**Bachelor of Commerce Honours in Marketing and Supply Chain Management (FMS44)**

**CHE comment 1:**

**The weightings with respect to formative and summative assessment should be provided.**

DISCUSS THE OVERALL ASSESSMENT STRATEGY AND INDICATE THE CONSTRUCTIVE ALIGNMENT OF THE PROGRAMME DSIGN, TEACHING AND LEARNING STRATEGY, AND ASSESSMENT PROCEDURES TO THE LEARNING OUTCOMES

**Overall Assessment strategy**

Each module will be assessed. Formative and summative assessments will be used.

The goal of the formative assessment is to monitor student learning by providing ongoing feedback to students in order for them to improve their learning. Formative assessments include a range of oral and written, group and individual class assignments in order to give students the opportunities to demonstrate a variety of competencies.

A total of 33% will be allocated to the Formative assessments

The summative assessments consists of tests and a final exam. A case based approach is used in tests and exams. These assessments require students to apply their learning in an integrated way to analyse a specific area related to their work context in a work-based assignment and to apply the theoretical frameworks to recommend solutions to identified problem areas. The practitioner research project assesses the ability of students to integrate themes from different modules and apply them appropriately to a real scenario.

A total of 67% will be allocated to the Summative assessments

**The outcomes of the programme are:**

* *Diagnose and analyse complex marketing and supply chain situations*
* *Synthesize credible and practical solutions for the marketing and supply chain management context*
* *Display a familiarity with a repertoire of good practice models for marketing and supply chain management by applying them to real life situations*
* *Evaluate changing environments from a marketing and supply chain management perspective*
* *Evaluate the impact of a growing economy from a marketing and supply chain management perspective*
* *Formulate coherent strategic policies*

**CHE comment 2: The allocation of time for direct contact should be at least 25% for the programme to offered through contact mode of delivery.**

TYPE OF LEARNING ACTIVITY

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| --- | --- | --- |
| **Type of learning activity** | **HOURS** | **% OF LEARNING TIME** |
| Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, syndicate groups) | 320 | 25 |
| WIL (Practical experiential learning, simulated learning, laboratory work, practicals etc. excluding workplace-based learning) | 0 | 0 |
| Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) | 0 | 0 |
| Assessment | 942 | 73.59 |
| Other (specify) | 18 | 1.4 |
| **TOTAL** | **0** | **0** |
|  | 1280 | 100 |