**Programme Specification**

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| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **BA (Hons) Event and Experience Management** |

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| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | School of Music and Fine Art |
| 1. **Teaching Site** | Medway |
| 1. **Mode of Delivery** | Full-time  Part-time |
| 1. **Programme accredited by** | N/A |
| 1. **a) Final Award** | BA (Hons) |
| 7. **b) Alternative Exit Awards** | BA (non hons) Event and Experience Management;  Diploma in Event and Experience Management;  Certificate in Event and Experience Management |
| 1. **Programme** | Event and Experience Management |
| 1. **UCAS Code (or other code)** | W902 |
| 1. **Credits/ECTS Value** | 360 Credits (180 ECTS) |
| 1. **Study Level** | Level 6 |
| 1. **Relevant QAA subject benchmarking group(s)** | Dance, Drama and Performance (2015)  Art and Design (2017)  Business and Management (2015) |
| 1. **Date of creation/revision** | April 2016/June 2017/revised FSO Jan 2018 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2018 |

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| 1. **Educational Aims of the Programme**   The programme aims to: |
| * Provide an academic preparation for a career in the business of Event and Experience Management. * Develop understanding and critical examination of a broad range of management concepts, skills, techniques and functions in general and specifically within the field of Events Management and related business opportunities. * Produce graduates with a bold and creative vision in the design of events, environments, experiences and performances (such as: celebratory performances, theatre, site-specific projects, product launches, personal rites of passage; visitor attractions and brand experiences) - underpinned by a sound knowledge of production processes, who can make a distinctive contribution to the industry, nationally and regionally. * Produce graduates who are critically aware of the range of types and contexts of performance events and experiences, and who are able to make choices appropriate to the context and informed by an understanding of theoretical and practical concerns. * Provide an excellent quality of education delivered through a combination of project work, lectures and seminars engaging with the interdisciplinary nature of the field, while giving students opportunities to develop creative and practical specialisms. * Produce graduates who are able to present, argue and defend their ideas, verbally and in writing, who are able to research effectively, and synthesise arguments and responses from and to a range of (possibly conflicting) sources. * Provide students with transferrable skills in health and safety, the management of projects, problem solving, working to deadlines, resource planning, team working, making presentations, and the ability to reflect on and develop their own learning. * Provide a curriculum which maximises local progression opportunities into post-graduate higher education and enhances student employability. * Be regionally responsive, utilising the full benefits offered by the local enterprise development initiatives whilst also aiming for national relevance and significance. * Maintain high standards of academic rigour, currency and innovation. * Develop key transferable skills in the areas of numeracy, communication, financial and computer literacy. * Provide learning opportunities that are enjoyable experiences, involve realistic workloads, are based within a research-led framework, are responsive to the development needs of our individual students and offer appropriate support for students from a diverse range of backgrounds. |

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| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.  The programme outcomes have references to the QAA subject benchmarking statements (SB) for Business and Management (2015) (BM); Dance, Drama and Performance (2015) (DDP) and Art and Design (2017) (AD). |

**A. Knowledge and Understanding of:**

1. The creative process: the interaction between intention, process, outcome, context, and the methods of dissemination (SB: AD 6.4iv).
2. The elements that contribute to the make-up of the design experience and impact upon design decisions including; practicality, spatial dynamics, texts, narrative requirements and related technologies (SB: AD 6.5ii, 4.4, DDP 7.10i)
3. Organisations, their environments and their management, including the management of people, operations, finance, marketing and organisational strategy (SB: BM2.1 &3.4-3.7).
4. Professional, managerial, contractual and health and safety issues which underpin design practice (SB: AD 6.5ii).
5. The historical development of the discipline of event management in practice and theory and the critical and theoretical paradigms that have emerged from those developments and histories (SB: AD 6.9i, HAAD 4.2vi, DDP 4.2iv v).
6. The contribution made by design to the visitor experience, and communication of meaning in events, experiences, exhibitions, performances and related practices (SB: AD 3.3, DDP 5.2ii & ix, & 5.3ii)
7. The contemporary cultural and contextual elements that inform and impact upon design decisions and, in turn, the contribution of events to public culture and arts as well as to local and regional identity (SB: AD5.9, AD6.5ii)
8. 'Management' - the processes, procedures and practices for effective management of organisations, including theories, models, frameworks, tasks and roles of management together with rational analysis and processes of decision making within organisations and in relation to the external environment (SB: BM3.6, DDP 4.3vii)
9. Social science concepts and theories and the ability to apply them to business and management contexts (BM2.1,3.4-3.7).

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity (SB: AD 6.8i).
2. Investigate, analyse, interpret, develop and articulate ideas and information through to outcomes (SB: AD 6.8v).
3. Understand and evaluate the critical, contextual, historical, conceptual and ethical dimensions of arguments, theories and creative processes. (SB: AD6.9i)
4. Analyse and evaluate information and experiences, formulate independent judgments, and articulate reasoned arguments through reflection, review and evaluation (SB: AD 6.8ii, BM 3.9).
5. Source and research relevant material, assimilating and articulating relevant findings (AD 6.10di).
6. Apply core numeracy and IT skills to problems (BM 3.9).

**C. Subject-specific Skills:**

1. Generate ideas, concepts, proposals and solutions for designs for events, experiences, installations and performances, appropriate to their brief, text, location/site and context. (SB: AD 6.8i)
2. Create, evaluate and assess options, in a range of business situations, applying concepts and knowledge appropriately (BM 3.9).
3. Identify, formulate and solve business/decision-making problems using appropriate qualitative and quantitative tools (BM 3.9).
4. Understand the needs, opportunities and challenges offered by project catalyst (text, brief and site). (SB: AD6.8i).
5. Use digital design aids to advance the development and communication of the design idea, use a range of event technologies and performance related software. (SB: AD 6.9iii)
6. Select, manipulate and test the elements of design (material, space, time, form, lighting, sound, image, colour, symbol etc.) in order to develop the design idea (SB: AD 6.8iii).
7. Use design to evoke place, story, atmosphere and theme. (SB: AD 6.4 iii iv, DPP 5.3v)
8. Communicate effectively, orally, visually and in writing, about business issues in general and pertaining to the events industry (BM 3.9).

**D. Transferable Skills:**

1. Apply, consolidate and extend their learning in different contextual frameworks and situations.
2. Study independently, set goals, manage their own workloads and deliver required outputs effectively (BM 3.9).
3. Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity. (SB: AD: 6.10aii)
4. The ability to interact effectively with others, for example through collaboration, collective endeavour and negotiation (SB: AD 6.10ci, BM 3.9).
5. The ability to source, navigate, select, retrieve, evaluate, manipulate and manage  information from a variety of sources (AD 6.10dii, BM 3.9).
6. Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making (SB: AD 6.8ii).
7. Communicate effectively orally and in writing, using media appropriate to the purpose (BM3.9).

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

**Teaching and learning**

The following methods are deployed:

* Seminars and workshop sessions focused on prescribed reading or other learning assignments.
* Practical studio teaching, involving both workshops and ‘crits’.
* Independent learning on set projects either self-directed or within small groups, supported by group and individual tutorials and supervision.
* Lectures.
* Screenings.
* Visits to galleries, screenings and exhibitions.
* Opportunities for work-based learning and placements.

**Assessment**

* Practice based outcomes (individual and group).
* Contributions in class ‘crits’, including oral, intellectual, practical and creative contributions and evidence of research and preparation.
* Submission of written work in a variety of formats: essays, critical evaluations of projects, research journals, reviews, funding applications, business/project plans, and other documentary material.
* Individual and group presentation supported by video or other visual material.
* Observation of individual and group processes on practical projects, including peer review.
* The presentation of practical/creative work through public and/or in-class forums and interim shows.
* Computational exercises; time-constrained in-class assessments.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  This programme is studied over three years full-time or six years part-time.  The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Event and Experience Management. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Event and Experience Management. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.  Full-time students may apply to add either a Placement Year or Year Abroad onto their programme of study between Stages 2 and 3 via the Faculty-wide Humanities Placement Year or Humanities Year Abroad programme specifications. The Humanities Term Abroad programme specification cannot be combined with this programme.  Students successfully completing Stage 2 and also the year abroad/placement and meeting Credit Framework requirements will be eligible for the award of the Diploma with a Year Abroad/Placement Year.  For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework. |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | | |
| **Compulsory Modules** | | | | | |
| EVNT4003 | CR309 | Visual Communication | 4 | 15 | Autumn |
| EVNT4000 | CR300 | Contexts and Case Studies in Creative Events | 4 | 15 | Autumn |
| BUSN3300 | CB330 | Fundamentals of Financial Accounting | 4 | 15 | Autumn |
| BUSN3670 | CB367 | Introduction to Data Analysis and Statistics for Business | 4 | 15 | Autumn |
| SMFA4000 | CR307 | Lighting and Sound for Events | 4 | 15 | Spring |
| EVNT4002 | CR308 | Industrial and Regional Research | 4 | 15 | Spring |
| BUSN7140 | CB714 | Marketing Principles | 5 | 15 | Spring |
| BUSN3660 | CB366 | Management Principles | 4 | 15 | Spring |
| **Stage 2** | | | | | |
| **Compulsory Modules** | | | | | |
| BUSN7250 | CB725 | Project Management | 5 | 15 | Autumn |
| BUSN7290 | CB729 | Enterprise and Entrepreneurship | 5 | 15 | Autumn |
| SMFA5002 | CR524 | Digital and Interactive Media in Live Events and Performance | 5 | 30 | Spring |
| BUSN6970 | CB697 | Managing People and Teams | 5 | 15 | Spring |
| BUSN7540 | CB754 | Corporate Social Responsibility | 5 | 15 | Spring |
| **Optional Modules**  Students must select 30 creditsfrom a list of modules provided by the School | | | | | |
| **Stage 3** | | | | | |
| **Compulsory Modules** | | | | | |
| EVNT6003 | CR522 | Installations and Interventions in the Public Realm | 6 | 30 | Autumn |
| BUSN7420 | CB742 | Creating your own Enterprise | 6 | 15 | Autumn |
| EVNT6001 | CR506 | Project Pitch | 6 | 30 | Spring |
| BUSN5011 | CB5010 | Marketing Analytics | 5 | 15 | Spring |
| **Optional Modules**  Students must select 30 creditsfrom a list of modules provided by the School | | | | | |

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| **18 Work-Based Learning** |
| Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Professional practitioners frequently contribute to the programmes often with students following live, or real, briefs. Thus, while this is not learning in the workplace it does invite the workplace into a student’s learning.  Student project work may be carried out in the work place/public realm.  Students may choose to include the optional Year Abroad/Placement year in their programme of study. If this is the case students should refer to the relevant programme specification for details of the work-based learning requirements. |

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| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service https://www.kent.ac.uk/studentwellbeing/counselling/ * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html> |

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| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For current information, please refer to the University prospectus |
| Programme has been suspended |
| 20.2 **What does this programme have to offer?** |
| * Innovative and practically oriented introduction to design for a range of events, experience and performances. * An excellent grounding in both the academic and the practical aspects of a wide range of core business disciplines, together with opportunities to specialise. * An emphasis on creative practice; primarily based round practical projects with associated academic study. * An integrated approach to the study of events in the public and private sectors. * An inspiring location, with dedicated facilities and equipment, at the Historic Dockyard, Chatham. * Interactions with design agencies and live briefs feed into the degree. * Use of traditional and digital modelling and graphics processes. * Introduction to aspects of theatre technology and production. * Flexibility to transfer from full-time to part-time study or vice versa, as personal and/or employment circumstances may dictate. * An exceptionally high level of personal support and guidance. |

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| 20.3 **Personal Profile** |
| The programme is for students who:   * Have a demonstrable interest in design for cultural events, performances and experiences, whether evidenced through visiting and observing projects, or by becoming involved themselves. * Have a genuine interest in the business world and the management of organisations, possibly gained as a result of experience in employment. * Enjoy working with others and be keen to develop their skills in team-working and team leadership. * Are intellectually curious, motivated by creative exploration and be prepared to tackle problems across a range of functional specialisms * Have clear personal goals, be prepared to work hard to achieve them * Enjoy a certain level of practical production work. |

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| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx> |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS |

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| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness |

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| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality> * QAA Benchmarking statements for Business and Management; Art and Design; Dance, Drama and Performance * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html> * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>) |

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| 23 **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

## Module Map for BA (Hons) Event and Experience Management

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|  | **Stage 1** | | | | | | | | **Stage 2** | | | | | | | **Stage 3** | | | | | | |
|  | CR309 Visual Communication | CR300 Contexts and Case Studies in Creative Events | CB330Fundamentals of Financial Accounting | CB367 Intro to Data Analysis and Statistics for Business | CR307 Lighting and Sound for Events | CR308 Industrial and Regional Research | CB714 Marketing Principles | CB366 Management Principles | CB725 Project Management | CB729 Enterprise and Entrepreneurship | CR524 Digital & Interactive Media and Live Events & Performance | CB697 Managing People and Teams | CB754 Corporate Social Responsibility | CR500 The Business of Event Production | CR525 The Brand Experience | CR522 Installations and Interventions in the Public Realm | CB742 Creating your own Enterprise | CR506 Project Pitch | CB5010 Marketing Analytics | CB726 Corporate and Business Strategy | MU600 Dissertation | CB743 Human Resources and Organisational Behaviour |
| **Programme Learning outcomes**  **Knowledge and Understanding:** | | | | | | | | | | | | | | | | | | | | | | |
| A1 | X | X |  |  | X | X |  |  | X |  | X |  |  | X |  | X | X |  |  |  |  |  |
| A2 | X | X |  |  | X | X |  |  |  |  | X |  |  |  | X | X |  | X |  |  |  |  |
| A3 |  | X | X | X |  |  | X | X | X | X |  | X | X |  |  |  | X | X | X | X |  | X |
| A4 |  |  |  |  | X | X | X | X | X |  | X | X | X | X |  | X |  | X |  |  |  |  |
| A5 |  | X |  |  |  | X |  |  |  |  | X |  |  | X | X | X |  |  |  |  | X |  |
| A6 | X | X |  |  | X | X |  |  |  |  | X |  |  | X | X | X |  | X |  |  |  |  |
| A7 |  | X |  |  |  | X | X |  |  |  | X |  |  | X | X | X |  | X |  |  |  |  |
| A8 |  |  | X | X |  |  |  | X | X | X |  | X | X |  |  |  | X |  | X | X |  | X |
| A9 |  |  | X | X |  |  | X | X | X | X |  | X | X |  |  |  | X |  | X | X |  | X |
| **Intellectual Skills:** | | | | | | | | | | | | | | | | | | | | | | |
| B1 | X |  |  |  | X |  |  |  | X | X | X |  |  |  | X | X | X | X |  |  | X |  |
| B2 | X |  | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X |
| B3 |  | X |  |  |  | X |  |  |  |  | X |  | X | X | X |  |  |  |  | X | X |  |
| B4 | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X | X | X | X | X | X | X |
| B5 | X | X | X | X |  | X | X |  | X | X |  |  | X | X | X |  | X | X | X | X | X |  |
| B6 | X |  | X | X |  |  | X | X | X | X |  |  |  |  |  |  | X |  | X |  |  |  |
| **Subject-specific Skills:** | | | | | | | | | | | | | | | | | | | | | | |
| C1 | X |  |  |  | X |  |  |  |  |  | X |  |  |  | X | X |  | X |  |  |  |  |
| C2 |  |  | X | X |  | X | X | X | X | X |  | X | X | X | X |  | X | X | X | X |  | X |
| C3 |  |  | X | X |  | X | X | X | X | X |  | X | X |  |  |  | X | X | X | X |  | X |
| C4 | X | X |  |  | X | X |  | X | X | X | X |  | X | X | X | X | X | X |  | X |  |  |
| C5 | X | X |  |  | X |  |  |  |  |  | X |  |  |  | X | X |  |  | X |  |  |  |
| C6 | X | X |  |  | X |  |  |  |  |  | X |  |  |  | X | X |  | X |  |  |  |  |
| C7 | X |  |  |  | X |  |  |  |  |  | X |  |  |  | X | X |  |  |  |  |  |  |
| C8 |  | X | X | X |  | X | X | X | X | X |  | X | X | X |  |  | X | X | X | X | X | X |
| **Transferable Skills:** | | | | | | | | | | | | | | | | | | | | | | |
| D1 |  | X |  | X | X | X |  | X | X | X | X | X | X | X | X |  |  | X | X | X | X |  |
| D2 | X |  | X |  |  |  | X | X | X |  | X |  |  |  |  | X | X | X |  |  | X |  |
| D3 | X |  | X | X |  |  | X | X | X | X |  | X | X |  |  | X | X | X |  | X |  | X |
| D4 |  |  |  |  | X | X | X | X | X | X | X | X | X | X | X | X | X |  | X | X |  | X |
| D5 | X | X | X | X |  | X | X | X | X |  |  |  | X | X | X |  | X | X | X | X | X | X |
| D6 | X | X |  |  | X | X |  |  | X | X | X |  | X | X |  | X | X |  |  | X |  | X |
| D7 |  | X | X | X |  | X | X | X | X | X |  | X | X | X | X | X | X | X | X | X | X | X |