Programme Specification

Title of Course: *BSc (Hons) Criminology and Sociology*

Date first produced	04/10/2017
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Version number	5
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Criminology, Politics and Sociology
Delivery Institution	Kingston University London

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

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Criminology and Sociology
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Cert HE Criminology & Sociology DipHE Criminology & Sociology Ordinary degree Criminology & Sociology
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	ML93

Award(s) and Title(s): *Up to 10 pathways*	BSc (Hons) Criminology and Sociology with Foundation Year
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	

RQF Level for the Final Award:	Honours
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University London
Location:	Penrhyn Road Campus
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	
Minimum period of registration:	Part-time - 3 Full-time - 6
Maximum period of registration:	Part-time - 6 Full-time - 12
Entry Requirements:	The minimum entry qualifications for the programme are: From A levels: 112 points

	BTEC National: Distinction, Merit, Merit (DMM) from a social science related BTEC Extended Diploma
	Access Diploma: Pass
	Plus: GSCE (A* - C) in English Language and Mathematics
	Consideration will be given to recognizing prior learning based on professional experience or other certified learning.
	A minimum IELTS score of 6.5 overall, with at least 5.5 in each element. TOEFL score of 90 with at least 22 in Reading, 21 in Listening, 23 in Speaking and 21 in Writing.
	Disclosure and Barring Services (DBS) clearance may be required for participation in some modules. This will be applied for at the start of the relevant modules rather than at the beginning of the course programme.
Programme Accredited by:	n/a
QAA Subject Benchmark Statements:	Criminology, Sociology
Approved Variants:	There are no variants.
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 aims of the programme are to:
- Introduce students to criminology and sociology as related fields of study and promote an enthusiasm for knowledge and understanding within these disciplines.
- Enable students to make connections between theories of society and human behaviour with particular reference to understanding social problems, crime, victimisation, crime control and punishment.
- Ensure students have a sound knowledge of the institutions, processes and legal foundations of the criminal justice system in England and Wales.
- Develop a knowledge of and sensitivity to the complexity and diversity of social processes and cultures in different groups and societies.
- Provide students with the knowledge, understanding and skills to critically engage with public debates about social problems and policy, particularly in relation to crime and responses to crime.
- Promote scholarship by offering students opportunities to acquire skills and operational practice in the conduct of research projects.
- Enable students to develop a range of generic and transferable skills in written and oral communication, independent learning, teamwork, information technology, numeracy, project management, information retrieval, reasoning and evaluation of evidence.
- Raise students' awareness of ethical issues and their appropriate resolution in criminological and sociological research.
- Foster a sense of civic contribution and participation by offering students the opportunity to engage with and work alongside practitioners, policy makers, service users and providers.

B. Intended Learning Outcomes

The field/course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Criminology (2019) and Sociology (2019) and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), and relate to the typical student.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A5	Demonstrate a critical understanding of the construction and influence of culture including representations of crime and victimisation, politics and political action as found in official reports, the mass media and public opinion.	B5	Demonstrate a critical understanding of the basic principles of social research and academic debate as applicable to criminology and sociology, including what can be achieved by different quantitative and qualitative	C5	Collaborate constructively with others to achieve common goals.
A4	Demonstrate critical understanding of the relationship between the local, national and international dimensions of crime, victimisation, governance and order maintenance.	B4	Evaluate criminal justice agency practices and developments in terms of changing values and relationships between individuals, groups, and public and private agencies in different locations	C4	Efficiently use information and communications technology for the gathering and analysis of data and presentation of findings.
A3	Demonstrate a critical understanding of the dimensions of social divisions, inequality and social diversity within and between groups and societies; and their relation to governance, policy, human rights and civil liberties in the criminal justice system.	B1	Identify, investigate, analyse and contextualise problems in criminology and sociology to formulate questions and design appropriate strategies to investigate them.	C3	Recognise the importance of explicitly acknowledging intellectual debts and data sources, as well as the ethical requirements of research in terms of the critical, respectful and reflective engagement with sources and informants.
A1	Demonstrate a critical understanding of the major theories and key concepts which are deployed in criminology and sociology and be able to apply these to the study of relevant topics.	B2	Make ethical judgements about methods and published research; including the ethics of data collection, analysis and argumentation.	C2	Locate, gather, retrieve and synthesise qualitative or quantitative data and analyse, assess and communicate that data to sustain a reasoned argument.

A2	Demonstrate knowledge and understanding of the key institutions and practices involved in structuring society and the management of social change and social dis/order.	B3	Critically evaluate evidence and argument and be able to use these elements in the development of their own work.	C1	Describe, summarise, interpret and present information, data and evidence, primary or secondary, in a fluent and appropriate format for a variety of audiences.

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in full-time/part-time mode, and leads to the award of a BSc (Hons) in Criminology and Sociology. The full-time programme is also offered with an optional 'sandwich' route which enables students to undertake a work placement in between Level 5 and 6. Students are supported in finding and securing a placement by the Careers and Employability Service as well as by course academic staff.   Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level.   All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides. This course permits progression from level 4 to level 5 with 90 credits at level 4 or above, and also permits progression from level 5 to level 6 with 90 credits at level 5 or above Any outstanding credits from level 4 must be passed before progression to level 6.
For information on Foundation degree modules, please refer to the Foundation Year in Social and Behavioural Sciences programme specification.

BSc (Hons) Criminology and Sociology

Level 4							
BSc (Hons) Criminology and Sociology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Classical Social Theory in a Contemporary World	SO4007	30	4	1 & 2			
Crime, Law and Justice	CM4002	30	4	1 & 2			

Foundations in Criminological Theory	CM4001	30	4	1 & 2			
Introduction to Research Methods\r	SO4006	30	4	1 & 2			
Optional Modules							

Progression to Level 5

Students exiting the course at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Criminology and Sociology.

Level 5							
BSc (Hons) Criminology and Sociology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Policing and Punishment	CM5006	30	5	1 & 2	CM5006		
Social Justice and Social Movements	SO5014	30	5	1 & 2	SO5014		
Optional Modules							
Crime and media	CM5009	30	5	1 & 2	CM5009		
Diversity and Discrimination in the Criminal Justice System\r	CM5004	30	5	1 & 2	CM5004		
FASS Work Placement Sandwich	PN5001	120	5	1 & 2	PN5001		
Globalisation and Social Change	SO5013	30	5	1 & 2	SO5013		
Researching Law and Society	CM5008	30	5	1 & 2	CM5008		
Researching Race and Ethnicity	SO5009	30	5	1 & 2	SO5009		
Securing Human Rights: Contemporary Themes and Issues	PO5004	30	5	1 & 2	PO5004		
Slavery and Emancipation	PO5007	30	5	1 & 2	PO5007		
Youth, Crime and Deviance	CM5005	30	5	1 & 2	CM5005		

Progression to Level 6

*Options are research led and may vary from year to year according to staff expertise and availability.
** Students cannot take two research methods modules together (CM5008 and SO5009).
Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Criminology & Sociology.

Students on the sandwich route undertake a year-long placement. The sandwich year placement does not contribute to the degree award calculation, but learning is assessed and students pass/fail the year.
Progression to Level 6 does not require passing the placement.

Level 6							
BSc (Hons) Criminology and Sociology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Gender and Society	SO6031	30	6	1 & 2		0	0
Transnational Crime	CM6027	30	6	1 & 2		0	0
Optional Modules							
Applied Criminology/Sociology: Work and Volunteering	SO6027	30	6	1 & 2		0	0
Applied Criminology/Sociology: Work and Volunteering	SO6027	30	6	1 & 2		0	0
Crimes of the Powerful: Corporations, the State and Human Rights	PO6013	30	6	1 & 2		0	0
Criminology/sociology Dissertation	SO6029	30	6	1 & 2		0	0
Criminology/sociology Dissertation	SO6029	30	6	1 & 2		0	0
Migration and Social Transformation	SO6022	30	6	1 & 2		0	0
Risk and Crime	CM6019	30	6	1 & 2		0	0
Special Topics in Society	SO6026	30	6	1 & 2		0	0
The Politics of Crime in the Black Atlantic	CM6011	30	6	1 & 2		0	0

Level 6 requires the completion of

*Options are research led and may vary from year to year according to staff expertise and availability.
Level 6 requires the completion of the compulsory modules and two option modules.

BSc (Hons) Criminology and Sociology with Foundation Year

D. Principles of Teaching, Learning and Assessment

Our students come from diverse academic and social backgrounds and their learning and skills development needs vary accordingly. To reflect this, the programme provides flexible and varied teaching, learning and assessment strategies in order to ensure that all students have as equal an opportunity as possible to acquire the necessary knowledge and skills to graduate in criminology and sociology.

This field has been designed around Kingston University's Curriculum Design principles. The programme's learning and teaching strategy has a wide range of methods of teaching but there is an overarching aim of creating for students a sense of active and productive participation in an academic community committed to the understanding of crime related phenomena. This programme reflects the team's active engagement in the development of inclusive curriculum and closing the BME gap by diversifying the content and delivery to support student learning and engagement in the programme. Staff also engage widely with the research and development of ideas in teaching and learning in Higher Education, are recognised Fellows of the Higher Education Academy and recipients of teaching awards.

A key element in the structuring of the student experience is the building of a sense of membership to the course and to the broader disciplines of criminology and sociology through their knowledge base, normative order and practitioner networks. This is achieved through teaching and learning strategies at the module and year level which enable:
• a clear path of progression for academic skill development and application in critical reading, writing, presentations, digital literacy, research, reasoning and independent study leading to an ability to produce new knowledge.
• a sense of cohort identities to be developed and strengthened through fieldwork exercises in small teams, visits, group projects and tutor groups .
• real life applications of subject specialisms through building on experiences that students themselves bring, practitioner engagement in teaching, academic staff's own research informed teaching, scenario problem solving, and wherever possible, introducing greater authenticity into assessment briefs.
• active encouragement for students to engage with the development of aspects of their course as part of a learning community through student led reviews, advocacy engagement and leadership roles. Students are also encouraged to participate in the wider criminology and sociology disciplinary community by membership in the British Sociological Association and the British Society of Criminology, and attendance at the regional student conferences.

Research Informed Teaching
The majority of the course team are either academic research active or are involved in policy and evaluation related professional activities, through Knowledge Transfer Partnerships or other direct involvement with government or third sector organisations. These activities play a major part in informing the course design and curriculum content.   Most of the teaching staff are also actively involved in the various Research Centres and/or Research Groups of the Faculty, or may be following interest areas of their own. Their activities take them into, amongst other areas, youth justice, prison education, managing sexual offenders, transgender victimisation and policing, religion, identity, social justice, the military, race and ethnicity, consumption and fashion.
Staff also engage widely with the research and development of ideas in teaching and learning in Higher Education and into wider pedagogic issues which will then feed through to support student learning and engagement in the programme, both formal and extra-curricular.

Support for Independent Learning

Students' self-managed learning time is carefully plotted across the three levels of the programme to ensure that students are supported to become increasingly independent, self-motivated and reflexive learners. Each module makes use of Canvas (VLE), to provide a

range of guided activities for students outside of classroom activities. These might include guided reading with discussion boards, structured research tasks and online quizzes to check understanding and practice skills. These are carefully designed in accordance with the specific requirements of the module and level of study. As a general principle guided activities are more closely structured at Level 4 to support students in making the transition to Higher Education learning. In addition to these module specific activities, at each level students on the course are provided with a co-curricula timetable of activities that draws across the provision within Student Engagement and Employability (SEE). These include, but are not limited to: careers skills workshops targeted to level (e.g. CV writing workshops for Level 4, interview skills and online test training at Level 6); personal development planning in the form of the SPARKS programme and service learning through the Kingston Hub and academic skills development through the Writing and Oral Skills (WOS) workshops and structured developmental interactions with CASE.

The Personal Tutor Scheme
 The Personal Tutor Scheme has been designed to support students in the development of their academic skills by providing appropriate advice and guidance to students throughout their studies with the purpose of helping them become self-reliant and confident self-reflective learners. The individual relationship with a personal tutor throughout a student's undergraduate career is a key element in the monitoring of their progress across their courses and formative assessment is provided in the form of feedback during a timetable of scheduled and regular meetings. In the first year personal tutors are particularly important in helping students make the transition to higher education and the demands of more independent learning by encouraging self-reliance and boosting confidence. With this in mind, personal tutor sessions are scheduled as part of the core modules Foundations in Criminological Theory and Contemporary Issues in Society. This ensures that personal tutor sessions integrate personal and academic skills development with subject specific learning. In addition, students are encouraged to attend individual meetings with their personal tutor to attend to any pastoral as well as academic concerns. In the second and third year the personal tutor is there for students to guide them through their study programme choices, to work with them on making the best use of their feedback and to play an active role in planning their post-graduation future, and to provide pastoral support and oversight. To this end students are encouraged to attend individual tutorials with their personal tutor over the course of the year. In particular, Level 5 and 6 students are invited to meet with their personal tutor at the beginning, middle and end of the academic year. Personal tutor meetings are logged on the university's OSIS system in order to identify and respond to potential problems or difficulties.

Technology Enhanced Learning
 The Canvas virtual learning environment provides excellent opportunities for designing and delivering a wide range of innovative technology enhanced learning tools to enable students to link their 'personal' digital worlds to 'public' academic worlds, often via their own mobile technologies. E-assessment is a standard feature in formative and self-assessments. Audio and video are both used for interactive classroom teaching.

Assessment
 The overall assessment regime for the course is designed to help students learn and to demonstrate that they have met the learning outcomes of the programme and of each level of study. A wide range of assessment strategies is used in the field in order to encourage a broad range of skills and to accommodate students' different learning styles throughout the programme. Methods include: formal reports, essays, critical literature reviews, book reviews, portfolios, field work reports, presentations, unseen and time released exams and dissertation. The different assessment modes reflect and enhance the interdisciplinary inputs to the field programme. Care is taken by the course team to minimise summative assessment bunching or peak loading of formative assessments. All assessments in the

programme are reviewed by the course team to ensure level parity and prevent overlap or duplication prior to being sent to External Examiners for information.
 All modules provide explicit formative opportunities, including self-evaluation, for practice and constructive 'feed forward' which are designed to help students reach their full potential in summative assessment. Indicative examples of this include seminar and workshop sessions working through practice questions, peer critiquing drafts, reviewing 'model' answers and past essays, self-assessed on line tests, and reading logs.

Skills
 The development of academic skills is woven throughout the course and assessed both formatively and summatively. In the first year there is an emphasis is on developing basic research, information retrieval and study skills, and where necessary to provide additional support from the Centre for Academic Skills and Employability (CASE) or other tailored support. At subsequent levels students strengthen their analytic, interpretative and communication skills and by graduation are able to demonstrate the problem-solving, evaluative and reflective skills intrinsic to the discipline and the attributes needed for self-managed, lifelong learning.

E. Support for Students and their Learning

Students are supported by:
*   A Module Leader for each module who takes responsibility for the teaching and learning experience of all those students registered and who monitors   their progress, motivates their learning, monitors their performance and attendance, provides feedback and is responsible for their final grading
*   A course leader to oversee modules across the year and to provide for the integration of student experience and cohort identity across the year
*   A Head of Department to help students understand the coherence of the programme structure, the regulations and to advise on requests for programme change and Study Abroad
*   Personal Tutors to provide academic and guidance to students throughout their time at Kingston by monitoring their progress and helping to identify their individual needs.
*   Support Needs Tutor to ensure students with SoSNs are able to fully access the teaching and learning experience offered by the programme and linked directly to the university Dyslexic and Disability Office which deals with the assessment of all support needs
*   An academic misconduct tutor to monitor plagiarism and provide support for students who have been found to have infringed the regulations and have incurred penalties
*   A dedicated subject specialist Information Advisor in the University Learning Resource Centre.
*   Technical support to advise students on IT and the use of software
*   A designated course administrator for the field and the Department who provides a first port of call to all students who have queries or concerns about the scheduling and administration of their modules
*   An induction week at Level 4 for all new students and re-induction sessions for students entering Levels 5 and 6
*   Staff Student Consultative Committees (SSCC) which meet twice in each teaching block and are an important forum for student representatives to discuss openly and freely all issues concerning their experience of the design and delivery of their course. These are then reported back to the Departmental Board of Studies, where students are also in attendance, and also to the Faculty-wide SSCC where input from all fields is discussed and taken to the main Faculty Board of Studies. Students have training and gain valuable experience of chairing and participating in formal

committee meetings through this forum, which provides a key role in course developments and monitoring

- Canvas – a versatile on-line interactive intranet accessible on and off site, also available for mobile technologies, that provides a key resource for learning and teaching materials and for all module based communications between students and tutors
- CASE - A substantial Study Skills Centre that provides academic and employability skills support. It is a key referral point for students who have been identified by tutors as needing additional support with their academic skills. Students are also able to volunteer as Peer Assisted Learning (PAL) tutors in CASE.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- The Union of Kingston Students which provides a wide range of student services and works closely with academic staff in ensuring that students can access ambassador and representative training as well as volunteering opportunities
- KU Talent Careers and Employability Service - academics work closely with the service to ensure that presentations, workshops and training sessions are closely tailored to relevant employment sectors.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at subject level
- Student evaluation
- Moderation policies

G. Employability and work-based learning

The development of employability skills is embedded throughout the curriculum in this programme. It has been designed to equip students with the ability to relate the knowledge and skills that they have learned to the real world contexts in which they may work in future. These skills include: a sound and critical knowledge of current policies and practices across a wide range of social and criminal justice organisations; the ability to gather, retrieve and synthesise relevant data and information; the ability to work ethically and safely with confidential material and vulnerable subjects; the ability to manage and deliver small scale group and individual projects within time and resource constraints, the ability to work in a group and take a leadership role when appropriate, the ability to give and learn from informed peer evaluation; and the ability and experience to engage in reflective practice of frontline delivery of a range of relevant goods and services.

In the design and delivery of modules the programme is committed to ensuring that there are regular channels of communication with a wide range of external social and criminal justice practitioners and service providers through guest lectures and workshop presentations, fieldtrips and placement links. Students have the opportunity to undertake a sandwich year at the end of Level 5, and/or a work based module in their final year where they can practice their subject specific skills and develop a confident mind-set which will take them into graduate employment and professional life. For many of our graduates their placement has provided the first rung on the ladder for their professional training which they have been able

to enter straight after graduation. Many others go on to further academic and vocational study. For example, graduates are well placed to undertake masters programmes in cognate social science programmes such as Social Research Methods; Social Anthropology; Social Theory; Peace and Conflict Studies; Gender Studies; Human Rights and International Relations; etc. They may also choose to undertake qualifications in areas such as Social Work, Community Justice and Probation Practice; Teaching; Marketing and Market Research; Mediation; Counselling and other people-related professions.

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

Work placements and volunteering are actively encouraged from Level 4 onwards and are embedded in the optional Level 6 Applied Criminology and Sociology modules. Additionally, students on the sandwich route undertake a full year's placement in between Level 5 and 6. Although it is the responsibility of individual students to source and secure placements, this is done with the advice and guidance of both personal tutors and the module tutor. The proximity of Kingston to a wide range of social and criminal justice organisations, and international NGOs charities and governmental organisations across the London metropolitan area, is an important factor in generating access and availability. For students on the sandwich route, KU Talent provides guidance and opportunities for securing paid placements. Experience of running these programmes has demonstrated their importance for the personal development of students in terms of their confidence and broader employability skill sets. Academically they enhance student learning as they allow students to reflect upon their own personal experience of working in an applied setting and to evaluate the relationship between theory and practice.

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

See subject benchmarks for Criminology:
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-criminology-14--masters.pdf?sfvrsn=7790f681_16
Subject benchmarks for Sociology:
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81_4
The British Society of Criminology:
http://www.britsoccrim.org/
British Sociological Association:
http://www.britsoc.co.uk/
The Social Research Association
http://the-sra.org.uk/
Kingston University website
http://www.kingston.ac.uk/

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.

		Level 4				Level 5											Level 6								
Module Code		SO4006	SO4007	CM4002	CM4001	CM5009	CM5006	SO5014	CM5008	CM5005	PN5001	SO5013	PO5007	PO5004	SO5009	CM5004	SO6027	SO6022	SO6031	CM6011	PO6013	CM6019	CM6027	SO6029	SO6026
Knowledge & Understanding	A5					S	S			S						S		S	S	S		S	S		
	A4												S	S				S		S	S		S		
	A3		S	S		S	S	S		S		S	S	S	S	S		S	S	S	S	S		S	S
	A1	S	S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
	A2		S	S		S	S	S		S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
Intellectual Skills	B5	S		S					S								S							S	
	B4		S	S		S	S			S				S		S		S			S		S		
	B1	S	S	S		S	S	S	S	S			S	S		S	S	S	S		S			S	S
	B2	S		S					S								S							S	
	B3	S	S	S		S	S	S	S	S		S	S			S	S	S	S		S			S	S
Practical Skills	C5	S	S	S		S	S		S	S			S	S		S	S	S	S		S			S	S
	C4		S	S		S	S	S	S	S			S	S		S	S	S	S		S			S	S
	C3	S	S	S		S	S	S	S	S			S	S		S	F	S	S		S			S	
	C2	S		S		S			S				S				S							S	
	C1	S	S	S		S	S	S	S	S			S	S		S	S	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.