global Business Futures	BS6209	30	6	2		3	
Leadership, Transformation and Complexity	BH6016	30	6	1		3	
Work placement	AUG25-08055	30	6	3		3	
Optional Modules							

Level 6 requires the completion of

Business and work experience through a term-long placement are an integral part of the delivery of programmes at GISMA. GISMA 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.

Level 7 information

N/A

[BSc \(Hons\) International Business Management with Foundation year](#)

D. Principles of Teaching, Learning and Assessment

The 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, 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. All Personal Tutors meet with their tutees at the beginning of each term. Students may request additional meetings at any time during the year, with the personal tutor providing or mediating for, module-level support. 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 International Business 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.

At Gisma University, we're passionate about enhancing our students' life chances by helping them make the most of their learning opportunities and equipping them with the future skills and knowledge needed in the 21st Century's demanding workplace. The development of Kingston University's Future Skills principles are ingrained throughout every year of every course, ensuring you learn employability enhancing skills with your subject. Adaptability, collaboration, creative problem solving, digital competency, empathy, enterprising, questioning mindset, resilience and self-awareness are among the skills which you will be asked to prepare for, practice, be assessed and reflect on every term, alongside learning objectives relevant to each module you are taught. In every run, you will develop your expertise, personalise your learning and demonstrate the skills you've gained.

Students have two **reassessment** opportunities per module in this degree. **Progression** from level 4 to level 5 requires attainment of at least 60 credits at Level 4. Progression from level 5 to level 6 requires attainment of at least 60 credits at level 5.

The following modules at levels 4 and 5 will be assessed as **Pass/Fail** modules, meaning no percentile mark is to be assigned:

- Managing Innovation
- Creative Strategies for Work
- Finance for Business
- Advanced Topics in Finance
- Global Logistics Management
- Digital Operations and Supply Chain
- The Marketing Professional
- Digital Marketing Strategies
- The Lean Start-up
- Managing New Ventures
- HRM in Context
- Managing Talent and Creativity
- Innovation and Data Science
- Advanced Data Science

Degree classification is to be calculated as follows:

- average % of the best 60 credits at Level 5 which is given a weighting of 20% (multiplied by 0.2)

plus

- average % of the best 105 credits at Level 6 which is given a weighting of 80% (multiplied by 0.8).

Where there are four 30-credit modules, each module is treated as two blocks of 15 credits for the purposes of the calculation.

E. Support for Students and their Learning

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.
- An Academic Learning Centre. The ALC can provide advice and guidance on academic matters and hold one-to-one or group sessions to support students in enhancing their study skills.
- The Careers Centre provides valuable guidance which develop students' professional skills, supporting them with internships and/or placements and organising careers events.
- Student mentors. Mentors are students who have previously studied the modules and provide support and mentoring to newer students.
- Technical support with IT and the use of software.
- An induction period 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 GISMA [Language School](#).
- Staff Student Liaison 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.

International students also have the additional benefit of the University's International Office which supports students for and welcomes students to, Germany and provides support throughout the student's time at University.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

Developing employable graduates is at the heart of this programme. The design of the programme including “anchor” skills in each module enables students to build their profile and confidence throughout their time at GISMA 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 participate in workshops 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.

The Careers Centre at GISMA offers regular careers fairs and graduation fairs where employers come on to campus to talk about their graduate schemes and the opportunities available for GISMA Business School.

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 GISMA provision, is one core work placement module. The module is at level 6 and will allow students to use and reflect on work-based learning to gain credit.

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

Kingston Business School website: www.business.kingston.ac.uk

[GISMA](http://www.gisma.com) Business School website: www.gisma.com

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									
	BS4001	BS4002	BB4001	BB4002	BS4207	BH4104	BA5810	BM5212	BK5001	BK5002	BO5001	BO5002	BM5010	BM5011	BS5001	BS5002	BH5015	BH5016	BB5001	BB5002	AUG25-2020	AUG25-2020	BH6016	BS6209	
Knowledge & Understanding	A1	S	S	S	S	S	S		S	S	S	S	S	S	S	S		S	S	S	S	S	S	S	S
	A2	S	S	S	S	S	S	S		S	S	S	S	S	S	S	S		S	S	S	S	S	S	S
	A3	S	S	S	S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S		S	S	S
	A4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
Intellectual Skills	B1	S	S	S			S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B2						S																	S	
	B3	S	S	S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	B4	S	S	S	S	S		S	S	S	S	S	S	S	S	S	S	S	S	S				S	
Practical Skills	C1	S	S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S			S	S	S
	C2						S	S															S	S	
	C3	S	S	S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S			S	S	

	C 4				S																S
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Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.