

## Template C4



# Programme Specification

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

<b>Date first produced</b>	01/11/2015
<b>Date last revised</b>	19/09/2024
<b>Date of implementation of current version</b>	02/09/2024
<b>Version number</b>	9
<b>Faculty</b>	Faculty of Business and Social Sciences
<b>School</b>	Kingston Business School
<b>Department</b>	Department of Strategy, Marketing and Innovation
<b>Delivery Institution</b>	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

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) International Business
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	CertHE International Business BSc International Business DipHE International Business
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	n/a UFIBU1BU20
<b>UCAS code</b> <i>For each pathway</i>	N120 (3 years)

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) International Business with Professional Experience
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	CertHE International Business with Professional Experience BSc International Business with Professional Experience DipHE International Business with Professional Experience
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	n/a USIBU1IBU45
<b>UCAS code</b> <i>For each pathway</i>	

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BSc (Hons) International Business with Foundation Year
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	CertHE International Business with Foundation Year BSc International Business with Foundation Year DipHE International Business with Foundation Year
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	n/a UFIBU1IBU55
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	Honours
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Faculty of Business and Social Sciences, Kingston Business School, Kingston Hill

<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time Part-time With Professional Placement
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 3 Part-time - 6 With Professional Placement - 4
<b>Maximum period of registration:</b>	Full-time - 6 Part-time - 12 With Professional Placement - 8
<b>Entry Requirements:</b>	<p>Kingston University typically uses a range of entry requirements to assess an applicants suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicants suitability for the course. We recognise that every persons journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>Please see our course pages on the Kingston University website for the most up to date entry requirements.</p>
<b>Programme Accredited by:</b>	Association for the Advancement of Collegiate Schools of Business (AACSB) European Foundation for Management Development (EFMD)
<b>QAA Subject Benchmark Statements:</b>	Business and Management 2019
<b>Approved Variants:</b>	None
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	N/A
<b>Recruitment, Selection and Admission process:</b>	N/A
<b>End Point Assessment Organisation(s):</b>	N/A

## **SECTION 2: THE COURSE**

### **A. 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 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 programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are developed with reference to the QAA Subject Benchmark Statement for General Business and Management (2019) and the Recognised Sector Standards, and relate to the typical student.

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).

<b>Programme Learning Outcomes</b>					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	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	Explain and critically evaluate complex global business environments	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	Communicate an in-depth knowledge and understanding of the key functional business areas	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	Work effectively in diverse environments, and with others and get things done
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**

	<b>Teaching Block 1</b>		
<b>Level 4</b> <b>4 x core 30-credit modules</b>	BB420		
	BB42		
	BH4104 Ser		
	BS4		
<b>Level 5</b> <b>3 x core 30-credit modules,</b> <b>1 x 15-credit core module,</b> <b>1 x 15 credit optional module</b>	BA5		
	BM5212 Deve		
	BS5205 Sus		
	BS5204 Operating in a Global C (15)		
<b>Level 6</b> <b>3 x core 30-credit modules, 2 x 15-credit elective modules</b>	BS6		
	BH6016 Leac		
	BS6		
	BH6015 Professional Experience (15)	BM6213 Digital Creativity in Marketing	



## BSc (Hons) International Business

<b>Level 4</b>							
<b>BSc (Hons) International Business</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Business Design Thinking	BS4206	30	4	1 & 2		1	
Data and Digital in Business	BB4205	30	4	1 & 2		1	
Global Business Environments	BS4207	30	4	Year long		1	1
Service Mindset in Business Relationships	BH4104	30	4	1 & 2		1	
<b>Optional Modules</b>							

### 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.

<b>Level 5</b>							
<b>BSc (Hons) International Business</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Developing Effective Marketing Programmes	BM5212	30	5	1 & 2		2	
Operating in a Global Organisation	BO5204	15	5	1		2	2
Sustainable and Responsible Management	BS5205	30	5	1 & 2		2	
Unlocking Business Value	BA5810	30	5	1 & 2		2	
<b>Optional Modules</b>							
Consultancy in Practice	BH5103	15	5	2		4	4

Sales and Negotiation	BM521 3	15	5	2		2	2
Sales and Negotiation	BM521 3	15	5	2		2	2
Technology in Focus	BB511 4	15	5	2		4	4
Work Experience	BH510 5	15	5	2	Cannot do BH5103 as well	2	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.

It is possible to take an additional year to undertake a work placement, a study exchange or a combination of work placement and study exchange.

Further details regarding study abroad can be found in the Student Mobility Regulations - [Academic regulation 14.](#)

<b>Level 6</b>							
<b>BSc (Hons) International Business</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Building Business Strategy	BS620 6	30	6	1 & 2		3	3
Global Business Futures	BS620 9	30	6	1 & 2	BS5204 Operating in a Global Organisation	3	3
Leadership, Transformation and Complexity	BH601 6	30	6	1 & 2		3	3
<b>Optional Modules</b>							
CRM and Customer Success	BM621 2	15	6	2		3	3
Data and Digital Driven Design	BB611 5	15	6	2		3	3
Digital Creativity in Marketing	BM621 3	15	6	2		3	3
Professional Experience	BH601 5	15	6	1		3	3
The Learning Organisation	BH601 4	15	6	2		3	3

### BSc (Hons) International Business with Professional Experience

<b>Level 4</b>							
<b>BSc (Hons) International Business with Professional Experience</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Business Design Thinking	BS4206	30	4	Year long		1	1
Data and Digital in Business	BB4205	30	4	Year long		1	1
Global Business Environments	BS4207	30	4	Year long		1	1
Service Mindset in Business Relationships	BH4104	30	4	Year long		1	1
<b>Optional Modules</b>							

#### 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.

<b>Level 5</b>							
<b>BSc (Hons) International Business with Professional Experience</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Developing Effective Marketing Programmes	BM5212	30	5	1 & 2		2	3
Operating in a Global Organisation	BO5204	15	5	1		2	3
Sustainable and Responsible Management	BS5205	30	5	1 & 2		2	2
Unlocking Business Value	BA5810	30	5	1 & 2		2	2
<b>Optional Modules</b>							
Consultancy in Practice	BH5103	15	5	2		2	3
Sales and Negotiation	BM5213	15	5	2		2	3
Technology in Focus	BB5114	15	5	2		2	3
Work Experience	BH5105	15	5	2		2	3
Work Placement	BL5002	60	5	TB1 or TB2		3	5

Year-Long Work Placement	BH5030	120	5	year long		3	5
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### 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.

It is possible to take an additional year to undertake a work placement, a study exchange or a combination of work placement and study exchange.

Further details regarding study abroad can be found in the Student Mobility Regulations - [Academic regulation 14](#).

<b>Level 6</b>							
<b>BSc (Hons) International Business with Professional Experience</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Building Business Strategy	BS6206	30	6	Year long		4	7
Global Business Futures	BS6209	30	6	Year long		4	7
Leadership, Transformation and Complexity	BH6016	30	6	Year long		4	7
The Learning Organisation	BH6014	15	6	2		4	7
<b>Optional Modules</b>							
CRM and Customer Success	BM6212	15	6	2		4	7
Data and Digital Driven Design	BB6115	15	6	2		4	7
Digital Creativity in Marketing	BM6213	15	6	1		4	7
Professional Experience	BH6015	15	6	1		4	7

### BSc (Hons) International Business 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. 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.

## **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.
- 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.

## **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 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 these can be 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 are two optional work experience modules. The module at level 5 will allow students already in appropriate work to use and reflect on that learning to gain credit. Students not already in suitable paid work can undertake a placement or take part in a simulated consultancy in



practice in the Consultancy in Practice module. The module at level 6 will similarly 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.

## 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](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](http://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											
	BB4205	BS4206	BS4207	BH4104	BA5810	BM5212	BS5205	BH5103	BO5204	BH5030	BL5002	BM5213	BM5213	BB5114	BH5105	BH6015	BH6016	BS6206	BS6209	BH6014	BS6206	BH6014	BB6115	BM6213	BB6115	BM6212
Knowledge & Understanding	A1					S		S							S	S	S	S	S					S		
	A2			S	S	S					S		S		S	S	S	S	S	S			S		S	
	A3			S				S	S					S		S	S	S	S	S						
	A4					S											S									
Intellectual Skills	E1	S			S								S					S						S		
	E2		S		S											S	S		S					S	S	
	E3	S			S		S	S	S					S	S	S	S	S	S	S			S	S	S	
	E4		S				S	S	S			S						S	S							
Practical Skills	C1	S			S								S					S	S				S	S		
	C2				S	S		S			S		S			S	S	S					S	S	S	

	C 3					S	S							S	S	S		S					S		
	C 4					S	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.**