

## Template C4



# Programme Specification

**Title of Course:** *BSc (Hons) Marketing*

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<b>Version number</b>	4
<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>	

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) Marketing
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Ordinary Degree in Marketing Diploma in Higher Education in Marketing Certificate in Higher Education in Marketing
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UFMRK1MRK20
<b>UCAS code</b> <i>For each pathway</i>	N500

<b>RQF Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	
<b>Location:</b>	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>The minimum entry qualifications for the programme are:</p> <p>From A levels: 120-136 UCAS points (to include at least two A-levels or equivalent qualifications)</p> <p>BTEC National: Distinction, Merit, Merit (DMM)</p> <p>Access Diploma: Pass</p> <p>Plus: Five GCSEs grades 4 – 9, including Mathematics and English Language</p> <p>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.</p>

	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.
<b>Programme Accredited by:</b>	Association for the Advancement of Collegiate Schools of Business (AACSB)
<b>QAA Subject Benchmark Statements:</b>	Business and Management, March 2023
<b>Approved Variants:</b>	N/A
<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**

This course offers an exciting and challenging programme of study to learners wishing to specialise and pursue careers in product and brand management, digital marketing and marketing communications. Emphasis is on both the theoretical understanding and practical application of the modern marketing function in an increasingly digital landscape. For this reason, the programme is designed with an employer-, industry- and student- led focus aimed at producing graduates who are sought-after for their skills, knowledge and ability to innovate in the practice of marketing. Students immerse into a creatively led and technologically driven journey of experiential learning by discovery, supported and facilitated by renowned scholars and practitioners in the field of marketing with industry links to leading product and service brands.

The programme exists as part of a suite of undergraduate marketing programmes and students may study alongside students on the BSc (Hons) Marketing and Advertising course.

An explicit intention is employability, so the curriculum is underpinned by the future skills most desired by today's employers. Learners are trained to think critically and analytically about their approach to real-world marketing problems and the implementation of well-ground and creative strategies and campaigns.

A BSc (Hons) Marketing student will acquire practical knowledge and understanding of the principles, business, and output of contemporary marketing alongside developing the mindset of the marketer they envision becoming. This is facilitated by exposure and interaction with real practitioners that work across the domain of marketing. Students come to grips with the art and science of marketing examining the who, what, why, when and how of connecting with and communicating with consumers in a post-digital landscape.

Considerable attention is given to students understanding the principles of and theory behind market research and gaining customer insights through survey and experimentation through various data collection methods. In response to its growth and proliferation in today's society, AI (artificial intelligence) and its application in using big data to shape customer perceptions, competitive advantage, and brand value is explored from both the customer and brand perspectives.

Through experiential learning and interactions with real clients, students gain practical know-how of the strategic elements used in the development and management of brands, alongside getting a first-hand experience of how theory is applied for strategic decision-making as a product, service or brand manager. The Kingston Business School BRAINS lab provides the environment for students to experiment with the technology's brands use to decipher consumer behaviour and, in turn, create and deliver customer value. Exploring the development of social media strategies enables students to appreciate the benefits and parameters of different platforms and advance their specialism in planning, developing and leading social media campaigns from both a tactical and strategic point of view. The programme culminates with a capstone module purposefully designed to personalise student learning, demonstrating the skills acquired through a tangible portfolio of work.

Through the modules and the embedded skills development, the course provides students with a direct line of sight to graduate roles, with options that allow students to specialise or retain a broad knowledge base.

### Aims of the Course

The programme aims to:

- Provide students with in-depth knowledge and understanding of the key theories and practices employed in modern marketing
- Enable students to develop the intellectual capacity and practical experience needed to appraise and offer solutions to complex marketing problems
- To prepare responsible marketing graduates with the relevant skills and attributes for graduate-level employment, further study and lifelong learning opportunities
- Enable students 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	Evaluate critically the internal and external environmental environment in the context of marketing.	B1	Use data to identify and solve complex marketing problems and make evidence-based decisions	C1	Implement current and emerging digital and technological solutions to create and communicate value
A2	Demonstrate and communicate a critical understanding of the key areas of marketing and their relationship with other business functions to influence organisational performance.	B2	Use an enterprising mindset to create value	C2	Use marketing data analytics to identify business problems and offer evidence-based marketing decisions
A3	Demonstrate a practical understanding of appropriate approaches and strategies used in the modern marketing	B3	Interpret, analyse, evaluate and draw inferences from marketing information and other relevant information sources	C3	Draw upon appropriate marketing theories and frameworks to recommend a range of creative marketing solutions
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 marketing problems and opportunities to produce recommendations for decision and subsequent action	C4	Work effectively in diverse environments, and with others and get things done Implement input in the management of agency/client relationships

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

	Teaching Block 1		Teaching Block 2				Extended Learning Opportunities
Level 4 4 x core 30-credit modules	BM4003 The Principles of Marketing						Enrichment activities: <ul style="list-style-type: none"> <li>• Kingston Award</li> <li>• Part-time work</li> <li>• Additional careers activities</li> <li>• Additional skills development qualifications, e.g., micro-skills awards and proctored exams (MOS)</li> </ul>
	BM4004 The Outputs of Marketing (30)						
	BM4001 The Marketing Mindset (30)						
	BM4002 The Business of Marketing (30)						
Level 5 3 x core 30-credit modules, and 2 x 15-credit core modules	BM5214 Customer Insights and Market Research (30)						Enrichment activities: <ul style="list-style-type: none"> <li>• Additional careers fair</li> <li>• Kingston Award</li> <li>• Part-time work</li> <li>• Internship</li> <li>• Additional skills development qualifications, e.g., micro skills awards and proctored exams (Marketing, Digital, CRM, Sustainability, Project Management (Prince2 &amp; Agile), Sales)</li> </ul>
	BM5002 Analytics and AI for Marketing (30)						
	BM5006 The Art and Science of Communication in a Digital World (30)						
	BM5008 Marketing Across Cultures (15)	BM5004 Mastering Maledict (15)	BM5007 The Art of CX and UX (15)	BM5005 Planning and Running an Event (15)	BM5003 Marketing for Sales Success (15)	BH5105 Work Experience (15)	
<b>Optional Placement Year</b>							
Level 6 3 x core 30-credit modules, 2 x 15-credit elective modules	BM6002 My Marketing Project (30)						Graduate Support Package Additional skills development qualifications, e.g., micro skills awards and proctored exams (Project Management, Consultancy, Sales, Critical Thinking, Problem Solving, Digital platforms (user and developer level), Financial systems, CIPD)
	BM6001 Brands, Buyers and Behaviours (30)						
	BM6214 Social Media Strategy Development (30)						
	BM6003 Marketing for Services (15)	BM6212 CRM and Customer Success (15)	BM6005 Multimedia Storytelling (15)	BM6006 Web3 for Marketers (15)	BM6004 Marketing for Social Change (15)	BH601 Professional Experience (15)	

Table 1 Key

Optional modules	Optional modules (creative)	Optional modules (technical)
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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. 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) Marketing

Level 4							
BSc (Hons) Marketing							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
The Business of Marketing	BM4002	30	4	1 and 2		1	
The Marketing Mindset	BM4001	30	4	1 and 2		1	
The Outputs of Marketing	BM4004	30	4	1 and 2		1	
The Principles of Marketing	BM4003	30	4	1 and 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 a Certificate of Higher Education in Marketing.

Level 5							
BSc (Hons) Marketing							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Analytics and AI for Marketing	BM5002	30	5	1 and 2		2	
Customer Insights and Market Research	BM5214	30	5	1 and 2		2	
The Art and Science of Communication in a Digital World	BM5006	30	5	1 and 2		2	
<b>Optional Modules</b>							
Marketing Across Cultures	BM5008	15	5	TB1		2	
Marketing for Sales Success	BM5003	15	5	TB2		2	
Mastering Martech	BM5004	15	5	TB1		2	
Planning and Running an Event	BM5005	15	5	TB2		2	



The Art of CX and UX	BM5007	15	5	TB1		2	
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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 a Diploma of Higher Education in Marketing.

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 studying abroad can be found in the Student Mobility Regulations – [Academic regulation 14](#)

Level 6							
BSc (Hons) Marketing							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Brands, Buyers and Behaviours	BM6001	30	6	1 and 2		3	
My Marketing Project	BM6002	30	6	1 and 2		3	
Social Media Strategy Development	BM6214	30	6	1 and 2		3	
Optional Modules							
CRM and Customer Success	BM6212	15	6	TB1		3	
Marketing for Services	BM6003	15	6	TB1		3	
Marketing for Social Change	BM6004	15	6	TB2		3	
Multimedia Storytelling	BM6005	15	6	TB1		3	
Professional Experience	BH6015	15	6	TB2		3	
Web3 for Marketers	BM6006	15	6	TB2		3	

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

The approach to teaching, learning and assessment supports the programme's aims to ensure that graduates have the skills and knowledge to secure and thrive in graduate-level employment, research, further study and lifelong learning. A key philosophy driving the development of the course is the future skills agenda. As a

guiding design principle, future skills have been embedded within every year of the programme.

Students have a choice of electives to enable personalisation, supported through learning that is project based, iterative, focussed on problem solving and collaboration. Electives have been designed to offer development of technical as well as more creative aspects of the disciplines, skills and practices of marketing. This allows student-led pathways to be offered. The principles of Design Thinking are echoed throughout each module and year of study. Each individual module has been developed with a delivery and assessment strategy such that it delivers concrete elements unique to each student, building towards a portfolio of evidence for future employers

Much of the learning and teaching is through project- and problem-based activities, wherever possible, informed and or delivered by current practitioners and 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. Use of portfolio assessments supports the aim of the course to enable students to build a concrete body of evidence (ePortfolio) throughout the programme, of their achievements and skills to showcase to future employers. The latest technology is used to enhance learning and collaborative work. The assessment strategy ensures that students have explicit formative opportunities for practice and feedback 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 real-world situations our students may find themselves in.

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. This portfolio will be developed across all modules thought the duration of the programme.

In addition, early formative and summative assessment during the programme's first five weeks 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 BSc (Hons) Marketing programme has integrated the principles of the University's Inclusive Curriculum Framework, to ensure inclusivity 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 skills development, 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 can direct them to relevant services and procedures.
- A Year Lead. Each level of the programme has a year lead to follow up queries from the personal tutor and answer programme specific questions.
- 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.
- Student Voice Committee and course representatives to enable students to feed back to staff about the programme.
- Canvas – a versatile online 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
- School Education Committees
- 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 in applying 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. 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: Subject Benchmark Statement: Business and Management ([qaa.ac.uk](http://qaa.ac.uk))

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									
	BM4001	BM4002	BM4003	BM4004	BM5002	BM5214	BM5006	BM5008	BM5004	BM5007	BM5005	BM5003	BM6002	BM6001	BM6003	BM6005	BM6006	BM6004	BM6214	BM6212	BH6015
Knowledge & Understanding	A1		S	S		S	S	S	S			S	S					S	S		
	A2	S	S			S		S	S			S		S	S		S				S
	A3	S	S	S	S		S		S	S			S					S	S		
	A4	S		S			S		S			S	S		S			S		S	
Intellectual Skills	B1			S	S	S	S		S		S						S		S		S
	B2	S							S		S		S	S	S			S		S	
	B3	S		S	S	S	S		S		S		S					S	S		
	B4	S		S			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	
	C3			S	S		S	S	S					S	S			S			
	C4			S			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.**