Programme Specification

Course record information

Name and level of final award	- Bachelor of Arts with Honours - Contemporary Retail - Bachelor of Arts with Honours - Contemporary Retail with International Experience - Bachelor of Arts with Honours - Contemporary Retail with Professional Experience The award is Bologna FQ-EHEA first cycle degree or diploma compatible
Name and level of intermediate awards	- Bachelor of Arts (BA) - Contemporary Retail - Diploma of Higher Education (Dip HE) - Contemporary Retail - Certificate of Higher Education (CertHE) - Contemporary Retail
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Business and Management
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	Contemporary Retail, Full-time, September start - 3 years standard length with an optional year abroad or placement
Valid for cohorts	From 2024/5

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: https://www.westminster.ac.uk/study/undergraduate/how-to-apply

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning

Aims of the programme

This course offers students a unique opportunity to learn in central London, the UK epicentre of retail, positioning them as future leaders in the dynamic field of retail. The UK, known for its competitiveness and leadership in the retail industry, serves as an ideal environment for students to gain insights into the impact of customer and shopper behaviour on decision-making, to formulate strategies that benefit their organisations and the broader economy.

Students will develop a deep understanding of leadership and management skills, with a focus on collaborative work, as well as managing internal stakeholders to deliver best-practice retail initiatives in the ever-evolving digital shopping landscape. The course covers all aspects of customer shopping behaviour, with a strong emphasis on technology and innovation, as well as the consideration of social and ethical values throughout the decision-making process, ensuring a mindful approach to commercial strategies that consider the well-being of people and the planet.

Students will have the opportunity to specialise in various retail sectors, including fashion, luxury, sports and leisure, and grocery retail, all located in the heart of London's prestigious West End. Furthermore, the course provides students with authentic learning experiences through partnerships with leading retailers, allowing them to apply their skills in real-world workplace settings.

Upon completion of the course, students will not only possess a deep understanding of Contemporary Retail and also be equipped with the skills necessary to succeed as mindful and visionary leaders in the retail industry.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

Today's retail and business organisations prioritise graduates with strong academic qualifications and workplace-relevant skills. The course offers career development skills and work-related learning activities for a solid foundation in Retail, preparing students for careers in various areas such as Customer Insights, Brand and Marketing Management, Trade marketing and sales, Retail Management, Digital management, and more.

The university will also develop and exploit partnerships with industry bodies and retail service providers to help place students and progress them to internships and full-time employment.

Work experience is a very useful way of gaining relevant, professional experience and knowledge of digital marketing and can greatly improve students' employability. As part of the University of Westminster's Employability Strategy, the course offers a core module incorporating work-based learning and an optional year-long placement.

At level 5 students also have the opportunity to take an optional 60-credit semester-long placement module abroad or work experience.

Professional Experience

The Westminster Business School encourages students to take a placement year in industry. During the year students will identify skills' goals to work towards achieving whilst on placement; carry out research to develop an awareness of the Retail business sector they are working in, using a range of data sources; and familiarise themselves with retailer techniques and processes, which help effectively deliver key initiatives and business objectives.

International Experience

Students can choose to undertake an international experience year as part of their degree at one of our partner overseas institutions. They will study and reside in the country of a host institution during the course of the year. The content of the study is agreed upon through a Learning Agreement between them, the home institution, and the Westminster Business School.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)

- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- 4.1 Operate in a range of varied but predictable contexts, both autonomously and with supervision, which requires the use of a specified range of standard marketing and communications techniques and information sources, whilst being mindful of social, ethical, and environmental issues relevant to Retail. (PPP)

- 4.2 Understand the marketing and communications base, and its terminology and appreciate those areas of this knowledge base are open to debate and reformation. (KU)

- 4.3 Analyse and make informed and sustainable marketing and communications decisions with guidance using given classifications/principles recognising the needs of stakeholders as well as being socially, ethically and environmentally aware. (GA)

- 4.4 Apply marketing and communications theory creatively to a well-defined problem or process and begin to appreciate the complexity of the issues. (GA)

- 4.5 Work collaboratively, building positive relationships with others as a member of a group and meet obligations to others. (KTS)

- 4.6 Work within an appropriate ethos, manage time, use and access a range of learning resources to achieve goals. (KTS)

- 4.7 Manage information, collect appropriate data from a range of sources, and undertake simple research tasks with external guidance. (KTS CS)

- 4.8 Use interpersonal, digital and communication skills to clarify tasks and identify and rectify issues in a range of contexts. (KTS SS)

Level 5 course learning outcomes: upon completion of Level 5 you will be able to:

- 5.1 Operate in retail, business & marketing situations of varying complexity and predictability requiring the application of a wide range of techniques, tools and digital platforms. (PPP CS)

- 5.2 Act with increasing autonomy within defined guidelines, accepting responsibility for achieving personal and group outcomes. (PPP KTS SS)

- 5.3 Demonstrate detailed knowledge of well-established retail business/marketing theories and concepts, with awareness of different ideas, contexts and frameworks, recognising those areas where the knowledge is most/least secure. (KU SS)

- 5.4 Demonstrate awareness of the wider social and environmental implications of business and marketing within Retail and be able to debate issues in relation to more general ethical perspectives. (KU)

- 5.5 Analyse and evaluate information using given principles, comparing data collection and applying methods, considering compliance, regulatory frameworks, and stakeholder needs within a retail context. (GA)

- 5.6 Identify problems and creative, sustainable, and enterprising approaches for their resolution. (GA)

- 5.7 Adapt interpersonal, digital, and communication skills to a range of situations, audiences, and degrees of complexity. (KTS SS)

- 5.8 Apply decision-making to various retail contexts that consider the impact on diverse cultures, customs, and values, being mindful of the potentially competing needs of different communities. (KTS)

Additional Year course learning outcomes: upon completion of Additional Year you will be able to:

- Y1 (International Experience only) Demonstrate insight and understanding of the challenges and opportunities of working and/or studying in an international context. (PPP)

- Y2 (International Experience only) Apply theories, concepts and research skills related to the cultural context(s) of the society within which the experience takes place. (KU SS)

- Y3 (Professional Experience only) Demonstrate acquisition of a range of professional and commercial skills required within the contemporary business environment through the completion of an extended period of professional practice in the work placement year. (PPP KTS SS)

Level 6 course learning outcomes: upon completion of Level 6 you will be able to:

- 6.1 Operate in complex and unpredictable retail, marketing, and business contexts, requiring the selection and application of innovative techniques, leveraging and using various digital tools, systems, software and platforms relevant to Retail. (PPP)

- 6.2 Act autonomously, with minimal supervision or direction, within agreed guidelines, using a full range of resources for business and marketing. (PPP KTS)

- 6.3 Demonstrate a critical understanding of retail business and its inter-relationship with other fields of study, including in-depth knowledge of some specialist areas. (KU KTS CS)

- 6.4 Analyse new business data, concepts, and situations, using a range of techniques appropriate to the situation, and design creative, sustainable solutions, recognising the needs of stakeholders with minimum guidance. (GA)

- 6.5 Apply own criteria of judgement and can challenge received opinion and reflect on action. (KTS CS)

- 6.6 Apply effective professional and interpersonal communication skills in a wide range of complex situations, including the use of digital skills. (KTS SS CS)

- 6.7 Recognise the potential impact of economic, social, and cultural differences when working within diverse communities, both locally and internationally. (KTS)

How will you learn?

Learning methods

The course team collaborates with industry partners to provide live client briefs, simulating real work environments. Work-based and experiential learning are integral to the curriculum, enhancing employability. This approach allows for innovative teaching methods such as the flipped classroom, promoting active and engaging learning.

Module leaders and lecturers engage with employers from different sectors, involving them in curriculum design and career education. Networking is actively encouraged for career opportunities, research, and knowledge exchange.

The course has a strong vocational focus, with a curriculum applied in an industry context. Learning activities and assessments combine theory and practice in real-world settings, using lectures, seminars, workshops, tutorials, and field trips. Experts from relevant fields provide guest lectures, seminars, workshops, and work experience opportunities for students.

State-of-the-art facilities, such as our dedicated digital marketing lab, Switch 23, provide an environment where students can cultivate their creativity and refine their digital skills. Here, they can harness the power of digital tools to develop and present captivating ideas. Students' digital skills will develop through hands-on experience by engaging with retail analytic tools, supply chain management software, e-commerce systems, and other cutting-edge technologies, including the application of AI and other innovative digital solutions in the retail industry.

This practical approach equips them with the necessary competencies to excel in the dynamic world of retail and contribute meaningfully to the industry's ongoing digital transformation.

Self-reflection is encouraged to facilitate student learning, development, and confidence. Authentic experiential learning projects in multichannel retailing provide transformational experiences, preparing students for careers in the evolving industry. Emerging themes and authentic learning materials drive meaningful knowledge creation, applied to assessments and future work practices, whilst being mindful of people and the planet, ensuring an inclusive learning experience for all students.

Students have the potential to gain hands-on experience in retail stores and with retailers, as well as the possibility to implement retail strategies in the University campus stores. Field trips allow for evaluation and research of retail from local and global perspectives, with consideration of ethical and sustainable best practices.

At level 4, students acquire a foundational understanding of contemporary retail, mastering key concepts, frameworks, and theories that serve as building blocks for their course. They develop research and investigative skills to analyse strategies and propose solutions in different retail contexts.

At level 5, students will hone their specialist retail skills and generate innovative ideas through in-depth analysis and evaluation of challenges and issues related to Contemporary Retail. They will take on greater responsibility for tasks and make informed judgements to solve problems in the Contemporary Retail including the digital channel domain while achieving personal or group objectives.

At level 6, students will demonstrate advanced skills in critically reviewing, consolidating, and applying a comprehensive body of knowledge related to contemporary retail. They will excel in well-researched and substantiated decision-making, critically evaluating concepts and drawing evidence from diverse sources to inform judgement in complex situations. Students will also take accountability for their decisions and actions, showcasing their ability to handle challenging scenarios with confidence and competence.

Teaching methods

The course provides a variety of learning experiences, motivates students, and meets diverse learning needs, with staff members working as a team to devise modules that encompass all learning styles and neuro-diverse needs. The course also supports students with additional learning and mentor support to maximise their career opportunities and develop their knowledge, understanding, and skills.

Constant feedback and dialogue occur through contact time with module and course leaders, fostering a learning community. Small-group workshops address individual student needs, using stage-appropriate resources, including ICT resources, to encourage independent learning.

The university's Virtual Learning Environment (Blackboard) complements face-to-face lectures, seminars, and workshops with learning materials such as articles, cases, quizzes, and other activities. The university has also invested in Panopto lecture capture technology, allowing students to access recorded lectures on Blackboard, should they miss a lecture or wish to spend more time studying each week's topic areas. These resources help structure and direct students' independent study time.

Each week the seminars link to module learning outcomes which are delivered through the lectures, providing opportunities for group and individual work that reflects important real-world retail skills.

Students will be taught digital competency skills so that they are proficient in using software and tools such as provided by Microsoft and Adobe Creative Cloud, which are key skills used within the workplace.

Professional bodies' resources are embedded in appropriate modules, and guest speakers from these bodies share insights on Contemporary Retail and business best practices.

Our commitment to Equality, Diversity and Inclusion

In line with QAA guidance and the University's commitment to equality and diversity, an inclusivity strategy facilitates an environment for learning that anticipates the varied requirements of learners and aims to ensure that all students have equal access to educational opportunities. Our course curriculum integrates multiple approaches to ensure inclusivity. We adopt inclusive learning, teaching, and assessment methods by blending theoretical and practical elements, to present the course material in diverse and engaging ways.

Aligned with the University of Westminster's Black Lives Matter Commitment Plan and broader EDI agenda and commitment, our inclusive approach respects diversity, encourages active participation, and equips students with skills for a diverse world.

Practical examples of this commitment include providing accessible materials across all modules, offering a range of assessment modes (i.e. Presentations, podcasts, videos, posters, etc.), deploying case studies and real-world examples of contemporary issues and challenges, using inclusive and accessible learning materials, constructing reading lists that ensure diversity and representativeness, and prioritising issues of diversity and inclusion in practice-based seminars for relevant industries. We also draw on the research and collaborative work of specialist organisations working in retail to promote Equality, Diversity and Inclusion, ensuring relevant content is integrated into teaching.

Our lectures and seminars avoid just 'talking at' students and rather interact and collaborate with students in most of these sessions, offering a conducive and inclusive environment to all styles of learning.

Assessment methods

The University is dedicated to upholding its Authentic Assessment policy, fostering an environment where students are motivated to collaborate inclusively while acknowledging the cultivation of a diverse array of insights, abilities, values, and attributes that will serve them well in their future careers.

The concept of Authentic Assessment revolves around employing innovative learning experiences to evaluate students' competencies and knowledge within real-world scenarios. By embracing Authentic Assessment, the University gauges students' achievements in a manner that aligns with the practical skills expected of them upon completing their course or degree program.

The course team takes an 'assessment as learning' approach and has an inclusive learning, teaching, and assessment strategy to provide culturally inclusive learning materials, varied, innovative teaching methods, and providing flexible pathways to meet learning outcomes.

A variety of assessments are designed to support Students in demonstrating their achievement of module learning outcomes. There is an emphasis on industry-focused, 'authentic' assessments that reflect those found working in retail, such as reports, portfolios, presentations, and plans. To cater to diverse student needs, we also offer alternative assessment platforms in relevant modules. These include Podcasts, Posters, and Video presentations, allowing students to showcase their knowledge and skills in formats that suit them best.

The assessments for these modules provide opportunities for students to demonstrate the achievement of their learning outcomes through undertaking work-based and other experiential learning activities to distil the learning and to help plan for future personal and professional development.

At each level, students will be assessed on academic knowledge, practical application, and their ability to re-contextualise knowledge, relate theory to practice and develop their own theory about practice. Often assessed tasks will draw on authentic Contemporary Retail issues/cases such as consultancy exercises and responding to creative & commercial briefs. Other assessments may require students to reflect on work-based and other forms of evidence-based learning.

As students move through the levels of the course the scope and depth of assessment builds, allowing them to incrementally gain confidence and improve their knowledge, skills, and understanding. Assessments are progressively designed to facilitate and develop independent critical thinking skills and the ability to analyse and critically evaluate theories, concepts, and ideas. In the final year of the course, assessment methods test students' ability to synthesise their ideas and take a more holistic view of the discipline.

Students will be offered a range of both formative and summative feedback throughout each module to help them throughout the course.

Formative and Summative Assessment and Feedback on the Course

The course has both formative and summative assessment and feedback. Formative assessment does not contribute to your overall grade but is used to give students advice and guidance on improvement. Summative assessment does contribute to the grade; the course approach is to ensure formative assessment and feedback in every module. This approach aims to enhance student performance in summative assessments by fostering continuous learning and improvement throughout your academic journey.

General feedback for the entire module will also be made via Blackboard, which will discuss the key areas of shared strengths, weaknesses and academic skills improvements. This general feedback is likely to be issued before specific summative feedback.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 5.1, 5.3, 5.4, 5.5, 5.6, 6.2, 6.3, 6.4, 6.5
Literate and effective communicator	4.1, 4.2, 4.5, 4.6, 4.8, 5.1, 5.2, 5.5, 5.7, 6.4, 6.6, Y1, Y3
Entrepreneurial	4.3, 4.6, 4.8, 5.1, 5.2, 5.6, 6.1, 6.2, 6.4
Global in outlook and engaged in communities	4.1, 4.3, 4.4, 5.1, 5.3, 5.4, 5.6, 5.7, 5.8, 6.1, 6.3, 6.4, 6.7, Y1, Y2
Socially, ethically and environmentally aware	4.1, 4.3, 5.1, 5.3, 5.4, 5.6, 5.8, 6.1, 6.3, 6.4, 6.7, Y2

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time

Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.

- **Option** modules give you a choice of modules and are normally related to your subject area.

- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.

- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

At Level 4, students take one elective module.

Module Code	Module Title	Status	UK credit	ECTS
4MARK008W	Digital Marketing Essentials	Core	20	10
4MARK003W	Fundamentals of Marketing	Core	20	10
4LEAD001W	Leadership, Innovation and Organisations	Core	20	10
4MARE001W	Marketing Research and Data Analysis	Core	20	10
4MARK022W	Retail Essentials	Core	20	10
		Elective	20	10

Level 5

At Level 5, students take EITHER three optional modules, OR two options and one elective module OR a 60 CAT study abroad or work experience module.

Module Code	Module Title	Status	UK credit	ECTS
5RTMN001W	Category and Channel Management	Core	20	10
5MARK019W	Consumer Insights	Core	20	10
5RTMN002W	Retail Omni Channel and E-commerce Design	Core	20	10
5MARK014W	Contemporary PR Management	Option	20	10
5FADE014W	Fashion Retailing Strategies	Option	20	10
5FNCE013W	Finance for Marketing Managers	Option	20	10
5MARK015W	Social Media Marketing	Option	20	10
5BUSS016W	WBS Study Abroad Experience	Option	60	30
5BUSS017W	WBS Work Experience	Option	60	30
		Elective	20	10

Additional Year

The following modules must be passed for the award title "with International Experience":

5BUSS013W WBS International Experience Year Semester 1 (20 credits)
5BUSS014W WBS International Experience Year Semester 2 (20 credits)

The following modules must be passed for the award title "with Professional Experience":
5BUSS011W Professional Placement Project Part 1 (20 credits)
5BUSS012W Professional Placement Project Part 2 (20 credits)

Module Code	Module Title	Status	UK credit	ECTS
5BUSS011W	Professional Placement Project Part 1	Option	60	30
5BUSS012W	Professional Placement Project Part 2	Option	60	30
5BUSS013W	WBS International Experience Year Semester 1	Option	60	30
5BUSS014W	WBS International Experience Year Semester 2	Option	60	30

Level 6

At Level 6, students take EITHER two optional modules, OR one option and one elective module.

Module Code	Module Title	Status	UK credit	ECTS
6MARK006W	Contemporary Selling and Sales Management	Core	20	10
6RTMN001W	Customer Experience	Core	20	10
6MARK028W	Final Major Project	Core	20	10
6MARK003W	International Market Planning and Strategy	Core	20	10
6DIBU001W	Digital Business Innovations	Option	20	10
6MARK032W	Leisure and Lifestyle Retail Marketing	Option	20	10
6MARK031W	Luxury Brand Management	Option	20	10
6MNST012W	Purchasing Management	Option	20	10
6MARK029W	Sustainability Marketing	Option	20	10
		Elective	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Course management

The course is led by a Course Leader, Level Leaders, and Module Leaders, all of whom have office hours for student meetings. Course Representatives are elected early in the course and play a valuable role in representing the student's voice. They have regular formal meetings with the course team and informal interactions throughout the course, facilitating communication and prompt response to any issues that arise, and fostering a strong course community.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be

provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at https://www.westminster.ac.uk/student-advice

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at https://www.westminster.ac.uk/students-union

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university. a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;

- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning

Additional Details