Template C4

Programme Specification

Title of Course: *BSc (Hons) Pharmaceutical Science*

Date first produced	30/09/2012
Date last revised	05/03/2024
Date of implementation of current version	04/03/2024
Version number	5
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Life Sciences, Pharmacy and Chemistry
Department	Department of Chemical & Pharmaceutical Sciences
Delivery Institution	Kingston University

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

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Pharmaceutical Science
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	CertHE Pharmaceutical Science DipHE Pharmaceutical Science
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	BB22

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Pharmaceutical Science (with Regulatory Affairs)
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	CertHE Pharmaceutical Science with Regulatory Affairs DipHE Pharmaceutical Science with Regulatory Affairs
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Pharmaceutical Science (with Professional Placement)
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	CertHE Pharmaceutical Science with Professional Placement DipHE Pharmaceutical Science with Professional Placement
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Pharmaceutical Science (with Foundation Year)
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	CertHE Pharmaceutical Science with Foundation Year DipHE Pharmaceutical Science with Foundation Year

Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

RQF Level for the Final Award:	Honours (BSc)
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road, Kingston upon Thames
Language of Delivery:	English
Modes of Delivery:	Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Full-time - 3 With Professional Placement - 4
Maximum period of registration:	Full-time - 6 With Professional Placement - 8
Entry Requirements:	Kingston University typically uses a range of entry requirements to assess an applicant's 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 applicant's suitability for the course. We recognise that every person's 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. Additionally, all non-UK applicants must meet our English language requirements. Please see our course pages on the Kingston University website for the most up to date entry requirements.
Programme Accredited by:	*none*
QAA Subject Benchmark Statements:	n/a
Approved Variants:	There are no variants to UR.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The main aims of the field are (for all BSc (Hons) students):
- to provide all students who take the pharmaceutical science course, including those on the regulatory affairs pathway, with an in-depth knowledge and understanding of the core areas of pharmaceutical science;
- to introduce students to the design, synthesis and development of drugs through the study of appropriate examples;
- to enable students to develop their independent learning skills using primary and secondary literature sources;
- to enable students to develop subject related practical skills;
- to provide students with the opportunity to develop their written and oral communication skills;
- to prepare students for graduate employment, both scientific and otherwise, and study for a higher degree, whether taught or by research, by developing their intellectual, problem-solving, teamwork and analytical skills.

Additionally for students taking the Regulatory Affairs Pathway:
- to provide students with an in-depth knowledge and understanding of core national and international pharmaceutical regulatory affairs and their application in pharmaceutical manufacturing, enabling students to apply regulatory requirements and guidance to medicines and medicinal products

Additionally, for those BSc students following the sandwich programme:
- to enable students to complete a period of work experience in an area of pharmaceutical science which is related to their studies and to enhance, using this experience, their knowledge of career opportunities in the academic, pharmaceutical and related areas.

B. Intended Learning Outcomes

The field/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 outcomes are referenced to the QAA subject benchmarks for Pharmacy and Chemistry and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), 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).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A1	Demonstrate a good knowledge and understanding of the core areas of pharmaceutical science including organic chemistry, bioanalysis, pharmaceutical chemistry, introductory biology, pharmacology, toxicology and immunology, pharmaceutics and drug delivery.	B1	Critically analyse and appraise both primary and secondary sources	C1	Carry out laboratory work in chemistry, life science and related subjects in a safe, competent and professional manner
A2	Possess the mathematical, statistical and computational skills necessary for working in a scientific capacity in an academic, commercial or industrial context.	B2	Solve complex problems and undertake rigorous data analysis	C2	Carry out COSHH safety assessments for any experiment and perform laboratory techniques safely and effectively
A3	Competently and safely use a variety of modern scientific instruments and computers with dedicated software specific to areas of pharmaceutical science	B3	Demonstrate the ability to be independent, autonomous learners	C3	Plan, conduct and report on complex experiments
A4	Demonstrate a good knowledge and understanding of the regulations applicable to the development, testing and marketing of pharmaceutical products.	B4	Assemble data from a variety of sources and discern and establish connections and contradictions.	C4	Use a range of scientific instruments, understand the principles of their operation and obtain reproducible experimental results
A5	For those on the Regulatory Affairs pathway: Interpret and use relevant guidelines for example those from the ICH, EMA, and MHRA				

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

This programme is offered in full-time mode and leads to the award of BSc (Hons) degree in Pharmaceutical Science or BSc (Hons) Pharmaceutical Science with Regulatory Affairs. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme 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. Students may switch between the core programme and the regulatory affairs pathway at any time up to the beginning of level 6.

Each level is made up of four modules each worth 30 credit points. Students must complete 120 credits at each level.   All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

BSc (Hons) Pharmaceutical Science

Level 4							
BSc (Hons) Pharmaceutical Science							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Academic Skills for Molecular Sciences	CH4004	30	4	1 & 2			
BIOSCIENCES I	CH4006	30	4	1 & 2			
Foundation Chemistry	CH4005	30	4	1 & 2			
Introduction to Spectroscopy and Experimental Techniques	CH4003	30	4	1 & 2			
Optional Modules							

Level 5							
BSc (Hons) Pharmaceutical Science							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Analytical Science	CH5006	30	5	1 & 2			
ORGANIC AND MEDICINAL CHEMISTRY	CH5002	30	5	1 & 2			
Pharmacology and Pharmaceutics	CH5005	30	5	1 & 2			
Practical and Research Skills in Pharmaceutical Science	CH5007	30	5	1 & 2			
Sandwich Year Placement	LS5000	120	5	Minimum of 36 weeks throughout the year			
Optional Modules							

Level 6							
BSc (Hons) Pharmaceutical Science							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Drug Development	CH6008	30	6	1 & 2			
Project	CH6004	30	6	1 & 2			
Topics in Pharmaceutical Science	CH6009	30	6	1 & 2			
Optional Modules							
Advanced Analytical Science	CH6007	30	6	1 & 2			
Organic and Natural Product Chemistry	CH6001	30	6	1 & 2			

BSc (Hons) Pharmaceutical Science (with Regulatory Affairs)

Level 4							
BSc (Hons) Pharmaceutical Science (with Regulatory Affairs)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Academic Skills for Molecular Sciences	CH4004	30	4	1 and 2		0	0

BIOSCIENCES I	CH4006	30	4	1 and 2		0	0
Foundation Chemistry	CH4005	30	4	1 and 2		0	0
Introduction to Spectroscopy and Experimental Techniques	CH4003	30	4	1 and 2		0	0
Optional Modules							

Level 5							
BSc (Hons) Pharmaceutical Science (with Regulatory Affairs)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Analytical Science	CH5006	30	5	1 and 2		0	0
ORGANIC AND MEDICINAL CHEMISTRY	CH5002	30	5	1 and 2		0	0
Pharmacology and Pharmaceutics	CH5005	30	5	1 and 2		0	0
Practical and Research Skills in Pharmaceutical Science	CH5007	30	5	1 and 2		0	0
Optional Modules							

Level 6							
BSc (Hons) Pharmaceutical Science (with Regulatory Affairs)							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Advanced Analytical Science	CH6007	30	6	1 and 2		0	0
Project	CH6004	30	6	1 and 2		0	0
Regulatory Affairs For Pharmaceutical Science	CH6400	30	6	1 and 2		0	0
Topics in Pharmaceutical Science	CH6009	30	6	1 and 2		0	0
Optional Modules							

BSc (Hons) Pharmaceutical Science (with Professional Placement)

BSc (Hons) Pharmaceutical Science (with Foundation Year)

D. Principles of Teaching, Learning and Assessment

The core programme and pathway comprising this course have been designed to take account of the KU Curriculum Design Principles. The course utilises a wide range of teaching and learning methods that will enable all students to be actively engaged throughout the course. The course has traditionally had a diverse cohort of students, attracting students of different educational background, age, gender, race, religion, sexual orientation and disability. As a result the curriculum has been designed to be as inclusive as possible. Teaching and learning methods are carefully crafted to suit the content and the learning outcomes of each specific module but also for the overall programme. Typically this involves using lectures to ensure that students have the key theoretical knowledge relating to the module before using strategies that allow the students to apply this knowledge in a variety of ways. Through group and seminar work, practical and laboratory sessions students are then able to develop more individual interests and personal and key skills. A blended learning approach will be adopted to cater for the learning needs of each individual student wherever possible.

A range of assessment methods will be used that enable students to, in the initial stages of the programme, demonstrate the acquisition of knowledge and, later on in the programme, higher level skills such as problem solving, synthesis and critical analysis. Methods include oral presentations, in-class tests, MCQs, examinations, laboratory reports and poster presentations, peer marking as well as informal Q and A in each learning setting. This variety in assessment methods will ensure that no students will be disadvantaged despite the disparate academic backgrounds of the student body. The assessment regime for each module has been designed to provide formative opportunities that allow students to practice and to receive feed forward on their performance in preparation for the summative assessment. Care will be taken to avoid assessment bunching.

In line with university policy, feedback is provided to students within 20 university days on all forms of assessment including formal examinations. The return dates of marked coursework are published in all module guides. Many modules in the course have an assessment component comprised of a collection of small coursework elements, such as practical forms, laboratory forms or data collected in class and small problem assignments. Continual review of these assessment elements is performed to ensure that students get feedback on one piece before doing the next and that the summative assessment burden is not so great to prevent students being engaged with the formative assessment opportunities offered in modules.

Such coursework assessment will complement the testing of knowledge and skills in examination settings. The examinations themselves will also be presented in a variety of modes, ranging from calculations, problem solving and data analysis to MCQs and essay-type long answers. MCQs will be designed to test the same knowledge, concepts and problem-solving abilities that will be assessed by short answer questions (SAQs) and long answers in examinations.

There are opportunities for synoptic assessment from the first year onwards (in the first year via an explicitly synoptic assignment in the Academic Skills for Molecular Sciences module for example). While Level 4 work concentrates on recall of

fundamental concepts, work at higher levels applies this knowledge and understanding to problem-solving contexts. In the final year of their studies students are expected to be able to synthesise and critically analyse knowledge from various sources whilst in the project module especially the expectation is that new information will be generated by the student themselves.

Additionally, all level six students are required to complete a 'capstone' project which allows them to demonstrate and apply the knowledge and skills that they have acquired throughout the whole of their course. The topic of the project will be negotiated with the Project Module Co-ordinator in dialogue with the individual project supervisor and where appropriate a student's personal tutor who has a holistic overview of the students KU experience. The capstone project also allows students to develop and hone their research skills thus providing them with relevant practical experience for various employment opportunities and provide them with the foundations for further study if they wish to pursue this path.

Because of the importance of laboratory skills to the subject, there is also a requirement for a minimum of 80% attendance at practical sessions for progression to the next level of the course.

The development of more generic academic skills is threaded throughout the course and explicitly taught in the Academic Skills for Molecular Sciences module in the first year. Students will be required to engage with the Academic Skills Centre in at least one piece of coursework in the first year. These skills are assessed both formatively and summatively. Academic skills are further developed in the level 5 module Practical and Research Skills for Pharmaceutical Science. Diagnostic testing in the early weeks of the course and at intervals throughout the course will be utilised to test progress in the development of these skills but also to identify where students may need additional support which may come via the Academic Skills Centre or other tailored support.

E-Technology plays an important role in enhancing learning and teaching throughout the Pharmaceutical Science course. Canvas, for example, is a virtual learning environment that allows students to access lecture notes, assessments, screencasts, practical videos and links to Open Educational Resources (OERs) outside of the class room. Classroom technologies such as Starboard allow the electronic recording of work done "on the board" in the classroom. The use of Turnitin allows students to recognise the dangers of plagiarism and Grademark and other electronic marking systems are increasingly used by staff to give students quicker and clearer feedback. A large range of modules make use of on-line assessment tools to provide formative assessment with rapid feedback to enable students to prepare better for their subsequent summative assessments. E-technology is also used in the electronic marking of practical work coursework. Students will also be provided with the opportunity to undertake formative on-line quizzes to support knowledge gained during structured academic sessions. The Respondus lockdown browser or similar is used for summative tests, where appropriate, giving the ability to provide instant feedback on students' performance.

Research Informed Teaching is strongly embedded in the course. The level 5 module emphasising practical skills and research methods has a strong research-oriented teaching focus, enabling students to develop research and inquiry skills. This module

contains lectures and assessment on research and inquiry skills as well as an introduction to experimental planning. These "real world" attributes to the module will greatly enhance the students' generic academic skills as well as their employability. Final year modules such as Drug Development involve considerable research-led teaching where students learn about current research in the discipline. The final year project module is dominated by research-based teaching as students undertake research themselves under the expert guidance of project supervisors. This capstone module seeks to draw together and apply much of the knowledge and skills the students have acquired throughout their programme. Given the extended nature of the project, often involving many hours of laboratory-based research, students will acquire many of the skills necessary to succeed in the world of work especially as it pertains to scientifically orientated careers.   Students are also encouraged to explore opportunities in summer research internships in the School and contribute to the Faculty's Journal of Undergraduate Research or similar undertakings.

E. Support for Students and their Learning

Students are supported by:

A. A Module Leader for each module
B. A Course Leader to help students understand the programme structure
C. Technical staff to give advice on the safe and effective use of laboratory/scientific equipment
D.   Personal Tutors to provide academic and personal support
E. A placement tutor to give general advice on placements
F   Technical support to advise students on IT and the use of software
G. An induction week at the beginning of each new academic session
H. Staff Student Consultative Committee
I. Canvas – a versatile on-line interactive intranet and learning environment
J. An Academic Study Skills Centre
K. Student support facilities that provide advice on issues such as finance, regulations, legal   matters, accommodation, international student support etc.
L. Disabled student support
M. The Students' Union
N. Careers and Employability Service, including a Faculty employability co-ordinator
O. A designated programme administrator
P. A Placements administrator
Q. Peers – students will be encouraged to set up study groups and other learning networks. The university also runs a very well established Peer Mentoring Scheme

The use of personal tutors is well established in the School of Life Sciences, Pharmacy and Chemistry. Students will be allocated a personal tutor at the beginning of induction week and should have their first meeting in that week. Students keep the same

personal tutor throughout their course. The personal tutor provides academic guidance and advice and will play a key role in supporting students in making the transition from one year to the next.

To help develop the relationship at the beginning of their course students are expected to have at least three one-to-one meetings with their tutor in their first term. These initial meetings will focus on academic skills development and how to start to become an independent and self-reflective learner, who uses feedback in a constructive way. Some of these activities will be linked to assessments in the Academic Skills for Molecular Science module, in order to encourage engagement.

Later on in the course, meetings with personal tutors will focus on personal and career development. Students are encouraged to keep a record of their achievements and progress in skills development relevant to career and personal development. Level 5 is seen as a time for students to 'step up' and broaden their horizons whilst level 6 is about making the most of this year in terms of success and moving on. So for instance at Level 6 students will be expected to work with their personal tutors to prepare a good quality CV ready for sending out to potential employers. Additionally at this level the student tutee will be recording, reflecting on and reporting back to the personal tutor participation in extracurricular activities to enable the tutor to give a personal and detailed reference for the student. Thus the personal tutor scheme allows the student to foster a personal academic relationship with a member of the teaching staff in their school. This will enable the personal tutor to write an informed and well-rounded reference for the student when they seek work placements and careers after graduation.

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 review and development
- Periodic review undertaken at the subject level
- Student evaluation – at mid module and end of module points
- Moderation policies for assessment
- Module Review and Development Plans
- NSS returns
- Academic participation in peer observed teaching sessions
- Compulsory enrolment of new lecturers on a post graduate teaching course
- Effective deployment of a Staff development budget to enhance the skills and knowledge of academic staff
- Staff appraisal scheme
- An Industrial Advisory Board

G. Employability and work-based learning

The core programme and the regulatory affairs pathway comprising the Pharmaceutical Science course are specifically tailored to equip students to work in one of the many roles that exist in the pharmaceutical industry and related areas of the public sector. Recent graduates have entered employment as: analytical chemistry development scientist, research and development in formulation, quality control analyst, process development chemist, Research and development chemist (cosmetics), clinical trials administrator, a clinical research associate, Clinical Trial Project Manager, medical publishing, medical devices marketing, Drug safety associate, production operator, accounts manager, pharmacovigilance officer, registration compliance analyst, business development manager. Students interested in careers in research and development have pursued further study to PhD level.

The Industrial Advisory Board exists to inform the development of the programme outlined herein and to ensure that employers' views are well represented. Here, employer representatives are be given a forum to express their views on the essential employability skills they would like to see developed in Kingston University undergraduates from the School of Life Sciences, Pharmacy and Chemistry. This has led to the creation of the new Regulatory Affairs pathway. Complementary to this invaluable repository of employer insight our students also undertake industrial placements. Academic staff also undertake industrial visits to support and assess these placements. This means that academic staff have an extensive knowledge of developments in the industrial and commercial world and can tailor their academic provision and the learning programme to meet the prevailing needs so identified.

In addition to developing discipline specific skills, the course is designed with generic employability skills embedded.   In the second year all students are required, in the Practical Skills and Research Methods module, to explore possible career paths open to the pharmaceutical science graduate. They have to prepare a group presentation on one path and attend presentations on a variety of career paths given by other groups of students. This level 5 module and the level 6 Project module builds on work done in the personal tutor system, and the academic skills module, to make students reflect on and develop the attributes that employers seek in graduates. These include independent learning, the ability to work in teams, time management skills, verbal and written communication skills. A number of these skills are also developed through group work and presentations in other modules. The regulatory affairs pathway has been designed explicitly to address the current skills required by the pharmaceutical industry in this important area. An important role of the Personal Tutor system is to encourage students to develop such skills through volunteering, sports activities, positions of responsibility in clubs and societies, student ambassador schemes and study abroad.

Studying abroad is actively encouraged via the promotion of the four year degree with international exchange. This allows students to spend an entire year abroad after their second year. It counts as only one 60 credit module ("international exchange") which is pass or fail. The modules studied abroad do not replace any Kingston modules. The

European and Study Abroad office in the international office helps students find a suitable institution abroad. This route gives students the chance to study a broader curriculum and obtain a deeper understanding of their discipline. International exchange provides a valuable opportunity for students to broaden their experience and develop transferable skills. The international perspective they gain from their year abroad will be highly valued by global employers in the pharmaceutical Industry.

An industrial placement is a valuable opportunity to improve employability. At the beginning of the second year students are encouraged to attend sessions convened by colleagues dealing with the employability and careers aspects of university life to help them with applications for placements. Students are offered individually tailored support from the placements team to enable them to enhance their chances of obtaining an industrial placement and the skills acquired here are directly transferable to the full time, permanent employment setting.

Graduates who have successfully completed this degree have gone on to do well in many careers including further academic study at Master's and PhD levels
Recent graduates have got jobs with CRF Health , IGMA Ltd, Nemaura Pharma Ltd, MHRA, Ipsen, Johnson & Johnson, Aesica Pharmaceuticals, Eli lilly, Novartis, Paraxel, NHS, GlaxoSmithKline, Sandorz, Henry Schein Medical, Syngenta, Procter and Gamble, LGC, B. Braun Medical, Martindale Pharma, DDD Limited, Medtrack to name but a few.

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. Students are supported through this process by the university Careers and Employability Service. 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.

Students who are registered on the sandwich route must successfully complete Levels 4 and 5, before undertaking a period of at least 36 weeks of supervised work experience. This is equivalent to 60 credits. Students will be visited at least once during their placement by a member of staff from the School of Life Sciences, Pharmacy and Chemistry. The placement will be assessed and successful completion will be required award of the sandwich placement credits. The credits are not graded and will not contribute to the overall degree classification.

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

n/a

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					
		CH4005	CH4006	CH4003	CH4004	CH5006	CH5007	CH5002	CH5005	LS5000	CH6004	CH6008	CH6007	CH6001	CH6009	CH6400
Knowledge & Understanding	A1															
	A2															
	A3															
	A4															
	A5															
Intellectual Skills	B1															
	B2															
	B3															
	B4															
Practical Skills	C1															
	C2															
	C3															
	C4															

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