

Programme Specification

Title of Course: *MSc Historic Building Conservation*

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Version number	3
Faculty	Kingston School of Art
School	School of Arts
Department	Department of Architecture and Landscape
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): <i>Up to 10 pathways</i>	MSc Historic Building Conservation
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Diploma in Historic Building Conservation Postgraduate Certificate Historic Building Conservation
Course Code <i>For each pathway and mode of delivery</i>	PPHBC1HBC01 PFHBC1HBC01
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	Level 7
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Department of Architecture & Landscape, School of Art & Architecture, Kingston School of Art, Knights Park
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Entry Requirements:	The minimum entry qualifications for the programme are an honours degree or equivalent. However, typically applicants should have a good BA (Hons) or BSc (Hons) degree. There is no prescription as to the subject studied at first degree level although it is anticipated that typically applicants will have some demonstrable knowledge within a related discipline obtained either through formal study or through work experience. Shortlisted applicants must be able to demonstrate sufficient knowledge, aptitude and/or experience to satisfy the admissions tutor that they have a realistic prospect of success. It is anticipated that most applicants will have a first degree in a construction

	or other built environment related discipline and have a considerable knowledge of construction. Other related subjects such as archaeology or architecture or interior design may also be considered. Applications are considered initially on the basis of the information contained in their application forms including their academic references. On the basis of this initial screening, candidates considered unsuitable are rejected. Short listed students may be given the opportunity of an interview if they are not rejected at the first screening. Part-time students are welcome. Normally students studying part-time will be expected to be in relevant employment or have relevant practice experience. When interviewing students for part-time study, care is taken to ensure that applicants are aware of, and have taken into consideration, the potential difficulties involved in dealing with the demands of a rigorous programme of study at the same time as holding down employment. International students will be expected to produce evidence of English language competence in accordance with the University's standard policy and may be required to attend a pre-session programme in English. Usually a score of IELTS 6.5 in each component or TOEFL 88 is required. Kingston University operates an equal opportunities policy in regard to all applicants. The Faculty and the School endorse this policy. <i>Admission with Advanced Standing</i> This scheme is operated with recognition of the principles of Credit Accumulation and Transfer. Thus, an applicant's prior qualifications and learning will be recognised and may lead to these being accepted as fulfilling some of the requirements of an approved programme. For this programme in no event will a student be granted exemption from more than one-third of the total programme. Where a student wishes to apply for admission with advanced standing consideration may be given to prior certificated or experiential learning in consultation with University RPCL or RPEL scheme.
Programme Accredited by:	Royal Institution of Chartered Surveyors (RICS) Institute of Historic Building Conservation (IHBC)

QAA Subject Benchmark Statements:	None applicable
Approved Variants:	None
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 overall aims in terms of intellectual and personal development are to foster:-

The further development of students' existing intellectual and imaginative powers; their understanding and judgement; their problem solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective. The course aims to deepen the students' powers of research, analysis and creativity so that they have developed a systematic approach to knowledge and a critical awareness of current issues so that they are able to develop critiques of theory and practice. The aim is also to provide a vehicle whereby their personal and inter-personal skills can be exercised and developed thus better enabling them to take a pro-active, self-critical and reflective approach to their subsequent careers.

The overall aims of the MSc in Historic Building Conservation are to enable graduates to have:-

- perception; the ability to innovate, to respond to new and unfamiliar situations with an imaginative and systematic use of knowledge and skills to solve problems;
- developed intellectually beyond the first degree level and have the ability to critically question accepted orthodoxies and conventions and with the ability to progress to higher degrees should they so choose;
- benefited from a stimulating and relevant programme of taught study that is underpinned by research and meets both their needs and the emerging needs of practice and one in which the learning environment stimulates the student to take a pro-active role;
- the potential to become beneficial members of the profession specialising in historic buildings and to meet the developing needs of practice;
- in their possession a substantial core of theoretical and applied knowledge about the theory, techniques and practice of Historic Building Conservation, primarily related to the UK but incorporating knowledge of some International and European laws, policies, construction contracts and practice;
- a deep critical knowledge of sustainability as it impacts on the practice of Historic Building Conservation;

- competence in the practice of research concepts, principles and methods and have developed a commitment to research culture and life-long learning;
- The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning.

B. Intended Learning Outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA Master's Degree Characteristics 2020 and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. There is currently no benchmark statement for postgraduate programmes in this subject area. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

The programme is devised to provide a sound basis for graduates to gain relevant professional accreditation in the area of Historic Building Conservation.

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
A6	Analyse historic buildings in order to prepare schedules of conditions and dilapidations and to prepare specifications of works of repair.	B5	Recognise the implications of ethics and professional judgement and apply these principles to all their studies in preparation for their future professional lives	C6	Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice).
A5	Demonstrate a critical appreciation of conservation economics, its processes and applications;	B4	Exercise sound reasoned judgement in relation to professional practice problems and research questions	C5	Freehand sketch and prepare detailed drawings, using 2D and 3D visualisation techniques.
A4	Record and critically analyse historic building data demonstrating deep knowledge of historic building design and materials;	B1	Critically analyse the information and knowledge base within which they are working and be able to challenge ideas rationally and constructively	C4	Prepare schedules of conditions, schedules of dilapidations and specification of works accompanied by pricing schedules.
A2	Demonstrate deep knowledge and understanding of building law and regulations, including environmental regulation, and of the law affecting the construction and conservation processes in particular the developing body of law relating to environmental and social concerns;	B2	Identify practice related problems and prepare logically sound plans for their solutions	C3	Use computer technology competently to assist with information retrieval and management
A1	Demonstrate a high level of knowledge and understanding of	B3	Demonstrate a deep, questioning and problem-solving approaches to	C2	Competently use word, excel and other appropriate standard

	the principles of construction technology related to historic buildings including a knowledge of historic materials and environments		the acquisition of knowledge and bring these capacities to solve problems related to their studies		industry software packages and to have an elementary knowledge of CAD and other visualisation packages in order to prepare simple design concepts and solutions
A3	Demonstrate a working knowledge of historic buildings defects analysis such that they can make recommendations for the rehabilitation of historic buildings;			C1	Draft and present professional reports, and other documents, both practice–orientated and academic

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 as a full field in full-time, part-time and 'with professional placement' modes, and leads to the award of MSc Historic Building Conservation. Entry is at Level 7 with degree equivalent qualifications (See Section D). Intake is normally in September.

1. Professional and Statutory Regulatory Bodies

Royal Institution of Chartered Surveyors
Institute of Historic Building Conservation

The programme is made up of four modules each worth 30 credits and a 60-credit research project/dissertation module. All modules are core. All students will be provided with the University Postgraduate Regulations (PR) 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.

Students on the 2-year programme (with integrated placement) must complete all modules by the end of TB3, and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of the preceding teaching block, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

MSc Historic Building Conservation

Level 7							
MSc Historic Building Conservation							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time

ANALYSIS OF HISTORIC BUILDINGS	AR740 9	30	7	1 & 2			
DEFECTS, PATHOLOGY AND REPAIR	AR740 8	30	7	1 & 2			
LEGISLATION AND ECONOMICS FOR HISTORIC BUILDINGS	AR740 5	30	7	1 & 2			
Professional Placement School of Arts	WP700 3	120	7	1, 2, 3(Year 2)			
REGENERATION AND CONSERVATION OF HISTORIC ENVIRONMENTS	AR740 6	30	7	1 & 2			
RESEARCH PROJECT / DISSERTATION	AR740 7	60	7	1, 2 & 3			
Optional Modules							

Level 7 information

The Award of the MSc Historic Building Conservation requires the successful completion of all modules. Those obtaining 120 Credits will be eligible for a Postgraduate Diploma in Historic Building Conservation and those with 60 credits a Postgraduate Certificate in Historic Building Conservation in accordance with Kingston University's regulations.

D. Principles of Teaching, Learning and Assessment

Overarching Principles

All students on the programme are working towards a professional career in which they must be able to exercise judgement, communicate with clients and the public and take an ethical approach to all that they do; we also encourage them through the design and execution of the curriculum to be both knowledgeable in terms of how ethical, cultural and social principles apply to their own field such that they develop a responsible attitude towards the role that built environment professionals can play in modern society.

The Department maintains that the role of teaching and assessment is to underpin student learning. The strategy is to engage students with a wide range of activities that enable them to develop the skills that they will need as practitioners whilst facilitating their acquisition of knowledge and critical thinking. The student should, as far as practicable, be empowered to take control of their learning but be supported strongly through the process. However, it is also recognised that, although students come into the programme with developed learning skills acquired through their first degrees, the nature of the programme is intensive. Therefore, formal lectures are used to ensure imparting of key information which students then analyse and develop at depth through both formatively and summatively assessed work. In accordance with the professional practice nature of the programme, much of the teaching related to knowledge and

understanding will be focused on simulated real life study and projects in which students will be led through the materials and required to develop their skills through the tasks set. Use will also be made of visiting lecturers to ensure currency of projects. Support sessions and tutorials aimed at both knowledge reinforcement and skills development, as well as to provide both feedback and feed forward are also an important part of the delivery strategy.

Teaching & Learning: Developing Knowledge and Skills through a Range of Means

A solid and comprehensive technical and professional knowledge base is delivered through lectures, seminars and tutorials; deep knowledge acquisition lies at the heart of our programmes. Teaching for full-time students normally takes place over 2 days a week; for part-timers already engaged in the industry it is one day per week. The exception to this is the Field Trip which may be up to one week in duration. Further, where possible, teaching periods will be augmented with site visits which provide opportunities to reinforce key principles taught. It is recognised that part-time students may be unable to participate in some of these wider activities, but such students are normally engaged in professional practice in which their practical application is running alongside their academic studies.

It is considered important that student learning is regularly monitored and the School uses a timetabled system of Tutorials and Seminars within weeks which will be adapted such that it can work in the best interest of students. Within an intensive postgraduate programme, it is important that continuity of teaching is maintained but some weeks will be specifically designated as those during which a part of the teaching time is dedicated to feedback and feed-forward tutorials or during which timetabled contact exceeds the normal 2 days per week.

Lectures are used to impart key information and will normally be limited to one hour in duration, followed by seminars. Extensive use is made by teaching staff of e-learning via the Virtual Learning Environment (VLE)/Canvas. Not only are teaching materials loaded up in advance of lectures, but other materials and web links are loaded. Teaching may be augmented by on-line discussion groups to aid understanding. We recognise that an ability to work with a range of digital media is important to employability skills and effective learning. Students need to be computer literate and able to operate industry standard computer packages.

LinkedIn Learning – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

Developing skills is critical to successful vocational education. These skills are practical – such as the ability to work together, communicate in a variety of media, present orally and through professional reports. Basic competency in the use of a range of digital applications will be required.

Students need to develop high level information retrieval skills and the ability to design and execute research effectively. The development of these skills is supported throughout the programme using appropriate analysis tools to draw relevant and reasoned conclusions, as these skills underpin their entire learning. They are practised and enhanced through exercises for example, the preparation of reports and presentations advising clients on the legal and policy framework for a given heritage asset and the evaluation of information from a range of sources to inform options appraisals.

By debating the ethical and policy issues that they may face in their subsequent professional lives, students are better equipped to produce reasoned and rigorous responses in challenging situations. The learning and assessment philosophy also places emphasis on personal skills development, through simulated practice and group-based activities which develop team working skills and respect for colleagues which are critical dimensions of professional practice.

In the final 60 credit Research Project/Dissertation, AR7407 students are encouraged to undertake a project of a type that is appropriate to them personally but which will help them to synthesise their learning and produce new knowledge. Therefore, a student in full-time employment in the industry studying part-time might choose to study something related to their own organisation, whilst another may undertake a standard dissertation or research project including design and/or making. We are committed to the principle that each graduate, whilst in possession of the core knowledge and skills base is considered and developed as an individual playing to their own strengths and interests and the potential best contribution they can make moving forward. In all cases they are strongly encouraged to integrate empirical investigations, thus demonstrating research and inter-personal and analytical skills.

Assessment

Assessment is both formative (i.e. the work is marked and feedback given but the mark does not count towards the module achievement mark) and summative (the assessed mark counts towards the module grade awarded). Formative assessment is important as it encourages students and supports their overall learning. Examples of formative work include:

- Draft submissions for comment;
- On-line discussion groups monitored by staff;
- In-class quizzes to test recently covered lecture material;
- Formal 'client meetings' in which notes are made and feedback given; and
- The preparation of portfolios of work based on weekly seminar work, where only the final portfolio is assessed summatively.

Summative feedback takes a wide range of forms, some of which have been outlined under the teaching and learning section above and all of which are detailed in the Module Descriptors. In the case of this programme, which has a strong technical and legal content, each taught module is tested by a variety of types of coursework brief, some individual, some group, and including laboratory testing work as well as live projects and professional reports in addition to academic essays.

In designing coursework assignments a policy has been adopted to ensure that, as far as possible, emphasis is placed on developing simulated and real world experiences. This approach, which ensures that students write professional reports, enter debates and make oral presentations, is focused on developing employability skills. However, the Research Principles module and the Research Project do ensure that they can create and sustain an argument and competently produce rigorous academic research.

Each module is designed to test up to six learning outcomes; therefore in each module a range of assessment is undertaken with up to two summative elements, spread throughout the year better to ensure an even workload for the student. Students studying fulltime undertake the four taught modules in the first 2 teaching blocks whilst the Research Project/ Dissertation completes in September. In designing the amount of assessment to be undertaken in each module the principle has been taken that as far as possible equivalence of effort and output is designed such that the output for each module will normally be in the range of 8000 – 9000 words or equivalent, with the exception of the Research Project/Dissertation module, which is between 15,000 – 18,000 words or equivalent, in total.

Feedback to students on summative assessment is vitally important. The method used will vary depending on the task that was undertaken but staff realise the need for it to be timely and supportive.

The integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor. During the period of the placement(s) students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Microsoft Teams. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available.

E. Support for Students and their Learning

Students are supported by a variety of means at University, Faculty and School level and by the Union of Kingston Students and by the Academic Team who seek to maintain as far as practicable an open door policy in the spirit of supporting students. We are particularly mindful that postgraduate students, many of whom are balancing work and study, need clear 'signposting' to ensure that they are well supported and in a timely fashion.

The following mechanisms are used in support of students:

A School organisation that provides support at the point of need:

- A Module Leader for each module gives 'front line' support on technical matters relating to the subject material through the tutorial week sessions;
- A Course Director who can give support to help students understand the context of Staff Student Consultative Committees and regular open meetings at School and Faculty levels to promote good communication and to ensure that staff are aware of any collective concerns that students may have.
- Careers & Employability Services will provide support for students prior to undertaking work placement(s).

The Department supplies a Tutorial and Academic Support system that is comprehensive and tailored to student needs:

- Each student is provided with a named member of academic staff in induction week at who will remain their personal tutor throughout their studies. At Postgraduate Level this may be their Course Director, though this is not always the case;
- The Personal Tutor system has been devised to enhance the support provided to students. In addition to the student being allocated a personal tutor upon admission to the programme, robust systems are in place to ensure that a structured series of meetings are scheduled for students to meet their tutor both on a one to one basis and in tutor groups to review progress and to discuss any concerns that might have arisen in relation to academic matters.
- The teaching blocks have been structured to ensure regular meetings with tutors (a minimum of 3 times per year);
- A Student Achievement Officer who provides additional pastoral and practical support who assists the Course Administrator and the Course Director to track student progression. This role is vital in helping early identification of students who may be in need of extra help;
- An induction programme and study skills sessions at the start of the academic year to ensure that students are aware of the expectations we have of them as they move through the programme;
- Designated year guides tailored to the students' individual year of study

A Range of Support for Careers and Employability:

- Close contact with the University Careers and Employability Services
- The Department promotes relationships with employers and supports students locally with careers advice, CV writing, and organises events such as alumni evenings, speed interviewing etc;
- Close contact with local and international employers and professional bodies and encouragement to students to enter professional competitions. Support to students to gain placements and internships; and
- Throughout delivery of a curriculum geared to the professional development of students by e.g. professional development planners integrated into assessment work.
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site.
- LinkedIn Learning – an online platform offering self-paced software tutorials

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
- Periodic review undertaken at the subject level
- Student evaluation including MEQs (Module Evaluation Questionnaires) and a Postgraduate Survey
- Moderation policies
- Feedback from employers

The Department of Architecture and Landscape interfaces with several professional bodies (RIBA, ARB, LI, RICS and IHBC) and for these annual monitoring and periodic reviews provide other opportunities for reflection and external contribution to course design and quality assurance and enhancement. Employer liaison groups which take varying forms also provide the opportunity for external input to the quality assurance and enhancements of the School's programmes.

Additionally the Department promotes reflection on its own practice through the pedagogical and professional educational research of its staff members and through a series of Away Days and informal Staff Meetings in which feedback from all sources is considered and innovation encouraged.

G. Employability and work-based learning

The Department take the employability of its graduates very seriously and the skills and knowledge base required by future employers are guiding principles in developing not just what we teach but how we assess students. For example, employers seek people with good team working skills and who can present effectively and confidently. Accordingly, the course has been designed to meet the core curriculum needs of those wishing to pursue careers

within professional practice and careful consideration has been given to the study materials, mode of delivery and skills development which will best enable students to graduate with the knowledge, skills, ethical approach and confidence to enter practice in either the public or private sector. The Academic Team maintain close links to practice and the professional accrediting bodies in order to ensure that those responsible for keeping the curriculum up to date are well informed. Some staff also sit on professional body groups and committees or/and act as professional body competence assessors which further ensures both currency of the programme and that contacts between the School/Department and practice are supportive and informed. Alumni and other practitioners also play a role in delivering the programme thus giving students insights into practice; they also often offer internships and approach us directly when they have graduate positions that they require to fill. In addition Employer Evenings dedicated to the profession are organised centrally by the University's Employability Team, These attract a diverse range of organisations, both public and private, national and international.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the services of the Careers and Employability team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

Students are prepared for practice by an informed curriculum, by undertaking field trips and site visits, undertaking simulated practice projects and by a series of support activities such as employability evenings, CV writing sessions etc. Students are also encouraged to enter professional body competitions and pursue internships and vacation work within a professional setting. However, we recognise that employers also value a range of other skills and experiences and students are encouraged to take part in the wider life of the University through sporting, musical or other activities or through community volunteering. In recent years students within the School have won numerous awards and in terms of sporting endeavour the School has seen several international players study on its courses.

Graduates of the MSc Historic Building Conservation have been successful in gaining employment with a range of heritage organisations, public bodies and professional firms in the UK and overseas. Some have also undertaken the programme whilst in employment throughout, whilst others have already been in practice on their own account and have used their learning to extend the range of professional services they offer.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placement is an integral part of the 2-year programme and students will receive support from the Careers and Employability Services team. While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services offer each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, 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 their prior learning, and to evaluate the relationships between academic skills and employers'

expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

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

QAA Master's Degree Characteristics (2015)

http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10

Professional Body:

www.rics.org

www.ihbc.org

Course Page:

<http://www.kingston.ac.uk/postgraduate-course/historic-building-conservation-msc/>

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 7					
		WP7/003	AR7407	AR7405	AR7406	AR7408	AR7409
Knowledge & Understanding	A6		S	S		S	S
	A5		S	S			
	A4		S	S	S	S	S
	A2		S	S	S		
	A1		S		S	S	S
	A3		S		S	S	S
Intellectual Skills	B5		S	S	S	S	S
	B4		S	S	S	S	S
	B1		S	S	S	S	S
	B2			S	S	S	S
	B3		S	S	S	S	S
Practical Skills	C6	S					
	C5			S	S	S	S

	C4			S		S	S
	C3		S	S	S	S	S
	C2		S	S	S	S	S
	C1		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.